



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, May 23, 2024

Conducted In-Person at 61 Woodland Street, Hartford and Remotely
Meeting will stream live at: <https://youtube.com/live/COKKpPWITs?feature=share>

*** No Invitation to Address the Board:**

As our May 2024 Board Agenda is dedicated to recognizing and celebrating the work of our faculty, staff, and students, there will be no invitation for the public to address the Board. Individuals wishing to submit a communication via email may do so no later than 24 hours prior to the start of the meeting to the following email address: pheleen@commnet.edu. All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. **Anonymous emails will not be posted or shared.**

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Comments from Chair JoAnn Ryan**
4. **Comments from CSCU Chancellor Terrence Cheng**
5. **Approval of Previous Meeting Minutes**
 - **March 21, 2024 – Regular BOR Meeting.....Page 1**
 - **April 9, 2024 – Special BOR Meeting.....Page 59**
 - **April 24, 2024 – Special BOR Meeting.....Page 69**
6. **Consent Agenda – reflects April and May activity of the ASA Committee**
 - a. **Academic Programs – Discontinuations.....Page 77**
 - i. Charter Oak State College – BS - American Sign Language
 - ii. Charter Oak State College – AA – General Studies/BA – General Studies
 - iii. Charter Oak State College - BS and BA – General Studies Concentrations
 - iv. Charter Oak State College – Three (3) CT Director Credentials
 - v. Charter Oak State College – Five (5) Undergraduate Certificates
 - vi. Charter Oak State College – Cyber Security Fundamentals – Undergraduate Certificate
 - vii. Charter Oak State College – Two (2) Long-term Care Undergraduate Certificates
 - viii. Charter Oak State College - Two (2) Public Safety Undergraduate Certificates
 - ix. Charter Oak State College – Two (2) Graduate Certificates
 - x. Charter Oak State College – Nonprofit Leadership Graduate Certificate
 - xi. Charter Oak State College – BS – Business Administration Program Concentrations
 - xii. CT State Community College – New Media Production: Web Design & Development – AS and Certificate
 - xiii. Eastern CT State University – BS – Communications and BA – New Media Studies
 - xiv. Eastern CT State University – BS – Labor Relations and Human Resources Mgt.

- b. Academic Programs – Modifications..... **Page 106**
 - i. Central CT State University – BA – Computer Science – Name Change
 - ii. Charter Oak State College – BS – Business Administration – Courses/Course Substitutions
 - iii. Charter Oak State College – BS – Organizational Leadership and Human Resources Management – Courses/Course Substitutions
 - iv. Eastern CT State University – BS – English – Courses/Course Substitutions
 - v. Eastern CT State University – BA – Theatre – CIP Code, Name Change, Courses/Course Substitutions
 - vi. Southern CT State University – MS – Applied Behavior Analysis – Instructional Delivery
 - vii. Southern CT State University – 6th Yr. Certificate – Applied Behavior Analysis Instructional Delivery
 - viii. Western CT State University – MS – Music - Courses/Course Substitutions, Modality, Degree Title
- c. Academic Programs – Reinstatement.....**Page 124**
 - i. Charter Oak State College - Undergraduate Certificate – Speech and Language Pathology Assistant Studies
- d. Academic Programs - New Programs.....**Page 126**
 - i. Central CT State University – MSW – Social Work
 - ii. CT State Community College – AS - Plastic Injection Molding Technology
 - iii. CT State Community College – Certificate 3 - Plastic Injection Molding Technology
 - iv. CT State Community College – Certificate 2 – Professional Writing
 - v. Southern CT State University – MS – Coastal Resilience
 - vi. Southern CT State University – Doctorate in Business Administration
 - vii. Western CT State University – MS – Artificial Intelligence
- e. Board of Regents Faculty Awards.....**Page 145**
- f. CSU Promotions and Tenures.....**Page 154**
 - i. Central CT State University
 - ii. Eastern CT State University
 - iii. Southern CT State University
 - iv. Western CT State University
- g. Faculty Research Grants.....**Page 163**
 - i. Central CT State University
 - ii. Eastern CT State University
 - iii. Southern CT State University
 - iv. Western CT State University
- h. Recognizing the CSU Phi Theta Kappa (PTK) All-Connecticut Academic Team.....**Page 179**
- j. 2022 Henry Barnard Award Recipients.....**Page 181**
- k. CCSU – Robert C. Vance Endowed Chair in Journalism & Mass Communications.....**Page 183**
- 7. Faculty Award Recognition – Regent Bloom and Dr. Aynsley Diamond**
- 8. Academic & Student Affairs Committee – Ira Bloom, Chair**
April Meeting: <https://www.youtube.com/watch?v=cDgBgwkeizQ>
May Meeting: <https://www.youtube.com/watch?v=ubO8ZXOniOA>
Report. No items.
 - a. Preliminary Overview – Annual Report on Projected Versus Actual Enrollment.....**Page 194**
 - b. Preliminary Overview – General Education Transfer Credit Alignment Policy

- c. Information Item – Emeritus Status.....Page 201
- d. Information Item – Sabbaticals

9. Audit Committee – Elease Wright, Chair

No Report. No items

10. Finance & Infrastructure Committee – Richard J. Balducci, Chair

No Report. No items

11. Human Resources & Administration Committee – Sophia Jappinen, Chair

No report. No Items

<https://www.youtube.com/watch?v=rkEeBQMwaxM>

12. Technology Committee – Ted Yang, Chair

Report. No items

- Cybersecurity Announcement Page 203

<https://www.youtube.com/watch?v=WXc2IS0gVI4>

13. Executive Committee – JoAnn Ryan, Chair

No report. No items

14. Special Recognition – Chair Ryan and Chancellor Cheng

15. Executive Session Anticipated

16. Adjourn

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, MARCH 21, 2024 – 10:00 a.m.
CONDUCTED IN HYBRID FORMAT**

LIVESTREAMED ON <https://www.youtube.com/watch?v=DmGLKQ27dXw>

REGENTS – PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y arrived at 10:14
Carla Galaise, Student Regent	Y
Marty Guay	Y
Juanita James	Y arrived at 10:20
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez, Student Regent	Y
Ari Santiago	Y
Erin Stewart	Y
Elease E. Wright	Y
Ted Yang	Y
*Brendan Cunningham, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Daniel O’Keefe, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	N
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU Chancellor
 Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff
 Danny Aniello, Special Asst to the Chancellor, Executive Director for System Project Management
 Dr. Lloyd Blanchard, CSCU Interim Vice President for Administration and Chief Financial Officer
 Adam Joseph, Vice Chancellor of External Affairs
 Vita Litvin, Interim General Counsel
 Dr. Manohar Singh, Interim President, Western CT State University
 Dr. John Maduko, President, CT State Community College
 Ed Klonoski, President, Charter Oak State College
 Dr. Elsa Nunez, President, Eastern Connecticut State University
 Chris Engler, CSCU Labor Counsel
 Dr. Aynsley Diamond, AVP, Academic Affairs
 Pam Heleen, Secretary of the Board of Regents (recorder)

1. CALL TO ORDER

Chair Ryan called the meeting to order at 10:03 a.m. Following roll call, a quorum was declared.

2. ADOPTION OF AGENDA

Chair Ryan called for a motion to adopt the meeting agenda; on a motion by Regent Balducci, seconded by Regent Stewart, the Agenda was unanimously adopted.

3. CHAIR RYAN'S REMARKS

- Chair Ryan welcomed everyone to the meeting.
- She announced that Regent Juanita James will join the Human Resources and Administration Committee.

4. CHANCELLOR CHENG'S REMARKS

Chancellor Cheng made the following remarks:

- The Chancellor took time to mourn with the CT State Community College and CT State Three Rivers communities on the passing of Alycia Ziegler last week.
- He identified examples of where CSCU is making progress as a system to the benefit of all our institutions:
 - CSCU recently announced a partnership with Ithaca S+R to help students successfully transfer credits when moving between colleges and universities or attempting to transfer college credits they earned in high school or elsewhere. He noted that the rate of transfer for CT State Community College students moving into CSCU four-year institutions is far too low; too many CSCU community college students choose to leave CSCU, or even worse, they do not move on to pursue a four-year degree at all. Central Connecticut State University, Southern Connecticut State University, and CT State Community College are part of the first group of institutions featured on Ithaca S+R's "universal credit transfer explorer." CSCU's participation in the universal credit transfer explorer will provide students with better information about how credits transfer, help to prevent credit loss, lessen the time it takes to earn a degree, and boost graduation rates.
 - CSCU has been partnering with the Business and Higher Education Forum (BHEF), a national organization dedicated to creating partnerships and opportunities between higher education institutions and industry leaders. The Chancellor worked closely with Regent Guay and BHEF to help create the inaugural BHEF Faculty Innovations Fellowship Program. The first cohort of 19 fellows from around the country proudly includes Dr. Tom Barron from Charter Oak State College, Benjamin Abugri, at Southern Connecticut State University, and Michelle Kusaila at Central Connecticut State University. Their work will help students while enhancing curriculum and opportunities that will further distinguish their academic programs.
 - The Regents will consider a proposal to bring Barnes & Noble College's equitable access program, First Day Complete, to CSCU universities—Eastern, Central, Western, and Southern—and Charter Oak State College. In Fall 2022, three CSCU universities were already in search of a new bookstore contract. By January 2023, CSCU institutions, led by their presidents and CFOs, had agreed to work collaboratively to leverage the power of the system to try to secure an arrangement that would be broadly beneficial for all students and institutions. Since January 2023, work has been led by CSCU institutions in partnership with the system office. The Chancellor thanked Presidents Elsa Nunez, Zulma Toro, and Ed Klonoski for their commitment to this work and recognized the five institutional CFOs—Jim Howarth at Eastern, Lisa Bucher at Central, Mark Rozewski at Southern, Beatrice Fevry at Western, and Mike Moriarty at Charter Oak—for their diligence in helping to shape the RFP, and ultimately selecting Barnes and Noble College. He also noted that two provosts were deeply involved in this work—Dr. Bill Salka at Eastern, and Dr. David Ferreira at Charter Oak. The system office team, Dr. Lloyd Blanchard, Jessica Paquette, Danny Aniello, Janel

Wright, and several others, were also instrumental. The highest levels of leadership came together from across the system to represent the needs of students and institutions with the goal of creating the best value and savings for students, while maintaining and even increasing faculty flexibility, while also yielding significant gains for each institution. If approved by the Board, the proposal will drive down the cost of textbooks and course materials for full-time and part-time undergraduate students by 30%. It will increase student success and maintain student choice. Students may opt out of the program if they can find their textbooks cheaper or more efficiently. He noted that the work has been researched and vetted and it was passed unanimously through the BOR Finance Committee.

- President Maduko provided an update from CT State Community College. His presentation is included as Attachment A.
 - Regent James supported President Maduko’s comments concerning access, support, and wrap-around services and acknowledged the many challenges that students face.
 - Regent Wright asked about reactions from legislators concerning the progress and impact CT State has made and how CT State’s work can assist the System while financial challenges still exist.
President Maduko responded that the legislator feedback has been mostly very positive and that regular communications about the magnitude of CT State and who CT State serves need to continue.
 - Regent Porth noted how proud he is to be connected to CSCU and CT State Community College. He continued by stating that nobody is better at providing access to opportunity for the people of Connecticut than CSCU. There is no better economic investment in the future of Connecticut than CSCU.
 - Regent McCarthy commended President Maduko on his presentation and asked that the other CSCU institutions also provide similar reports.

5. **PUBLIC COMMENT** – Attachment B includes written comments received prior to the beginning of this Board meeting.

STUDENTS	FACULTY/PUBLIC
Garrett Singleton Senior at SCSU	Nicolas Simon Faculty at ECSU
Jennifer Croughwell Student at ECSU	David Blitz Faculty at CCSU
Alexis Szymecki Student at SCSU	Eileen Rhodes CT State Community College
Kate Warzycha Student at ECSU	Carol Shaw Austad Faculty at CCSU
Lily Mercado Student at CCSU	Cindy Stretch Faculty at SCSU
Rebecca Wozniak Student at WCSU	Ruth MacDonald Faculty at COSC

As the last public speaker, Professor Blitz concluded his comments by asking that a voting member of the Board propose the following as a statement of the Board’s point of view:

That the Board recommends to university presidents that, on an institution-by-institution basis, priority be given to refilling positions in departments where more than 25% of faculty retire, and that a report by each university be provided to the Board by January 1, 2025.

Regent Guay made a motion from the floor that the Board adopt as a resolution that:

“The Board recommends to university presidents that, on an institution-by-institution basis, priority be given to refilling positions in departments where more than 25% of faculty retire, and that a report by each university be provided to the Board by January 1, 2025.”

Regent Santiago seconded the motion. Regent McCarthy and Yang spoke in support of the resolution. The resolution was approved by unanimous voice vote.

Chancellor Cheng thanked everyone who provided public comment. He clarified several items related to the Barnes & Noble Equitable Access Program (1:31:40).

6. APPROVAL OF PREVIOUS MEETING MINUTES

– February 29, 2024 Meeting Minutes

On a motion by Regent Balducci and seconded by Regent Stewart, the February 29, 2024 Regular Meeting minutes were unanimously approved.

– March 7, 2024 Special Meeting Minutes

On a motion by Regent Balducci and seconded by Regent Yang, the March 7, 2024 Special Meeting minutes were unanimously approved.

7. CONSENT AGENDA

On a motion by Regent Balducci, seconded by Regent Yang, the Consent Agenda was unanimously adopted.

RESOLUTIONS APPROVED ON CONSENT

a. Academic Programs – Discontinuations

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Meetings, Conventions & Special Events Management certificate program at CT State Community College effective Spring 2024.
- ii. **RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Arts in Social Science at Western Connecticut State University effective Fall 2023 2024. (Date Correction)
- iii. **RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science Meteorology program at Western Connecticut State University effective Fall 2023 2024. (Date Correction)

b. Academic Programs – Modifications

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Music Studies (CIP Code: 50.0901/ OHE# 21448), specifically a modification of the program name at Connecticut State Community College.
- ii. **RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Music Studies (CIP Code: 50.0901/ OHE# 21449), specifically a modification of the program name and significant modification of courses at Connecticut State Community College.

c. Academic Programs – New Programs

- i. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Criminal Justice Administration (CIP Code: 43.0103, OHE# TBD) leading to a Master of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Land Surveying and GIS (Geographical Information Systems) Certificate (CIP Code: 15.1102, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Comprehensive Special Education Paraprofessional Program (CIP Code: 13.1001, OHE# TBD) leading to a Bachelor of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

d. Approval of Nominations for Honorary Degrees

- i. RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Institution	Nominee
Charter Oak State College	Cynthia Pugliese
CT State Community College - Housatonic	Joan Trefz
Eastern Connecticut State University	Jeffrey Benedict
Southern Connecticut State University	Robin Kanarek

On a motion by Regent James, seconded by Regent Balducci, and by unanimous voice vote, the Finance Committee report was moved up on the agenda.

8. FINANCE & INFRASTRUCTURE COMMITTEE – Committee Chair Balducci

Committee Chair Balducci introduced the action item – the CSCU Equitable Access Program Fee
On a motion by Regent Yang, which was seconded by Regent Stewart, the item was presented to the Board for discussion and vote.

Attachment C provides CFO Blanchard’s presentation. Dr. David Ferreira, Provost at Charter Oak State College presented comments of support for the program (Attachment D).

Discussion among the Regents and institution presidents ensued (2:19:01 – 3:06:42)

Regent Porth called the question. Regent Stewart seconded the motion to call the question.

A roll call vote was conducted (Attachment E) – 3 Yes, 11 No

The resolution did not pass.

Regent Guay made a motion to reconsider options and alternatives to the Barnes & Noble Equitable Access Program Fee at a Special Board Meeting in April. Regent Jappinen seconded the motion. The motion carried – 13 yes, 1 no (Regent Stewart).

9. **ACADEMIC & STUDENT AFFAIRS COMMITTEE** – Committee Chair Bloom

The Academic & Student Affairs Committee met on February 2. Nine ASA items were included on the Consent Agenda, and Regent Bloom thanked the Board for their approval.

10. **AUDIT COMMITTEE** – Committee Chair Elease Wright

No report.

11. **HUMAN RESOURCES & ADMINISTRATION COMMITTEE** – Committee Chair Sophia Jappinen

The Human Resources and Committee met on March 18. A summary report on HR Shared Services was presented by Interim Assistant Vice Chancellor for Human Resources and Labor Relations, Lori Lamb. Her report included the information gathering process, issues found, and. A copy of the report will be included with the minutes of the meeting.

12. **EXECUTIVE COMMITTEE** – Chair Ryan

No report.

13. **EXECUTIVE SESSION**

At 1:27 p.m. on a motion by Regent Jappinen, seconded by Regent Guay, the Board voted unanimously to go into Executive Session regarding:

- Records, reports and statements of strategy or negotiations with respect to collective bargaining [CGS Section 1-210(9)]

Chair Ryan announced that a vote may be taken after Executive Session. Chair Ryan directed Chancellor Cheng, Jessica Paquette, Danny Aniello, Dr. Lloyd Blanchard, Vita Litvin, Chris Engler, Adam Joseph, and Lori Lamb, to remain with the Board in Executive Session.

14. **VOTE AFTER EXECUTIVE SESSION**

Based on discussions which occurred in Executive Session, Chair Ryan put forth the following Resolution as a motion to approve. Board Secretary Pam Heleen read the resolution into the record:

**RESOLUTION concerning Ratification of CSCU
Collective Bargaining Agreements dated March 21, 2024**

WHEREAS, pursuant to Connecticut General Statutes Sections 10a-20, 10a-72, and 10a-89, the Connecticut Board of Regents for Higher Education has authority over the compensation of its personnel within the limitation of appropriations; and

WHEREAS, pursuant to Connecticut General Statutes Section 5-278(b), collective bargaining agreements covering state employees are subject to the approval of the Connecticut General Assembly; and

WHEREAS, pursuant to Connecticut General Statutes Section 5-278(c), “the legislature shall appropriate whatever funds are required to comply with a collective bargaining agreement” when such agreement has been approved by the legislature; and

WHEREAS, the current collective bargaining agreements covering the professional personnel of the Board of Regents for Higher Education require the parties to reopen negotiations with respect to wage increases and step movement for Fiscal Year 2025; and

WHEREAS, pursuant to the agreement negotiated between the Connecticut Office of Labor Relations and the State Employees Bargaining Agent Coalition, tentative agreements

have been reached with the bargaining units representing the professional personnel of the Board of Regents for Higher Education; now, therefore, be it RESOLVED, that the Collective Bargaining Agreements listed below are hereby ratified and adopted, subject to approval by the Connecticut General Assembly in accordance with Connecticut General Statutes Section 5-278, with copies of said Collective Bargaining Agreements attached hereto and incorporated herein,

- 1) Tentative Agreement between State University Organization of Administrative Faculty, Local 2836, Council 4, AFSCME, and Board of Regents for Higher Education, dated March 5, 2024;
- 2) Tentative Agreement between Local 1214, Council 4, AFSCME, and Board of Regents for Higher Education, dated March 5, 2024;
- 3) Tentative Agreement between Congress of Connecticut Community Colleges, Local 1973, SEIU, and Board of Regents for Higher Education, dated March 6, 2024;
- 4) Tentative Agreement between CSU-American Association of University Professors and Board of Regents for Higher Education, dated March 5, 2024;
- 5) Tentative Agreement between AFSCME Council 4, Local 2480 and the Board of Regents for Higher Education, dated March 6, 2024;
- 6) Tentative Agreement between Federation of Technical College Teachers, Local 1942, American Federation of Teachers (AFL-CIO) and Board of Regents for Higher Education, dated March 6, 2024.

And be it further

RESOLVED, that the CSCU Chancellor, Terrence Cheng, is hereby authorized to execute said Collective Bargaining Agreements and any necessary amendments thereto on behalf of the Board of Regents for Higher Education.

The motion was seconded by Regent Bloom and approved unanimously by voice vote.

ADJOURNMENT

Chair Ryan made a motion to adjourn the meeting adjourned at 2:40 p.m. The motion was seconded by Regent Balducci and unanimously carried.

Submitted,

Pamela Heleen
Secretary of the CT Board of Regents for Higher Education

Attachment Listing – Board of Regents Meeting

March 21, 2024

- | | |
|---------------------|---|
| Attachment A | CT State Community College Update |
| Attachment B | Written Public Comment |
| Attachment C | Equitable Access Program – PowerPoint Presentation |
| Attachment D | Statement of Support – Dr. David Ferreira, Provost
Charter Oak State College |
| Attachment E | Roll Call Vote of Equitable Access Program Fee |
| Attachment F | Resolution – Ratification of CSCU Collective Bargaining Agreements |

CSCU Board of Regents Meeting

CT State Presidential Updates

Dr. O. John Maduko

March 21, 2024



Office of the
PRESIDENT
O. John Maduko, M.D.

CT STATE
COMMUNITY COLLEGE



2023

CT STATE
COMMUNITY COLLEGE

2024

CLARA
FUTURA
EST

Your Community. Your College.



July 1, 2023

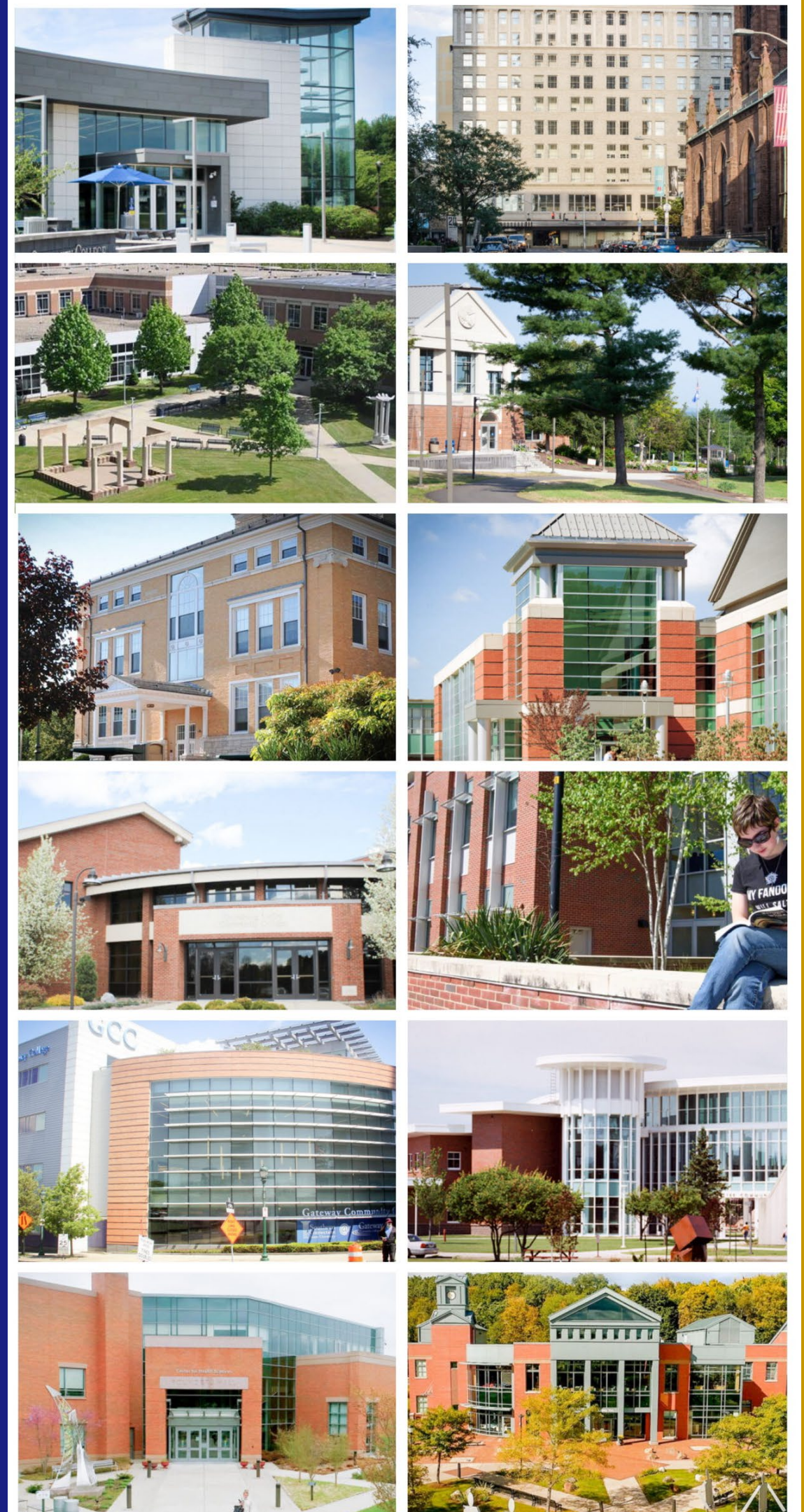
CT STATE COMMUNITY COLLEGE

CT State became the largest community college in New England, proudly serving upward of 70,000 students across Connecticut. Currently, 1 in 4 undergraduate students in Connecticut are a CT State student, being served in one of our 18 locations across the state.



Students First Accomplishments:

- 1 application
- 1 financial aid OPEID number
- Access to all 18 locations and a unified curriculum and services across all campuses



We Train Connecticut's Workforce

Recent study from Georgetown University's Center for Workforce states:

- **70%** of jobs in Connecticut require some form of a post-secondary degree
- **40%** require a bachelor degree or more
- **30%** middle skills require certificate or two-year degree
- **\$400k** increase in lifetime earnings with an Associate Degree than a high school diploma or GED alone

 **300+**
Degrees & Certificates



Areas of Focus:

- > Nursing & Allied Health
- > Manufacturing
- > Information Technology

We Are The Only Open Access College in Connecticut



STUDENT DEMOGRAPHICS

98% Connecticut residents

88% Associate Degree seeking

73% Financial Aid recipients

67% first generation college students

67% attend part-time

60% students of color

32% adult learners

90% of our Alumni remain in Connecticut and are contributing taxpayers in Connecticut

We Produce **High-Quality** Educational Outcomes Annually

- **3,800** Allied Health and Nursing students
- **12 Campuses** offer more than **30** accredited nursing and healthcare programs
- **5,000** Nurses and certified Allied Health professionals produced by CT State (campuses) in the last **5** years
- **2,500** Information Technology and Computer Science students
- **1,400** Manufacturing students

STUDENT-TO-FACULTY RATIO
14:1



Student Success is Our Top Priority



MENTAL HEALTH AND WELLNESS COUNSELING

Mental Health and Wellness Services



Each campus has an in-person mental health and wellness counselor and access to free telehealth visits

Holistic Advising



Each student is assigned a Guided Pathway Advisor to assist with course selection and to navigate available resources

Academic Support



Students have access to in-person and online free tutoring and academic support services

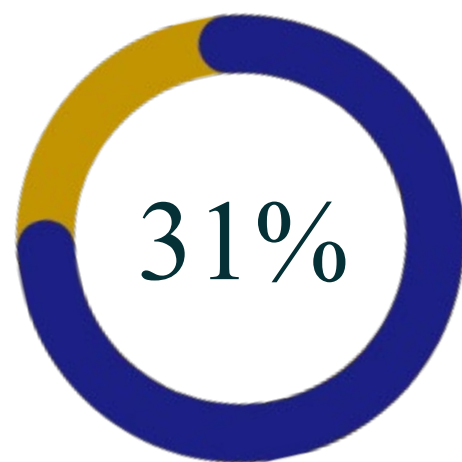
HOLISTIC ADVISING

ACADEMIC SUPPORT

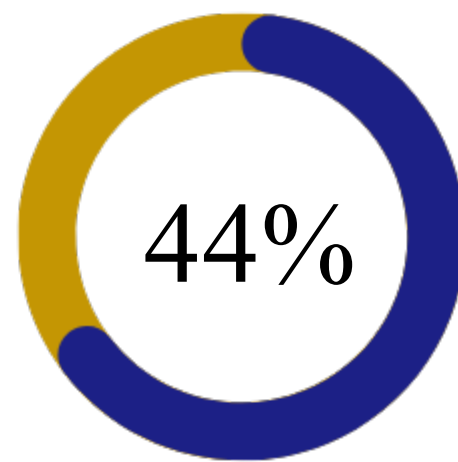
CT STATE
COMMUNITY COLLEGE

We Offer Multiple Modalities to Meet Student Demand

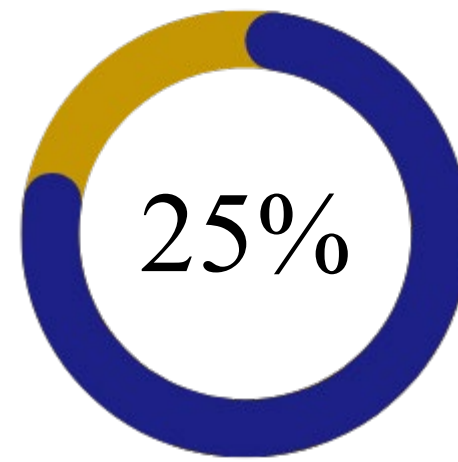
- **1,800** total number of course sections offered
- **30%** CT State students taking courses at more than one campus
- **65%** of students took at least one online course
- **Wrap-around services** are available in multiple modalities
- **Students succeed** at equivalent rates across all modalities



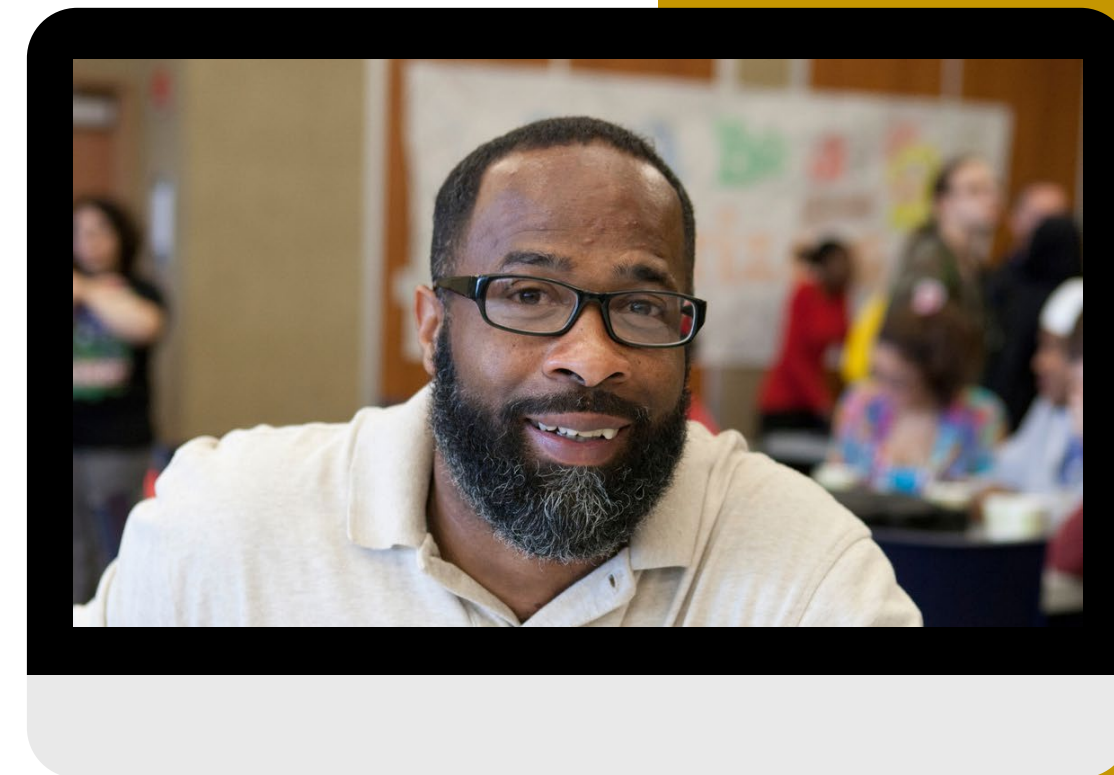
In-Person



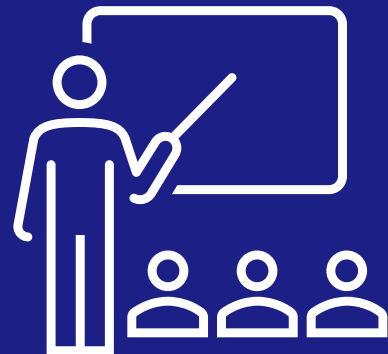
Hybrid



Online



We Are Expanding Dual Enrollment



181
Schools
Participating

Student benefits across all demographics

- Higher rate of high school graduation
- More likely to go directly to college after high school
- More likely to graduate college
- More likely to graduate college with less debt and in a shorter time frame
- Dual enrolled students succeed at equivalent rates to traditional college students



CT State provides **30%** of Connecticut's dual enrollment

8,118

CT State dual enrolled students

CT STATE
COMMUNITY COLLEGE

We Are The **Most Affordable** Higher Education Option In **Connecticut**

2023
52%

Students who paid \$0 in tuition and fees as grant recipients

67%

Of CT State's total cost is funded by state funds "appropriations and short term recovery funds"

59%

Financial aid applications received an average of \$2,258 in Pell grants

33%

Of CT State's total cost is funded by tuition and fees

In state, full-time tuition and fees per semester is \$2,546

Deficit Mitigation: Campus Breakdown

FY 24 by Campus (in millions)





A **Life-Changing** Education

“I’m fortunate enough to be pursuing a degree in Early Childhood Education without any debt or tuition cost, thanks to PACT. While at CT State, I found my sense of belonging. I am a student leader, member of SGA, and participate in Phi Theta Kappa Honor Society. The faculty and staff at CT State have transformed my life. I hope to someday give back to my students the same way CT State has given to me.”

-Tiffany



Thank you!

CT STATE
COMMUNITY COLLEGE

Taryn Bellinger

SCSU Student

21 March 2024

Good afternoon, President Chang and the members of the Board of Regents.

My name is Taryn Bellinger, and I am a senior undergraduate student at Southern Connecticut State University. I am here to speak today on behalf of college students who have struggled to find ways to afford higher education through local resources, guidance, and educational programs. As a student, I have worked two part-time jobs every semester to help pay my bill, along with the help of my mother who must work two jobs to support my efforts. I am also a member of Southern Connecticut State University's Honors College. Through this program, I have been fortunate to receive access to multiple scholarships and volunteering opportunities, along with educational and career guidance. Though even with this support, my family has still struggled to afford the annual school bill. I have also been able to see a large disparity in the sharing of programs and guidance for the average student throughout the state of Connecticut. For example, the application and resources offered by the Honors College are not emailed to incoming students. The only way to find out about the program is by searching for it on the university's website. This allows hundreds of qualifying students to miss out on an opportunity that could support their education efforts dramatically. I believe that higher education should be affordable for students of all backgrounds, and therefore, that resources and mentorship should be advertised and available more frequently. For example, when talking with a resident on campus, I was told that her family was struggling to afford her school bill and that they do not fill out the FASFA form because they have never received enough money and did not know how to complete the form in a way that best represents their finances. As a result, she

is constantly searching for outside scholarships, however the number of papers and application materials required has made it harder for her to focus on her schoolwork. As a student at Southern, I have also noticed that finding scholarships or programs to help afford higher education is extremely difficult. The only frequent information in my four years at Southern that I have received is an email about the SCSU Foundational Scholarship that is offered every semester. However, because this scholarship is well known throughout campus, and as every student receives the email, it only supports a few students each semester. Apart from the SCSU Foundational Scholarship, it is up to the individual to search for additional resources. I believe that it is unjust that only around 600 students, all who are members of the Honor College at Southern, have frequent guidance on opportunities to help them afford higher education, while the rest of the student body remains stressed and unsure of how to find programs for financial support. It is unfair to continue to raise tuition without solving this scholarship issue first. In conclusion, if you truly believe that higher education is beneficial and an option for all individuals, then the effort to keep them in schooling should be of equal effort.

Thank for your time,

Taryn Bellinger

From: [Dugan, Kimberly B. \(Sociology\)](#)
To: [Dugan, Kimberly \(ECSU\)](#)
Date: Wednesday, March 20, 2024 3:40:26 PM

Some people who received this message don't often get email from dugank@easternct.edu. [Learn why this is important](#)

Reject Equitable Access Program Fee

Dear members of the Board of Regents, On Thursday, March 21st, the Connecticut State Colleges & Universities system (CSCU) will request the Board of Regents (BOR) to vote on implementing an Equitable Access Program Fee.

The Department of Education thinks it is BAD FOR STUDENTS! On Thursday, March 7th, the Department of Education had the following motion:

MOTION that the Education Department recommends the University adopt an "opt-in" version of the fee policy, extending at least one month before and after the start of each semester by D. Robert; second by L. Rodriguez. Motion carries unanimously.

The Biden-Harris administration thinks so too. On March 15, the White House made the following public declaration (see the link to the full declaration below):

Colleges are also currently allowed to automatically charge students for textbooks if the charge meets certain criteria. Students are often unaware of this hidden cost or their ability to decline the charge, preventing them from shopping around for a better price.

Eliminating Automatic Charges for Textbooks: The Department is undergoing negotiated rulemaking to reduce costs incurred by students in addition to tuition in higher education by ending the practice of automatic billing on tuition for textbooks. Under the draft proposal, students would now need to authorize a charge on their tuition bill for course materials. Competitive markets provide consumers choice and value, but automatic charges for textbooks and course materials leave students with little ability to meaningfully shop around for better prices or to utilize free and open-source textbooks. These changes, if proposed and finalized, would provide students with real choice and the ability to use the best textbooks at the most affordable price.

The Equitable Access Program fails on both equity and accessibility fronts. This program imposes a fee on students for access to their course materials, rendering it inaccessible for students who cannot afford it. Moreover, it lacks equity as it charges the same fee to all students regardless of their financial circumstances. This marketing misnomer disguises the true nature of the program and should be named Automatic Textbook Billing.

Information presented to the BOR regarding student support for the program is misleading (see the link to the information provided by Barnes and Noble below). Data provided by Barnes & Noble (B&N), the vendor set to profit from the program, suggests widespread student backing (more than 80% of support, or 551 students supporting this program at Central, Eastern, and Southern). However, since people discovered this program, 1000 individuals have signed a petition against it (the petition link and Report News from Channel 3 Eyewitness News are provided below).

So, why do students oppose this policy? As the first concerned, they understand the costs associated with textbooks. While some students in majors requesting expensive textbooks may benefit financially, the majority will not. Furthermore, the information provided to the BOR regarding financial benefits for students is deceptive. Barnes & Noble shows savings based on costs associated with students purchasing new textbooks. Many students rent course material or share it with their friends. At Eastern, only 36% of courses had course material indicated in the bookstore for the Spring 2024 term. Analysis from Eastern's class schedule and bookstore data reveals that, on average, students would pay less for course materials if they opt for the cheapest bookstore option rather than being automatically enrolled in automatic textbook billing without initial consent. In fact, based on the dedication of Eastern faculty to

finding free course material for students, it would mean that students using Automatic Textbook Billing would rent the course material for more than \$140.00 for a class.

For the aforementioned reasons, I urge the members of the Board of Regents to vote against the Equitable Access Program Fee.

Sincerely,

Kimberly Dugan

Information provided by Barnes and Nobles (see pages 23 to 36)

<https://ct-edu.b-cdn.net/files/bor/Final-3.13.24-Finance-Infrastructure-Committee-Agenda2.pdf>

Student's Petition Against Automatic Textbook Billing

https://www.change.org/p/say-no-to-automatic-textbook-billing-at-the-connecticut-state-universities?source_location=search

News Report from Channel 3 Eyewitness News.

<https://www.wfsb.com/2024/03/11/i-team-students-petition-against-automatic-textbook-billing/>

FACT SHEET: Biden-Harris Administration Takes New Action to Crack Down on Junk Fees in Higher Education (March, 15, 2024)

<https://www.whitehouse.gov/briefing-room/statements-releases/2024/03/15/fact-sheet-biden-harris-administration-takes-new-action-to-crack-down-on-junk-fees-in-higher-education/>

Kimberly Dugan, Ph.D.
Professor of Sociology
ECSU- AAUP Vice President

Department of Sociology, Anthropology, Criminology, and Social Work
431 Webb Hall
Eastern CT State University
83 Windham Street
Willimantic, CT 06226

Dugank@easternct.edu
860-465-4629

<https://outlook.office365.com/owa/calendar/DuganOfficeHours@myeasternct.onmicrosoft.com/bookings/>
Book a meeting at this link.

From: [Starling, Natalie R.](#)
To: [Heleen, Pamela](#); [Heleen, Pamela](#)
Cc: [Elderts, Luke \(SCSU\)](#)
Subject: Submission for the Record - BOR Meeting 3/21/24
Date: Tuesday, March 19, 2024 6:14:02 PM
Attachments: [image001.png](#)
[SCSU Faculty Senate Resolution - Presidential Search.pdf](#)

Good evening, Pam,

I would like to submit the attached written document for the record for the upcoming BOR meeting scheduled for this Thursday 3/21/24. This submission is on behalf of the SCSU Faculty Senate and is a Resolution passed on 3/6/2024 pertaining to the upcoming presidential search at SCSU.

Kindly let me know if you have any questions or trouble with the attachment.

Sincerely,
Natalie

Natalie R. Starling, Ph.D., NCSP, BCBA
Associate Professor
Licensed Behavior Analyst in CT
Licensed Psychologist in CT

President, SCSU Faculty Senate

Department of Counseling & School Psychology

Southern Connecticut State University
Davis Hall 209H
501 Crescent Street
New Haven, CT 06515
StarlingN1@southernct.edu
Phone: 203-392-7194



From: [Deborah Schander](#)
To: [Heleen, Pamela](#)
Subject: Written Comment for BOR packet
Date: Wednesday, March 20, 2024 9:00:43 AM
Attachments: [image001.png](#)
[State Librarian Letter to BOR 0324.pdf](#)

You don't often get email from deborah.schander@ct.gov. [Learn why this is important](#)

CAUTION - This email originated from outside the CSCU system, which increases its risk. DO NOT click on links or open attachments unless you are expecting this email.

Good morning, Pam,

I am attaching a comment letter for inclusion in the board packet for tomorrow's meeting. If you have any questions or problems with the file, please just let me know.

Thank you!
Deborah



Deborah Schander | *State Librarian* | JD, MLIS | deborah.schander@ct.gov
231 Capitol Ave. Hartford CT 06106 | ctstatelibrary.org | Office: (860) 757-6510

From: [Rhodes, Eileen C](#)
To: [Heleen, Pamela](#)
Subject: Letters to be included in agenda packet for BOR meeting tomorrow, 3/21
Date: Wednesday, March 20, 2024 10:07:51 AM
Attachments: [CSCU Equitable Access Program Concerns.pdf](#)
[CSCU OER Council Letter to Bookstore RFP committee.pdf](#)

Good morning Pam,

I am attaching a two letters for inclusion in the board packet for tomorrow's meeting. These letters are in reference to agenda item 10: *CSCU Equitable Access Program*.

Thank you,

Eileen Rhodes, MLS | Interim Library Director
Connecticut State Community College
185 Main Street New Britain, CT 06051
860-612-7034
erhodes@ccc.commnet.edu

CT STATE
COMMUNITY COLLEGE

From: richbalducci@aol.com
To: [BOR-Members](#)
Subject: Fw: Reject automatic textbook billing proposal
Date: Tuesday, March 19, 2024 6:48:35 AM

Some people who received this message don't often get email from richbalducci@aol.com. [Learn why this is important](#)

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FYIRich

[Sent from the all new AOL app for iOS](#)

Begin forwarded message:

On Monday, March 18, 2024, 9:42 PM, Bergstrom-Lynch, Cara (Sociology) <bergstromlynchc@easternct.edu> wrote:

Dear BOR Member Richard Balducci,

I have been a professor at Eastern since 2007 and this is the first time I have written to members of the Board of Regents (or the previous Board of Trustees). I was moved to reach out because my students have been increasingly upset about the proposal from Barnes & Noble for Automatic Textbook Billing. Many have shared with me that they are deeply concerned about the ramifications for students, starting as soon as this fall. I was startled to learn that their concern is shared by the Biden-Harris administration, which refers to automatic charges for textbooks as one of the “junk fees” they are targeting (March 15, 2024) [FACT SHEET: Biden-Harris Administration Takes New Action to Crack Down on Junk Fees in Higher Education | The White House](#)

I know you have been a public school teacher and that we share the same goal of making sure our students can access an excellent education at an affordable price in the CSCU system. Many of my students are working part- and full-time jobs to make ends meet, so I endeavor to use high quality, cutting-edge materials in ways that are low-cost or no-cost (e.g., putting materials on reserve at the library, using OER texts, using online library resources). Automatic Textbook Billing is in the corporate interest certainly, with residuals for our universities, but at what cost for our students? Putting the additional onus on students to have to “opt out” within a short time frame, rather than consciously “opt-in” each semester seems like a tricky way to tip things in favor of the corporation.

Thank you for taking the time to read my concerns. I sincerely hope that

the BOR rejects this proposal for Automatic Textbook Billing.

Best,

Cara Bergstrom-Lynch, Ph.D. (she/her)
Professor of Sociology
Department of Sociology, Anthropology, Criminology, and Social Work
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226
(860) 465-0016

From: [Fairbanks, Tyler S. \(Student\)](#)
To: [BOR-Members](#); [Ryan, JoAnn](#); [Balducci, Richard J](#); [Bloom, Ira](#); [Guay, Martin](#); [James, Juanita](#); [Jappinen, Sophia](#); [McCarthy, James](#); [Porth, Richard](#); [Santiago, Ari](#); [Stewart, Erin](#); [Wright, Elease](#); [Yang, Ted](#)
Subject: "Equitable Access Program"
Date: Tuesday, March 19, 2024 2:03:08 PM

Some people who received this message don't often get email from fairbankst@my.easternct.edu. [Learn why this is important](#)

CAUTION - This email originated from outside the CSCU system, which increases its risk. DO NOT click on links or open attachments unless you are expecting this email.

Good afternoon,

I am writing to you to express my discontent with the "Equitable Access Program" that is being proposed to Connecticut State Universities. The program reports that it will save students money by automatically charging them for listed course materials. However, it charges a mandatory regressive flat amount to all students regardless of their financial situation and prevents students from exploring alternative means of affording textbooks (i.e. renting, borrowing, open-source, etc.). I am vehemently against this program and would like you to advocate that this program be terminated.

Best regards,
Tyler S. Fairbanks



**CONNECTICUT STATE
COLLEGES & UNIVERSITIES**

A background collage of numerous student portraits, rendered in a dark blue color, covers the lower half of the slide. The portraits are arranged in a grid-like pattern, showing a diverse group of young adults.

**Bookstore Operations
&
Equitable Access Program Proposal**

March 13, 2024

Key Benefits

With First Day Complete, BNC's equitable access program, students receive their required course materials, in both physical and digital formats, before the first day of class. Instead of purchasing materials a la carte, the rental cost is applied to the student's account at the same time tuition is charged, **typically saving students an average of 35-50%**

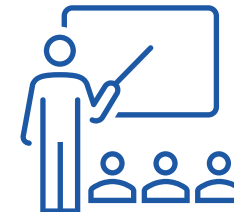


First Day Complete (FDC) allows full-time and part-time undergraduate students to receive required course materials for all classes for a flat fee, regardless of how much each individual textbook or digital access would cost to rent or purchase separately.



ZERO change in faculty adoption

Faculty maintain full academic freedom without any restrictions on format or publisher selection.

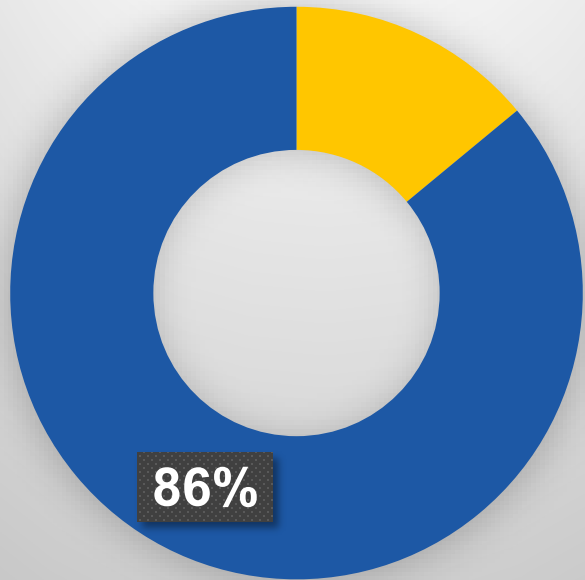


2022 Student Survey Results

Percentage of students surveyed that would like course materials bundled with tuition and fees
(and at lower cost than they are paying when purchasing separately)

CCSU

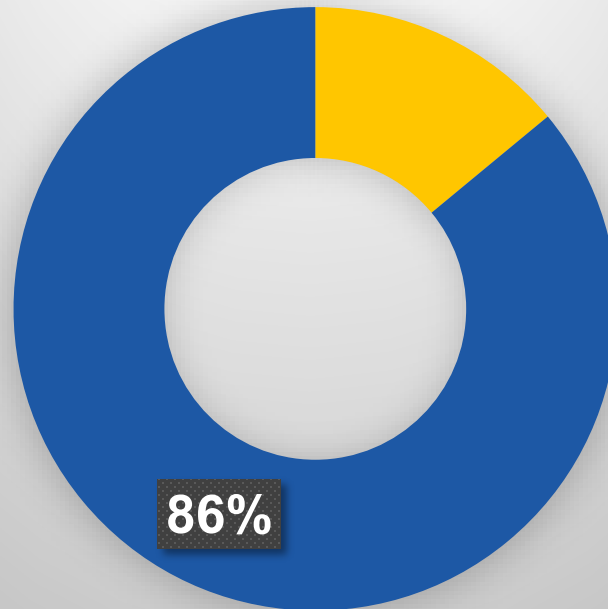
■ Yes



Sample Size: 299 Students

ECSU

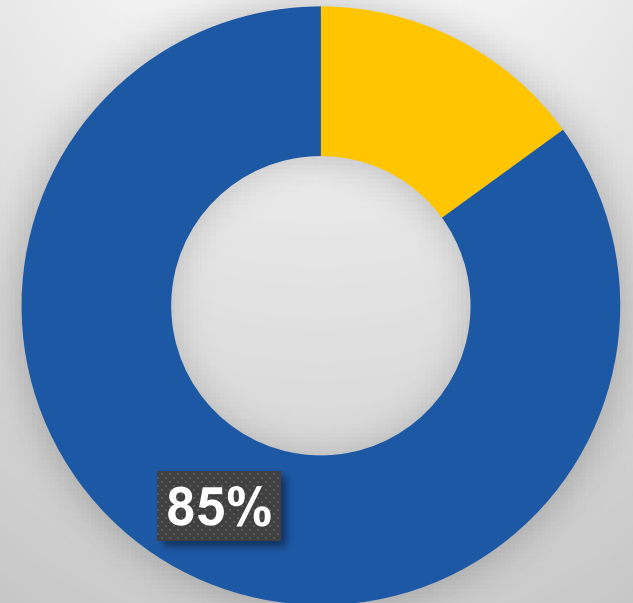
■ Yes



Sample Size: 347 Students

SCSU

■ Yes

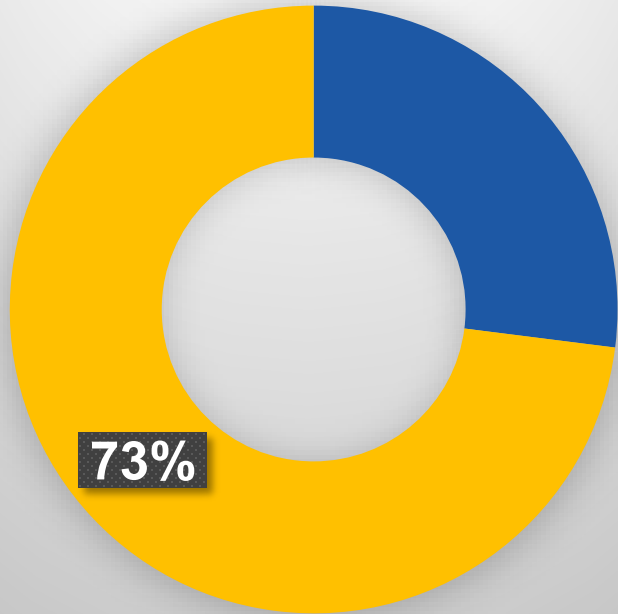


Sample Size: 267 Students

2022 Student Survey Results

Percentage of students said they would have a somewhat or much more positive perception of their school if their school offered complete access to all their course materials – for a lower price – that would be included in tuition and/or fees

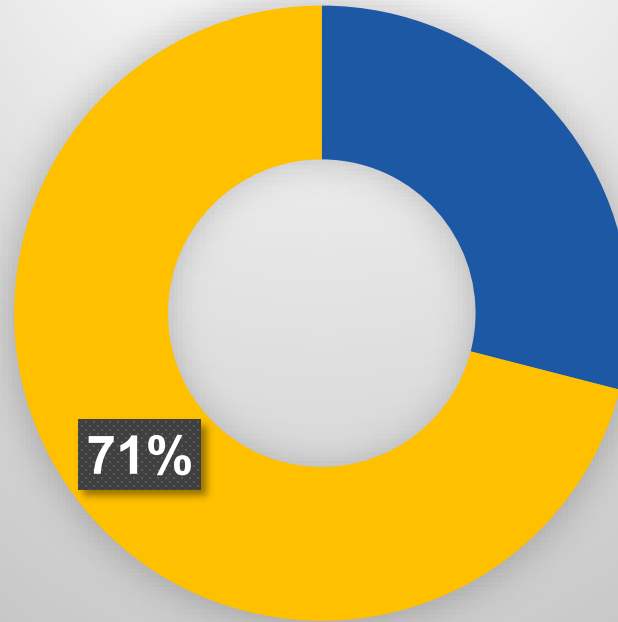
CCSU



73%

Sample Size: 299 Students

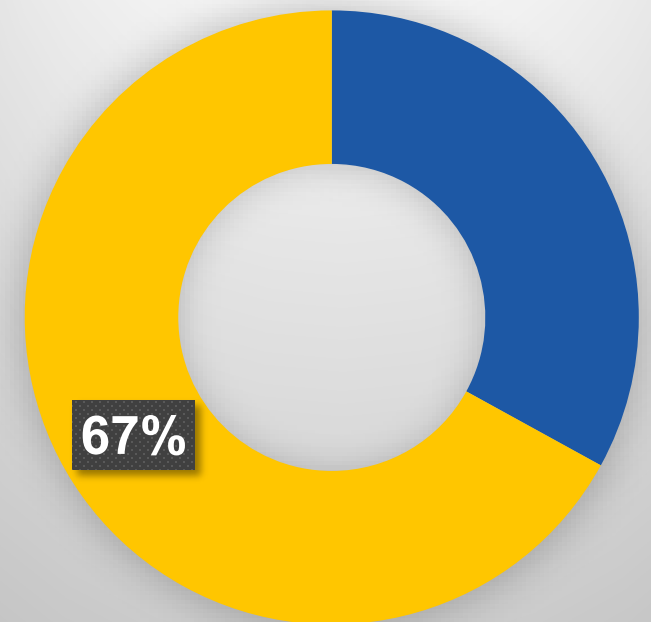
ECSU



71%

Sample Size: 357 Students

SCSU



67%

Sample Size: 267 Students

First Day Complete Benefits



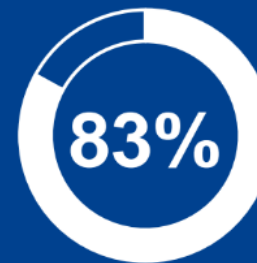
48 PERCENT

of students did not have all their course materials by the first day of class in Fall 2022+

“Cost sometimes gets in the way of me purchasing a textbook. For some textbooks that are multiple hundreds of dollars, I thought I could just wing it.”

*Jonathan D'Ercole, Student
Campbell University*

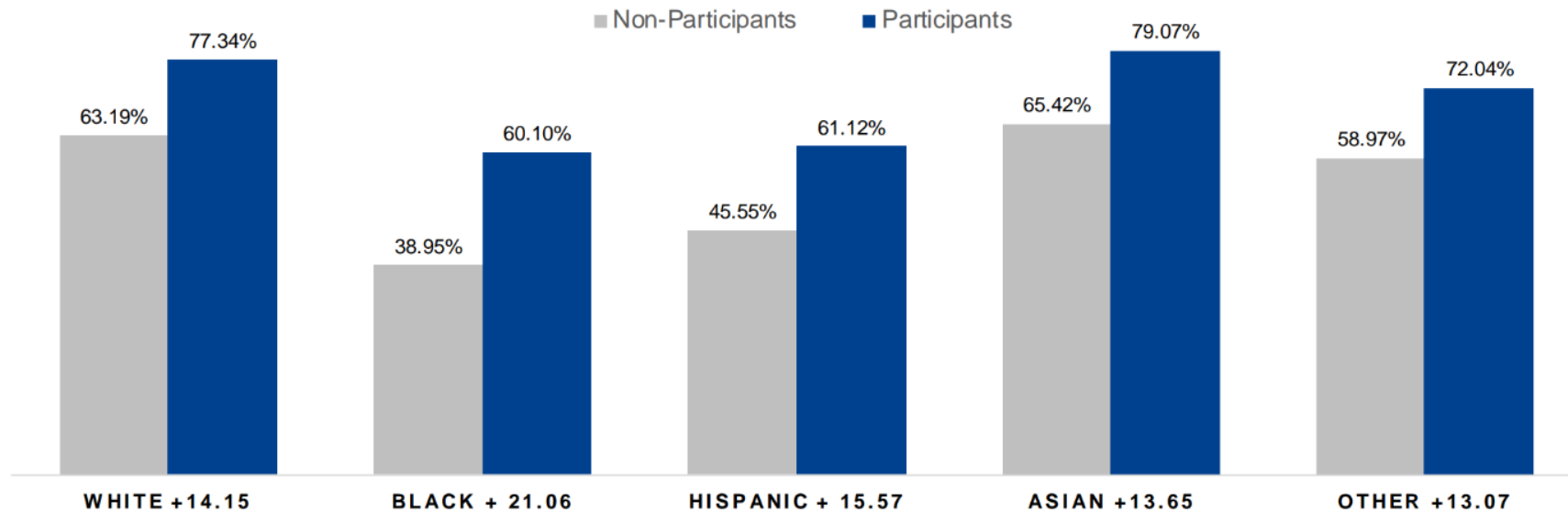
85 PERCENT
of students delay or avoid purchasing course materials and
39 PERCENT
of them said that it has negatively impacted their grades*



of CSCU students said they were interested in bundling course materials with tuition**

First Day Complete Benefits

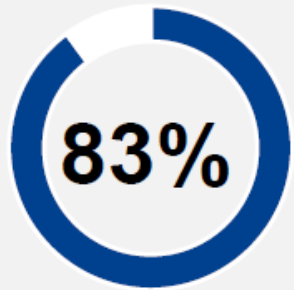
COURSE COMPLETION RATES BY RACE/ETHNICITY



First Day[®] Complete students are **15.58 PERCENT more likely** to complete the course than students not in an equitable access program.*

* Independent Inclusive/Equitable Access Research Study, Dr. Michael Moore, University of New Hampshire, July 2022

First Day Complete (FDC) Cost



OF CSCU STUDENTS SAID THEY WERE INTERESTED IN BUNDLING COURSE MATERIALS WITH TUITION

Source: BNC Insights™, ECSU/CCSU/SCSU Roll-Up Student Pulse 2023, N=701

FULL-TIME AND PART-TIME UNDERGRADUATE STUDENTS WOULD SPEND

Proposed First Day® Complete pricing per credit hour

\$18.75

\$168.75

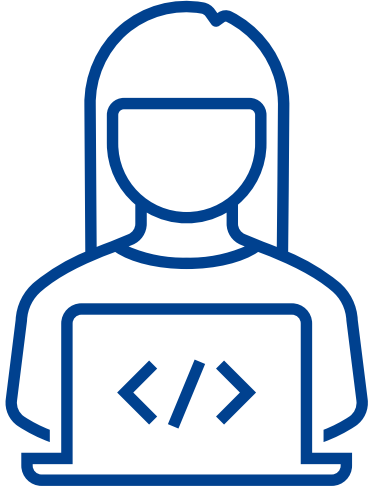
per semester (9 credit hours)

\$225.00

per semester (12 credit hours)

\$281.25

per semester (15 credit hours)



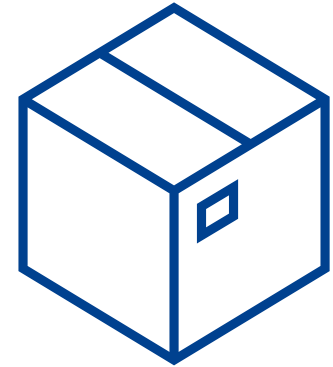
REGISTER FOR CLASSES

Upon registering for classes, both full and part-time undergraduate students at participating institutions will automatically be enrolled in the program.



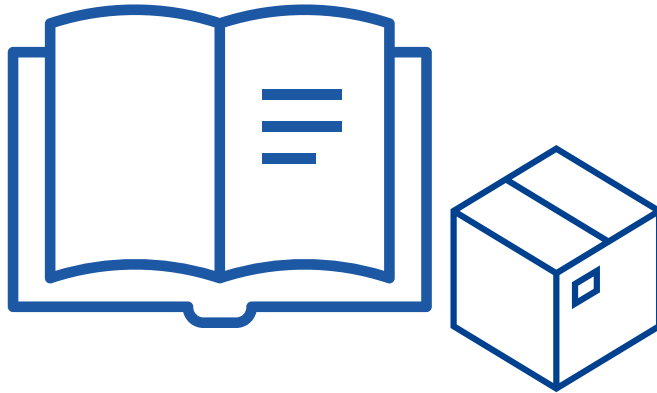
VERIFY YOUR ORDER OR OPT-OUT

Starting 30 days before the first day of classes, students will receive an email to confirm their materials and select your fulfillment preferences (delivery vs pick-up) or opt out.



RECEIVE MATERIALS

An email notification will be sent when the order is ready for pick up or when it ships. Digital materials will be delivered for their course(s) within their learning management system (LMS).



The program provides **all** required textbooks, lab manuals, access codes and digital course materials to eligible students in the delivery format (physical or digital) selected by faculty.



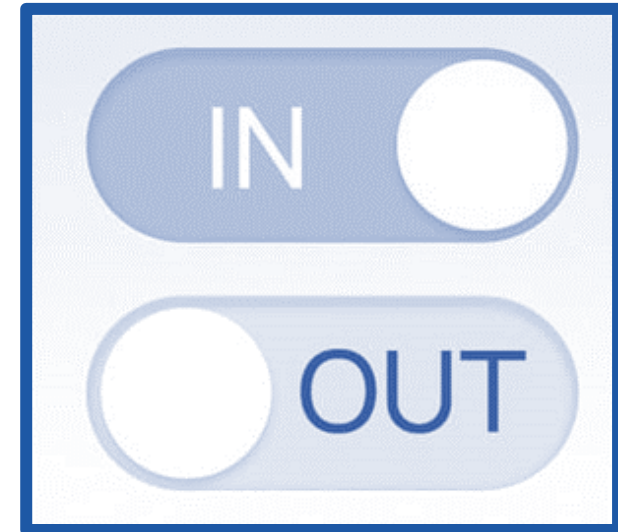
The program does not include consumables that cannot be returned and reused such as lab goggles, dissection kits, molecular model kits, engineering kits or nursing kits.

Can students opt out of the program?

YES, opting out is easy! Students have the option to opt-out of this program each semester.

How do students opt out?

The opt-out period for each semester is open 30 days prior to the first day of class and ends on the last day of the add/drop period each semester. To opt out, student will follow a simple process that tracks this choice.



“Guide Me” with
Integrated History,
Search, and
Recommendations

Affordability Solutions
like OER Options
Featured

Industry’s First
One-Click Re-Adopt
Functionality

ZERO change in faculty
adoption process



Adoption Insights with
High-Impact Reporting
Dashboards By Class,
Department & School

Adopt Ancillary Course
Materials like Lab Coats
and Calculators

Live Faculty Support
7 Days/Week
Via Chat/Phone

96%

Adoption
Rate Fall '23
ECSU

94%

Adoption
Rate Fall '23
CCSU

82%

Adoption
Rate Fall '23
SCSU

Faculty maintain full academic
freedom without any restrictions
on format, publisher selection, or
concerns related to burdening
students with additional costs.

Bookstore Project Timeline



Significant interest related to bookstore operations alignment and equitable access program from multiple campuses



Introduction of a Systemwide Bookstore Request for Proposal (RFP) presented to the Presidents and Provosts, with subsequent approval to proceed.



Systemwide Bookstore RFP Developed



Bookstore RFP Publicly Posted



Bookstore RFP Process Continues



Virtual campus meetings scheduled to gain feedback and questions regarding bookstore vendor proposals.



Selections for vendors for campus presentations



Bookstore vendor presentations



Final selection/Notice of intent to award

2023 System Participants



CENTRAL

- **Lisa Bucher**
 - Chief Budget & Compliance Officer
- **Tom King**
 - Director of Auxiliary Services for IT Card Office
- **David McGraw**
 - Fiscal Affairs
- **Tom Pincine**
 - Director of Athletics



- **David Ferreira**
 - Provost
- **Mike Moriarty**
 - Chief Financial Officer
- **Susana Orozco**
 - Director, Academic Programs



- **Beatrice Fevry**
 - VP for Finance & Administration, CFO
- **Amy Lopez**
 - Director of Administrative Services





**EASTERN
CONNECTICUT
STATE UNIVERSITY**

- **James Howarth**
 - Vice President for Finance and Administration
- **Kate Rotella**
 - Director of Fiscal Affairs/Acquisitions
- **Bill Salka**
 - Provost and Vice President for Academic Affairs



- **Robert DeMezzo**
 - Senior Director of Conferences, Events and Student Affairs Auxiliaries
- **Mark Rozewski**
 - Executive Vice President, Finance & Administration
- **Cynthia Shea-Luzik**
 - Manager, Contract Compliance and Purchasing

Leveraging the Power of the System for both Students and Institutions

Individual Institution 	System Proposal 
Per Credit Cost: \$24.00	Per Credit Cost: \$18.75
Commission Rate: <ul style="list-style-type: none"> • 7% for course materials • 13% -16.5% for General Merchandise 	Commission Rate: <ul style="list-style-type: none"> • 10% for First Day Complete & Digital • 12.1% other printed materials • 16% for General Merchandise
Capital Improvements: <ul style="list-style-type: none"> • N/A 	Capital Improvements: <ul style="list-style-type: none"> • \$800,000 (Divided by 4 CSUs)

Good morning regents,

My name is Dave Ferreira, and I am the Provost at Charter Oak State College. I am here to provide enthusiastic support for the CSCU Equitable Access Program on the agenda today. Over the past two plus years, Charter Oak has thoroughly examined ways to provide the most affordable and seamless student experience regarding course materials and that is exactly what this proposal accomplishes. While no solution is perfect, this proposal has the most pros for Charter Oak students. Some of these points to highlight are about Charter Oak and our students, but it can also be a benefit to all CSCU students:

- Students currently at Charter Oak are subject to high shipping charges for physical textbooks. Students unfortunately need to subsidize these high shipping costs with more loans. This deal includes shipping in the fee (no added costs) for those courses with physical textbooks.
- Wrapping Charter Oak into the system RFP allowed Charter Oak to leverage economies of scale which resulted in CSCU negotiating a 20% discount from prior pricing received by the campus immediately prior to the RFP. Students will spend less especially considering the amount of access codes we use in addition to books because of our online nature.
- Research on equitable access at 4-year institutions found a substantial increase of course completion rates for students age 25 and up. 86% of COSC students are 25 and up and can benefit from the equitable access program.
- Many of our online competitors already have equitable access as part of their offerings. For example, Post University Online covers course materials and they charge \$90 per course. [UMGC](#) advertises that students can complete most undergraduate degrees without purchasing textbooks. CSCU institutions offering online programs are already behind the curve by not offering equitable access and we do not want to be further behind from a competitive advantage standpoint.
- Due to the accelerated nature where over 90% of our courses are 8-week format or less, it is even more crucial for all our students to have access on day one. Waiting for a voucher from Financial Aid which takes 3 weeks

basically keeps our students from the best opportunity from succeeding. This program solves this issue.

- Only 5% of our courses are OER. The vast majority of our materials are high priced due to the supplemental software needs of online courses and I would suspect the same is true with other CSCU institutions with online courses. While it is true that those courses with OER would still pay the fee, the cumulative nature of courses would produce cost savings. Think about it like those that do budget payments with their energy company to create a consistent expense each month on their energy costs. This program is like that but also producing a savings. Creating a consistent amount for materials helps our students' budget for college as opposed to the current huge fluctuation semester to semester.
- From a student experience perspective, this provides convenience. 78% of our students work full time and lead busy lives. This program provides that convenient option our students expect while giving them the option to opt out.

This program is a huge win for CSCU students, and we would like to have this program available for the fall 2024 semester with your approval. Thank you for your consideration.

EQUITABLE ACCESS PROGRAM FEE
ROLL CALL VOTE
Thursday, March 21, 2024

	NAME	Vote
1.	JoAnn Ryan, Chair	Yes
2.	Richard Balducci	No
3.	Ira Bloom	No
4.	Carla Galaise, Student Regent	No
5.	Marty Guay	Yes
6.	Juanita James	No
7.	Sophia Jappinen	No
8.	James McCarthy	Yes
9.	Richard Porth	No
10.	Luis Sanchez, Student Regent	No
11.	Ari Santiago	No
12.	Erin Stewart	No
13.	Elease Wright	No
14.	Ted Yang	No

RESOLUTION

concerning

**Ratification of CSCU Collective
Bargaining Agreements**

March 21, 2024

WHEREAS, pursuant to Connecticut General Statutes Sections 10a-20, 10a-72, and 10a-89, the Connecticut Board of Regents for Higher Education has authority over the compensation of its personnel within the limitation of appropriations; and

WHEREAS, pursuant to Connecticut General Statutes Section 5-278(b), collective bargaining agreements covering state employees are subject to the approval of the Connecticut General Assembly; and

WHEREAS, pursuant to Connecticut General Statutes Section 5-278(c), “the legislature shall appropriate whatever funds are required to comply with a collective bargaining agreement” when such agreement has been approved by the legislature; and

WHEREAS, the current collective bargaining agreements covering the professional personnel of the Board of Regents for Higher Education require the parties to reopen negotiations with respect to wage increases and step movement for Fiscal Year 2025; and

WHEREAS, pursuant to the agreement negotiated between the Connecticut Office of Labor Relations and the State Employees Bargaining Agent Coalition, tentative agreements have been reached with the bargaining units representing the professional personnel of the Board of Regents for Higher Education; now, therefore, be it

RESOLVED, that the Collective Bargaining Agreements listed below are hereby ratified and adopted, subject to approval by the Connecticut General Assembly in accordance with Connecticut General Statutes Section 5-278, with copies of said Collective Bargaining Agreements attached hereto and incorporated herein,

- 1) Tentative Agreement between State University Organization of Administrative Faculty, Local 2836, Council 4, AFSCME, and Board of Regents for Higher Education, dated March 5, 2024;
- 2) Tentative Agreement between Local 1214, Council 4, AFSCME, and Board of Regents for Higher Education, dated March 5, 2024;
- 3) Tentative Agreement between Congress of Connecticut Community Colleges, Local 1973, SEIU, and Board of Regents for Higher Education, dated March 6, 2024;
- 4) Tentative Agreement between CSU-American Association of University Professors and Board of Regents for Higher Education, dated March 5, 2024;

- 5) Tentative Agreement between AFSCME Council 4, Local 2480 and the Board of Regents for Higher Education, dated March 6, 2024;
- 6) Tentative Agreement between Federation of Technical College Teachers, Local 1942, American Federation of Teachers (AFL-CIO) and Board of Regents for Higher Education, dated March 6, 2024.

And be it further

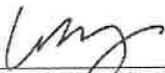
RESOLVED, that the CSCU Chancellor, Terrence Cheng, is hereby authorized to execute said Collective Bargaining Agreements and any necessary amendments thereto on behalf of the Board of Regents for Higher Education.

**Tentative Agreement
Between
Board of Regents for Higher Education
And
State University Organization of Administrative Faculty
Local 2836, Council 4, AFSCME, AFL-CIO**


The parties hereby resolve the Reopener set forth in their FY22 through FY25 collective bargaining consistent with the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY25 contingent upon union ratification and legislative approval:

Article 29.3 of the Collective Bargaining Agreement, and any supporting wage schedules, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) plus two percent (2%) in lieu of increment; total four and one-half percent (4.5%) increase in salary, effective the pay period that includes July 1, 2024, for those who are active employees and in the bargaining unit on July 1, 2024.

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.



Date 03/03/2024
SUOAF-AFSCME Local 2836 President
Lisa Marie Bigelow



Date 3/5/24
Board of Regents for Higher Education



Date 03/03/2024
AFSCME Council 4, AFL-CIO
Kelly A. Rommel

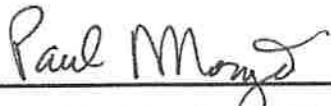
Tentative Agreement
Between
Board of Regents for Higher Education
Charter Oak State College
and
American Federation of State, County and Municipal Employees,
Local 1214, Professional Bargaining Unit, Charter Oak State College

The parties hereby agree to extend the term of the FY22 through FY24 collective bargaining agreement for one year consistent with the terms of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY25 contingent upon union ratification and legislative approval:

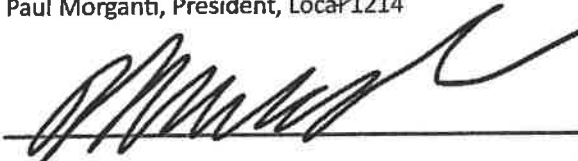
A. Article 14, Section One, of the Local 1214 Charter Oak State College Collective Bargaining Agreement, and any supporting wage schedules, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) effective the pay period that includes July 1, 2024, for those who are active employees and in the bargaining unit on July 1, 2024.

B. Article 14, Section Five, of the Local 1214 Charter Oak State College Collective Bargaining Agreement shall be revised to include: "Effective on January 1, 2025, bargaining unit members shall receive an increment of two and sixty-five one hundredths percent (2.65%) movement within salary range but not to exceed the maximum of the salary range."

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.



Paul Morganti, President, Local 1214

 2/29/24

Neal A. Cunningham, Staff Representative, AFSCME Council 4

 3/5/24

Board of Regents for Higher Education, Charter Oak State College

Tentative Agreement
Between
The Connecticut Board of Regents for Higher Education
And
Congress of Connecticut Community Colleges,
Local 1973, SEIU

The parties hereby resolve the Reopener set forth in their FY22 through FY25 collective bargaining agreement consistent with the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY 25 contingent upon union ratification and legislative approval:

- A. Article 21, Schedule C, Schedule D, Schedule E of the Collective Bargaining Agreement, the Part Time CBA and any supporting wage schedules, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) effective the pay period that includes July 1, 2024, for those who are active employees and in the bargaining unit on July 1, 2024.

Said salary increase shall apply to all wage rates of pay identified in the current CBA to include but not limited to the following:

- Miscellaneous Rates of Pay
- All other wage rates of pay

- B. Article 21 of the Collective Bargaining shall be revised to provide for an annual increment and top step payment, after GWI, for active employees in the bargaining unit, including those covered by the “Agreement for Part-Time Employees.” The value in lieu of a step shall be 2.75% and applied to all other wage rates of pay.

- C. The parties have further resolved the remaining issues that were subject to the reopener.

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.



3/6/24

CONGRESS OF CONNECTICUT COMMUNITY COLLEGES,
LOCAL 1973, SEIU

 3/6/24

BOARD OF REGENTS FOR HIGHER EDUCATION

Tentative Agreement
Between
Board of Regents for Higher Education
And
Connecticut State University American Association of University Professors

The parties hereby resolve the Reopener set forth in their FY22 through FY25 collective bargaining agreement consistent with the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY25 contingent upon union ratification and legislative approval:

- A. Article 12 of the Collective Bargaining Agreement, and any supporting wage schedules, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) plus two percent (2.0%) in lieu of increment, effective for the 2024-2025 contract year.

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.



CSU-AAUP

Date: 3/4/2024


Board of Regents for Higher Education

Date: 3/5/24

**Tentative Agreement
Between
The Board of Regents for Higher Education And
Local 2480, Council 4, AFSCME, AFL-CIO**

The parties hereby resolve the Reopener set forth in their FY22 through FY25 collective bargaining agreement consistent with the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY 25 contingent upon union ratification and legislative approval:

- A. Article XXI, Section 1 of the Collective Bargaining Agreement, and any supporting wage schedules, including miscellaneous rates of pay connected thereto and listed in that section, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) effective the pay period that includes July 1, 2024, for those who are active employees and in the bargaining unit on July 1, 2024, and increases in such other rates as are connected in Article XX1, Section 1 and Schedule D to the General Wage Increase.
- B. Article XXI, Section 1 of the Collective Bargaining Agreement, shall be revised to provide for steps and top step payment on time in FY 25 consistent with the manner provided in the prior fiscal years covered by the Collective Bargaining Agreement.

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.

 3/6/24
For the Board of Regents Date:  3-6-2024
For AFSCME Local 2480 Date:

 3/6/2024
Council 4 Date: Racunira

**Tentative Agreement
Between
The Connecticut Board of Regents for Higher Education
And
Federation of Technical College Teachers, Local 1942, American Federation of
Teachers (AFL-CIO)**

The parties hereby resolve the Reopener set forth in their FY22 through FY25 collective bargaining agreement consistent with the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement as follows, which shall be effective FY 25 contingent upon union ratification and legislative approval:

A. Article 16, Schedule B, Schedule D of the Collective Bargaining Agreement, and Level I Part Time CBA and any supporting wage schedules, shall be revised to provide for a base annual salary increase of two and one-half percent (2.5%) effective the pay period that includes July 1, 2024, for those who are active employees and in the bargaining unit on July 1, 2024.

Said salary increase shall apply to all wage rates of pay identified in the current CBA to include but not limited to the following:

- Miscellaneous Rates of Pay
- Noncredit Lecturers
- All other wage rates of pay

B. Article 16 of the Collective Bargaining shall be revised to provide for an annual increment and top step payment, after GWI, for active employees in the bargaining unit, including those covered by the Level 1 Pat Time Agreement." The value in lieu of a step shall be 2.75% and applied to all other wage rates of pay, accounts and allocations.

C. The parties have further resolved the remaining issues that were subject to the reopener.

The parties agree that the terms of this tentative agreement are contingent upon the execution of the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement. Should the SEBAC 2022 Wage Reopener and Recruitment and Retention Framework Agreement not be executed, neither party may use this tentative agreement as evidence in future collective bargaining to demonstrate the history between the parties.

TA Drafting Template SEBAC 2022 RRRF SVFT



Eric Chester 3-6-2024

FEDERATION OF TECHNICAL COLLEGE TEACHERS

LOCAL 1942, AFT, AFT-CT



BOARD OF REGENTS FOR HIGHER EDUCATION

3/6/24

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A SPECIAL MEETING
OF THE BOARD AND THE STUDENT ADVISORY COMMITTEE
TUESDAY, APRIL 9, 2024 – 9:00 a.m.
CONDUCTED IN REMOTELY
LIVESTREAMED ON <https://www.youtube.com/watch?v=36SWVXXi1ck>**

REGENTS – PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Carla Galaise, Student Regent	Y
Marty Guay	Y
Juanita James	Y
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez, Student Regent	Y
Ari Santiago	Y
Erin Stewart	N
Elease E. Wright	Y
Ted Yang	Y
*Brendan Cunningham, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	N
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Daniel O’Keefe, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	Y
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
* <i>ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU Chancellor
 Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff
 Danny Aniello, Special Asst to the Chancellor, Executive Director for System Project Management
 Adam Joseph, Vice Chancellor of External Affairs
 Tamara O’Day Stevens, Interim Assoc. Vice President, Enrollment Management and Student Success
 Pam Heleen, Secretary of the Board of Regents (recorder)

1. CALL TO ORDER

Chair Ryan called the meeting to order at 9:03 a.m. Following roll call, a quorum was declared.

2. CHAIR RYAN’S REMARKS

- Chair Ryan welcomed everyone to the meeting and stated that the Spring 2024 report from the Student Advisory Committee (SAC) would be presented.
- She introduced Carla Galaise, Chair of the Student Advisory Committee and Luis Sanchez, Vice Chair of the Student Advisory Committee to present the report.

3. STUDENT ADVISORY COMMITTEE REPORT

See Attachment A

- Regent James and Regent Bloom commended the group for the work they are doing, especially around leadership and culture change. She asked about the feedback loop and with what frequency will the SAC report back to the Regents or to the SAC's various constituencies to monitor progress. SAC Chair Galaise agreed that the process is a two-way street; the SAC has identified where communications is breaking up and is beginning work to realign the work of the SAC, beginning with the institution student government associations (SGAs) and student activity directors. SAC Vice Chair Sanchez noted that students have not been briefed by their SGAs or student activity directors about what it means to be on the BOR SAC.
- Regent Guay thanked the SAC and reinforced that they are an important ingredient in all of our success. He also extended the offer for the SAC to let the BOR know what the BOR can do to help make the SAC more successful (i.e., visibility, participation, and recognition).
- Regent Bloom noted that the SAC's conduit for communication to the BOR might be through the BOR Academic and Student Affairs Committee. Regent Wright supported this suggestion.
- Regent Bloom also asked about any systematic way students can provide course feedback. SAC Vice Chair Sanchez responded that at an institution level, there are voluntary course evaluations completed by the students. SAC Chair Galaise added that the hope is to bring forward some sort of unified survey along major themes (i.e., modality). Regent Bloom followed up by asking what happens to the surveys once they are completed.
- FAC Chair Brendan Cunningham thanked the SAC students for their service. He extended an invitation for the SAC to interact with the Faculty Advisory Committee. He also commented on the collection of information from students on their classroom experience, explaining that it (and the way the data is used) is spelled out in the AAUP contract.

Chancellor Cheng thanked Chair Galaise and Vice Chair Sanchez for being wonderful student advocates and Chair Ryan thanked everyone for their participation.

4. EXECUTIVE SESSION

At 9:40 a.m. on a motion by Regent Balducci, seconded by Regent Wright, the Board voted unanimously to go into Executive Session for the purpose of discussing collective bargaining issues and the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

5. ADJOURNMENT

Chair Ryan adjourned the meeting adjourned at 10:19 a.m.

Submitted,

Pamela Heleen
Secretary of the CT Board of Regents for Higher Education



**CONNECTICUT STATE
COLLEGES & UNIVERSITIES**

Student Advisory Committee Report

- **Legislative Outreach Project**
- **Advisor transition**
- **New path for Student Advisory Committee (SAC)**
- **Focus Areas**
- **Goals for the Fall Semester**

GOAL: To educate students on the issues affecting CSCU system and connecting with legislators

- ECSU: Tabling event.
- CT State - Housatonic: Tabling event.
- CT State - Northwestern: Campus-wide email blast.

Transition to new advisor Dr. Tam O'Day-Stevens.

Limited guidance/advising between December 2023 – March 2024.

Emphasized culture of apathy and lack of direction.

Decline in attendance and participation.

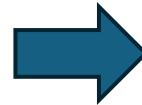
An Opportunity for Growth

Implemented meeting expectations



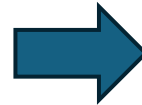
Culture shift of mutual respect and teamwork

**Advisor meeting with
Student Activity Directors**



**Align staff to support SAC representatives
and facilitate engagement**

Clarification of SAC role



Developing a unified mission

**Clarifying roles of leadership
within SAC**



**Increases responsibility and
accountability for members**

GOALS:

- To create culture centered around teamwork and efficiency.
- To effectively identify and accomplish goals.
- To create a clear roadmap for students to share suggestions.

- **Course Modalities and Effectiveness**
- **Development of surveys to identify areas of improvement**
- **Veteran support services**
- **Food insecurity**
- **Access to services and resources (both on and off campus)**

- Elections for SAC leadership
- Identification of one or two focus areas for Fall 2024
- Realignment of SAC processes and culture to make long-term impact
- Leadership training for SAC and its members

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A SPECIAL MEETING
OF THE BOARD AND THE STUDENT ADVISORY COMMITTEE
WEDNESDAY, APRIL 24, 2024 – 8:30 a.m.
CONDUCTED IN REMOTELY
LIVESTREAMED ON <https://www.youtube.com/watch?v=xlsBCTFIJEk>**

REGENTS – PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	N
Richard J. Balducci	Y
Ira Bloom	Y
Carla Galaise, Student Regent	Y
Marty Guay	Y
Juanita James	Y
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez, Student Regent	Y
Ari Santiago	Y
Erin Stewart	Y (arrived 8:47)
Elese E. Wright	Y
Ted Yang	N
*Brendan Cunningham, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*Daniel O’Keefe, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	Y
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU Chancellor
 Jessica Paquette, Vice Chancellor for System Affairs & Chief of Staff
 Danny Aniello, Special Asst to the Chancellor, Executive Director for System Project Management
 Adam Joseph, Vice Chancellor of External Affairs
 Dr. Lloyd Blanchard, CSCU Interim Vice President for Administration and Chief Financial Officer
 Vita Litvin, Interim General Counsel
 Janel Wright, CSCU, VP of Purchasing
 Pam Heleen, Secretary of the Board of Regents (recorder)

Charter Oak State College:

Ed Klonoski, President
 Dr. David Ferreira, Provost
 Michael Moriarty, VP of Administration and CFO

1. CALL TO ORDER

Vice Chair McCarthy called the meeting to order at 8:34 a.m. Following roll call, a quorum was declared.

2. CHARTER OAK STATE COLLEGE EQUITABLE ACCESS PROGRAM FEE

- Vice Chair McCarthy introduced the item and reminded the Regents that this resolution is for the approval of the Equitable Access Program Fee and its appearance on Charter Oak's Tuition and Fee Schedule.

Vice Chair McCarthy made a motion to consider the resolution for approval by the Board. The motion was seconded by Regent Balducci.

- Vice Chair McCarthy introduced Ed Klonoski, President and Dr. David Ferreira, Provost at Charter Oak State College for their presentation on the proposal. (See Attachment A)
- Vice Chair McCarthy noted that the leadership of the four state universities decided to forgo the implementation of the equitable access program for the upcoming fall semester, citing concerns about the timeline for a smooth transition process. The resolution before the Board is for an Equitable Access Program Fee only for Charter Oak State College.
- Regent James noted the socialization of the proposal with faculty and students and asked for more detail. Provost Ferreira added that the faculty has been kept up to date on the process, principles, rationale, and benefits; faculty also noted the percentage of students who struggled during the first week because they do not have their materials. He continued by noting that only 5% of COSC courses use Open Educational Resources (OER). Students mentioned that they hoped that this was a pilot program and that if it showed success, that it could be shared with other CSCU institutions (as 55% of COSC students are graduates of CT State).
- Regent Guay asked if there was a plan at the end of the semester to survey students, gathering insights about program efficacy, timing and success of the communication plan, and suggested areas of improvement. President Klonoski stated that Charter Oak will assist in gathering any feedback that the Board deems necessary, and the results would be very interesting. Secretary of the Board Pam Heleen pointed out that the next to last "Resolved" statement in the resolution states that "Charter Oak shall submit a report to the BOR by the end of both the Fall 2024 and Spring 2025 semesters. This report must include detailed statistics on the opt-out rates as well as an analysis of the overall performance and reception of the Equitable Access Program." Regent Guay reinforced the importance of gathering the "voice of the customer" data. Student Regent Sanchez agreed.
- Student Regent Galaise reinforced the need to get feedback as one of her biggest concerns is that students don't opt out and don't realize that they are being charged for course materials. She emphasized the importance of "nailing down" those people and making sure COSC prevents this from happening. Provost Ferreira agreed stating that we want to make sure that students don't purchase course materials and don't opt out of the Equitable Access Program, thus incurring expenses 1.5 times. He continued by saying that students will receive communications prior to matriculation and at the point of registration. President Klonoski stated that this program is a selling feature – that course materials are included in the course price and will be available on day 1; this is in line with other online colleges. 78% of COSC students work full-time and like the convenience of having this taken care of for them.
- Regent Jappinen thanked Provost Ferreira for the data-driven approach to the presentation. She looks forward to seeing what it will become and seeing the feedback from the program. Provost Ferreira indicated that Charter Oak is fully committed to ensuring that there is a robust assessment of the program. Kudos to the CFO and the Bursar's Office at Charter Oak for providing the line-by-line cost data comparisons; it provided management with the program-level scenarios where it might make sense for the student to opt out of the program.

- Regent Bloom asked if the students will be counseled individually each semester about what choice to make. Provost Ferreira noted that the Equitable Access Program explanation will be put into the academic advisor's meeting template and script with the student. Using Power BI, leadership knows what percentage of COSC students have met with an advisor; the small percentage that did not meet with their advisor, but still registered will have a separate unique communication. The communication plan will be solidified by middle of May.
- Vice Chair McCarthy emphasized the value of the Charter Oak State College experience as a pilot study to help direct future efforts. The four universities continue to be interested in the program.

At the conclusion of discussion, the resolution was put to a vote. The resolution was approved with 10 yes votes, 1 no vote (Stewart), and 1 abstention (Balducci).

4. EXECUTIVE SESSION

At 9:01 a.m. on a motion by Regent Balducci, seconded by Regent James, the Board voted unanimously to go into Executive Session for the purpose of discussing collective bargaining issues and the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

5. ADJOURNMENT

Vice Chair McCarthy adjourned the meeting at 9:37 a.m.

Submitted,

Pamela Heleen
Secretary of the CT Board of Regents for Higher Education

CharterOak

STATE COLLEGE

A Higher Degree of **Online** Learning

Equitable
Access Proposal

ED KLONOSKI
PRESIDENT

DR. DAVID FERREIRA
PROVOST

Current Bookstore Environment



Average cost over \$100 per class



Over 20% of a person's time dedicated to book vouchers at peak registration



Over 50% of Financial Aid Students Need Vouchers



A number of vouchers come after the start of classes



SGA Emergency Fund Requests for Books



High textbook shipping costs

About Equitable Access

\$18.75 per credit fee

- **Required textbooks and course materials.**

Shipping Included

- **Achieves further savings for our students**

Opt-out ability

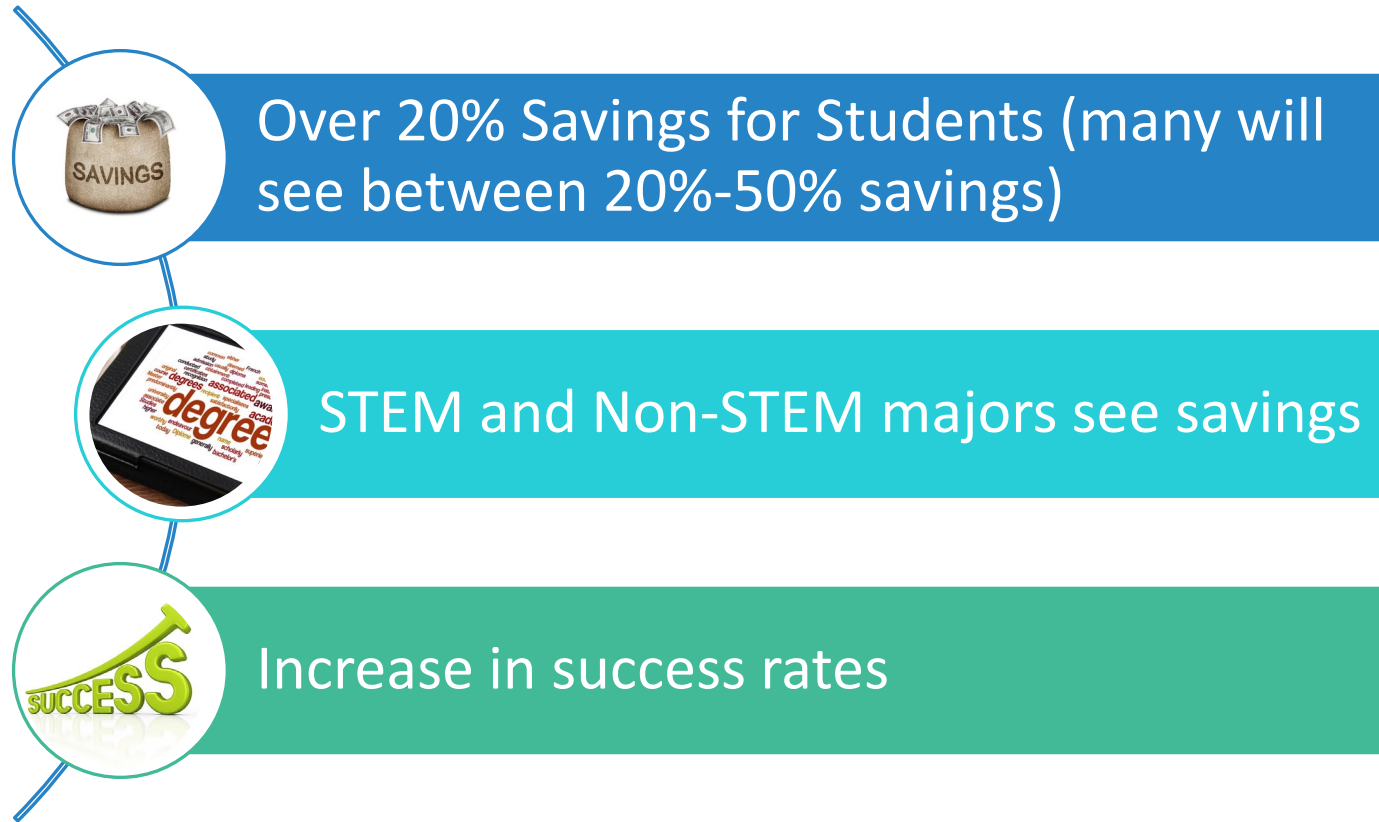
- **Robust communication plan**

CharterOak
STATE COLLEGE

A Higher Degree of **Online** Learning

 Barnes & Noble
COLLEGE

Advantages of Equitable Access



CharterOak STATE COLLEGE

A Higher Degree of Online Learning

*Thank
You*

Questions?

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS – American Sign Language

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science American Sign Language program at Charter Oak State College effective May 2024.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Bachelor of Science in American Sign Language at Charter Oak State College

BACKGROUND AND RATIONALE

The BS in Interpreting American Sign Language/English was approved by the Board of Regents on June 24, 2021 (BR 21-106). Since that time, no students have been enrolled in the program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSUCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee

5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Associate of Arts in General Studies
and
Discontinuation of Bachelor of Arts in General Studies

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associate of Arts in General Studies program (OHE# 01805 and CIP Code 24010) and the Bachelor of Arts in General Studies program (OHE# 01805 and CIP Code 240101) at Charter Oak State College effective Spring 2026.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Associate of Arts in General Studies program and the Bachelor of Arts in General Studies program at Charter Oak State College effective Spring 2026.

BACKGROUND AND RATIONALE

The Associate of Arts Degree and the Bachelor of Arts Degree enrollments are in the single digits, and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Associate of Science (AS) or Bachelor of Science (BS) degree in General Studies that has a much more viable enrollment of over 100 students. The only difference between the AA and AS or the BA and BS of General Studies is the liberal arts threshold. No impact is anticipated on current or future students.

TEACH OUT STRATEGY

Students will have the opportunity to graduate in their current degree between now and spring 2026 or transition to the Associate of Science or Bachelor of Science program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSUC Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS and BA
General Studies Concentrations
Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science and Bachelor of Arts program in General Studies (OHE# 01805 and CIP Code 240101) for the following concentrations at Charter Oak State College effective Spring 2026:

General Studies – American Studies Concentration
General Studies – Communication Concentration
General Studies – Computer Science Studies Concentration
General Studies – English Concentration
General Studies – Foreign Language Concentration
General Studies – Health Studies Concentration
General Studies – History Concentration
General Studies – Information Systems Studies Concentration
General Studies – Paralegal Studies Concentration
General Studies – Political Science Concentration
General Studies – Public Administration Concentration

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Bachelor of Science/Bachelor of Arts in General Studies for the following Concentrations at Charter Oak State College:

- General Studies – American Studies Concentration
- General Studies – Communication Concentration
- General Studies – Computer Science Studies Concentration
- General Studies – English Concentration
- General Studies – Foreign Language Concentration
- General Studies – Health Studies Concentration
- General Studies – History Concentration
- General Studies – Information Systems Studies Concentration
- General Studies – Paralegal Studies Concentration
- General Studies – Political Science Concentration
- General Studies – Public Administration Concentration

BACKGROUND AND RATIONALE

This evolution at Charter Oak has been taking place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, Charter Oak is able to give more attention to programs with higher enrollment potential.

Program enrollment is in the single digits, and this is part of Charter Oak’s Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft a course within the American Studies Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

TEACH OUT STRATEGY

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Three (3) Certificates

Connecticut Director Credential (Initial)
Connecticut Director Credential (Master)
Connecticut Director Credential (Standard)

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective August 2025.

Connecticut Director Credential (Initial)	CIP Code: 190708	OHE#: 17057
Connecticut Director Credential (Master)	CIP Code: 190708	OHE#: 18077
Connecticut Director Credential (Standard)	CIP Code: 190708	OHE#: 18075

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of Three (3) Certificates - Connecticut Director Credential (Initial), Connecticut Director Credential (Master), Connecticut Director Credential (Standard) at Charter Oak State College

BACKGROUND AND RATIONALE

The CT Director Credential –Standard was developed by Charter Oak State College in partnership with CT Charts-A-Course (CCAC), a professional development agency for the early childhood workforce prior to the inception of the Office of Early Childhood (OEC). When OEC was started, the work of CCAC was merged into the OEC as a new division. Charter Oak State College maintained the credential, which OEC has continued to support. However, over time the credential has become outdated. Enrollment is low, and the requirements for the credential no longer match what is needed for early childhood program directors to qualify as administrators for early childhood program accreditation. COSC has communicated with OEC to determine whether or not to maintain the credential. COSC has provided OEC with data on the enrollment trends over the past five years, and as a result, OEC and Charter Oak State College have jointly agreed to eliminate the credential, effective 30 June 2024.

There are three levels of the CDC Credential- Initial, Standard, Master. All three levels will be eliminated on June 30, 2024.

PHASE OUT/TEACH OUT STRATEGY

There are currently ten students enrolled in the CDC program. All students will be notified of the elimination of the program and will have one year from their date of enrollment to complete the requirements of the program. This is consistent with the existing requirement since the program can be completed in one year. It requires no more than 15 credits to complete.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Five (5) Undergraduate Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Cyber Security Investigation	CIP Code: 430404	OHE#: 18916
Security Strategies Application	CIP Code: 430404	OHE#: 18915
Technical Security Administration	CIP Code: 430404	OHE#: 18917
Paralegal	CIP Code: 220302	OHE#: 15444
Victim Advocacy	CIP Code: 430199	OHE#: 19445

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of five (5) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Cyber Security Investigation
- Security Strategies Application
- Technical Security Administration
- Paralegal
- Victim Advocacy

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment or low single-digit enrollment for the past five years. The certificate is not connected to any industry-recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Cyber Security Fundamentals

An Undergraduate Certificate

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificate at Charter Oak State College effective Spring 2026:

Cyber Security Fundamentals

CIP Code: 430404 OHE#: 18914

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of an undergraduate certificate at Charter Oak State College effective Spring 2026:

- Cyber Security Fundamentals

BACKGROUND AND RATIONALE

Certificate enrollment has been in the low single digits for the past five years. The certificate is not connected to any industry-recognized credential, thus not creating a clear value or connection to a student audience. With the cancellation of this certificate, Charter Oak will add a new certificate that does lead to the CompTIA Security+ Industry Certification (See Below Threshold Item – Fundamentals of Cyber Security).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee

5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Undergraduate Certificates

Long-Term Care

Long-Term Care (Elder Care)

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Long Term Care Certificate for Direct Care Workers

CIP Code: 513902 OHE#:017209

Long Term Care Certificate for Direct Care Workers-Specialty Skills in Elder Care

CIP Code: 513902 OHE#: 17210

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Long Term Care Certificate for Direct Care Workers
- Long Term Care Certificate for Direct Care Workers-Specialty Skills in Elder Care

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Undergraduate Public Safety Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Public Safety Administration Level 1	CIP Code: 430103	OHE#: 15455
Public Safety Administration Level 2	CIP Code: 430103	OHE#: 15446

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Public Safety Administration Level 1
- Public Safety Administration Level 2

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Graduate Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following graduate certificates at Charter Oak State College effective Spring 2026:

Leadership

CIP Code: 520213

OHE#: 19529

Organizational Development

CIP Code: 520213

OHE#: 19531

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) graduate certificates at Charter Oak State College effective Spring 2026:

- Leadership
- Organizational Development

RATIONALE AND TEACH OUT STRATEGY

Enrollment in the certificates is in the low single digits and has been consistently at that amount for the past five years.

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Nonprofit Leadership

A Graduate Certificate

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following graduate certificate at Charter Oak State College effective Spring 2026:

Nonprofit Leadership

CIP Code: 520213 OHE#: 19530

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a graduate certificate at Charter Oak State College effective Spring 2026:

- Nonprofit Leadership

RATIONALE AND TEACHOUT STRATEGY

Enrollment in the certificate is in the low single digits and has been consistently at that amount for the past five years.

The M. S. in Organizational Leadership offers two tracks, one in Business and the other in Nonprofit. There are no changes to the Business track of this degree; there is a Below Threshold modification to the Nonprofit track option (1 of 3 courses). Nonprofits rely on multiple fundraising strategies to maximize the volume and quality of their offerings to the community that they serve. One critical fundraising strategy that is not addressed in the current program is Grant Writing. Not only is such a knowledge base critical from a strategic perspective, but it is also a skill set increasingly in demand by those who work in nonprofit organizations.

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master’s degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Program Concentrations

Business Administration: Human Resources - Bachelor of Science
Business Administration: Organizational Management – Bachelor of Science
Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a two program concentrations (CIP Code: 520201 and OHE#17955) at Charter Oak State College:

Business Administration: Human Resources - Bachelor of Science
Business Administration: Organizational Management – Bachelor of Science

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BS in Business Administration, specifically a significant modification of courses/course substitutions and discontinuation of two existing concentrations in the BS in Business Administration - Human Resources Management and Organizational Management at Charter Oak State College

JUSTIFICATION/PROPOSED CHANGE

These proposals are intended to:

- Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors.
- Facilitate potential future business program accreditation.
- Facilitate assessment and continuous improvement processes.
- Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
- Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.

Proposed modifications to the program are as follows:

1) BS in Business Administration

- Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
- Terminate two existing concentrations in Human Resources Management and Organizational Management.
- Modify three concentrations including Entrepreneurship (originally Small Business), General Business, and Project Management

2) Fast Track Program:

- For those students qualified and interested in accelerating completion of a graduate degree, replace specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

The total number of courses and course credits to be modified by this change is 10 - 13 courses (30 - 39credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of A.S. Program and Certificate

New Media Production: Web Design & Development

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the A.S. Program and Certificate in New Media Production: Web Design & Development at CT State Community College effective May 2025.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of A.S. Program and Certificate in New Media Production (NMP): Web Design & Development at CT State Community College

RATIONALE

The main reasons for discontinuing this program are as follows:

- The program is almost identical in requirements to the NMP Multimedia program and certificate with there being only one course, advancedweb design, which is different between the two.
- There are two other Web Design and Development programs in the CTState catalog available to students:
 - Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
 - Computer Science: Web Development, AAS (CSWD-AAS)
- Of all programs in the New Media Production family of programs, the Web Design associate degree program and certificate have had the lowest completion rates with only one student having graduated from either the associate degree or certificate over the 6 year period since the program was first implemented at Middlesex Community College (as part of the Digital Media Production program).
- Enrollments in this program have also been very low with only 13 students choosing to pursue the major over a 5-year period between 2018 - 2023. Because of low enrollments in the program, the department has never been able to run the advanced-level web design course needed to complete the requirements.

TEACH OUT

Students will first be recommended to consider the NMP: Multimedia associate degree or certificate which uses almost all the same requirements (except one). This will allow students to use courses they have already completed.

There are also currently two other Web Design programs in the CT State catalog which students will be referred to as possible options:

- Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)
- Computer Science: Web Development, AAS (CSWD-AAS)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Two Existing Programs
at Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate programs at Eastern Connecticut State University effective Spring 2027:

Bachelor of Science – Communications	CIP Code 090100	OHE# 02389
Bachelor of Arts – New Media Studies	CIP Code 090702	OHE# 17672

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of the following undergraduate programs at Eastern Connecticut State University effective Spring 2027:

- Bachelor of Science – Communications CIP Code 090100 OHE# 02389
- Bachelor of Arts – New Media Studies CIP Code 090702 OHE# 17672

RATIONALE:

The Communication and Theatre departments were merged, at the request of the constituent faculty, to create a department of Communication, Film, and Theatre. Three faculty from the Communication department requested and were moved to the Business Administration department, along with curriculum related to marketing. The New Media Studies major was designed as an interdisciplinary major across five academic departments and two schools. Since its inception, the program faced challenges with curricular design, faculty availability, and cross-department coordination.

This reorganization was done to address extensive curricular overlaps across several departments, declining enrollments in the Communication and Theatre majors, a shift in the focus of the Theatre industry post-pandemic, and a need to leverage faculty and other resources more effectively. Academic program review discussions resulted in the decision of the faculty to combine the relevant curricula from Communication (media production and multimedia journalism) with that from Film and Theatre and Performance Media to develop a Communication, Film, and Theatre major.

The Theatre and Performance Media major is being modified into the Communication, Film, and Theatre major, with concentrations in Design, Technology, and Performance Media; Filmmaking and Video Production; Multimedia Journalism: News & Sports; and Performance: Acting, Choreography, and Playwriting. Consequently, the Communication major is being discontinued.

In order to streamline the curriculum to reflect student needs, employer demands, and constrained institutional resources, the Theater and Performance Media curriculum is being modified to offer a single Communication, Film, and Theatre major. The modified program is better aligned with Eastern's faculty expertise and will provide students interested in the area of media studies with an updated and flexible curriculum. Discontinuing the New Media Studies major will allow Eastern to redirect faculty resources to support and strengthen the modified Communication, Film, and Theatre program and grow enrollment in the new department.

TEACHOUT STRATEGY:

Students currently enrolled in the Communications or the New Media Studies major are being guided toward graduation through faculty advisement. Faculty advisors and program coordinators will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. Program modifications in the Communication, Film, and Theatre and Business Administration departments will allow for sufficient substitutable courses.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

5/3/2024 – BOR - Academic and Student Affairs Committee
5/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of an Existing Program
at Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Labor Relations and Human Resources Management program leading to a Bachelor of Science degree at Eastern Connecticut State University effective Spring 2027:

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of the Labor Relations and Human Resources Management program leading to a Bachelor of Science degree at Eastern Connecticut State University effective Spring 2027:

RATIONALE:

The Labor and Human Resource Management major was designed as an interdisciplinary major across three academic departments and two schools. The program saw strong initial enrollment as it was designed to take advantage of the NEBHE rates to attract students from surrounding states. Once the incentive was no longer applicable, the program saw steady decline.

As a result, Eastern has decided to take proactive measures to better serve students by discontinuing the major and offering a more tailored option in the form of a Human Resources Management minor. This change will not only optimize our resources but also provide a more focused learning experience for our students. Additionally, employer demand for human resource generalists with undergraduate degrees is increasing. The minor is better suited for students from a variety of disciplines to add key competencies that can assist in their workforce readiness. The goal is to ensure that Eastern students receive the best possible education and are equipped with the skills and knowledge needed to succeed in their future career paths.

TEACHOUT STRATEGY:

Students currently enrolled in the major are being guided toward graduation through faculty advisement. The program coordinator will use course substitutions and independent studies where necessary, especially in circumstances where courses are no longer being offered or are not able to run due to low enrollment. The program coordinator will remain in contact with contributing departments for consultation on any issues throughout the phase out stage.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts in Computer Science
Central Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Computer Science, specifically a Name Change at Central Connecticut State University.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Name Change for BA in Computer Science at Central Connecticut State University.

BACKGROUND AND PROPOSAL

CCSU offers two programs in Computer Science (CS). One of the programs has been in continuous accreditation since 1990 (currently ABET) and as such requires CS courses along with additional science/math courses to meet accreditation standards. This program is currently called CS-(Honors). CCSU offers a second program that is not accredited and thus does not require the additional science and math courses and is called CS-(Alternative). There is a long history of CS offering two different programs. In the 90's they were a BA and BS, and as far back as the 2001 catalog, the terms Honors and Alternative have been used.

It was recently discovered that in the OHE system, there is only one CS program (a single OHE number). Rather than two separate programs, they are listed as two different tracks in a single program. Central has found that this is problematic when inputting the two programs, especially with one being accredited and the other not. This proposal serves as a means to correct the inventory with the OHE.

We are also taking advantage of this opportunity to “clean-up” the catalog language to minimize confusion. For example, by changing the CS-Alternative to BA in Computer Science, will also allow the remaining program to be the BS in Computer Science, and thus removing the need to distinguish it by including the (Honors) descriptor. The “honors” creates some confusion as CCSU has an HONORS program for high performing students that is not related to the CS program.

With this change, there will be two programs. A Bachelor of Arts in Computer Science and a Bachelor of Science in Computer Science. In addition, the change to BA is consistent with other institutions who offer accredited versus non-accredited CS programs.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Business Administration

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Business Administration (CIP Code: 520201/ OHE# 17955), specifically a significant modification of courses/course substitutions at Charter Oak State College.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BS in Business Administration, specifically a significant modification of courses/course substitutions and discontinuation of two existing concentrations in the BS in Business Administration - Human Resources Management and Organizational Management at Charter Oak State College

JUSTIFICATION/PROPOSED CHANGE

These proposals are intended to:

- Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors.
- Facilitate potential future business program accreditation.
- Facilitate assessment and continuous improvement processes.
- Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
- Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.

Proposed modifications to the program are as follows:

1) BS in Business Administration

- Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
- Terminate two existing concentrations in Human Resources Management and Organizational Management.
- Modify three concentrations including Entrepreneurship (originally Small Business), General Business, and Project Management

2) Fast Track Program:

- For those students qualified and interested in accelerating completion of a graduate degree, replace specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

The total number of courses and course credits to be modified by this change is 10 - 13 courses (30 - 39credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of Two Programs

Bachelor of Science in Organizational Leadership
Bachelor of Science in Human Resource Management

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of two programs, specifically a significant modification of courses/course substitutions at Charter Oak State College.

BS in Organizational Leadership (CIP Code: 520213/ OHE# 19937)

BS in Human Resource Management (CIP Code: 521005/ OHE# 19936)

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BS in Organizational Leadership and BS in Human Resources Management, specifically a significant modification of courses/course substitutions at Charter Oak State College

JUSTIFICATION/PROPOSED CHANGE

This proposal is intended to:

- Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors.
- Facilitate potential future business program accreditation.
- Facilitate assessment and continuous improvement processes.
- Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
- Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.

The curriculum changes promote soft skill sets demanded in the workforce including problem-solving, critical thinking, communications, working within and leadership of cross-functional and self-directed work teams, project management, and process change, in addition to enhancing a well-rounded disciplinary knowledge set. Students may earn professional certifications while in the degree program or put themselves in a position to earn professional certifications upon graduation combined with appropriate time of workforce experience.

Proposed modifications to the program are as follows:

1) BS in Organizational Leadership and Human Resources Management

- Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.

2) Fast Track Program:

- For those students qualified and interested in accelerating completion of a graduate degree, replace specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts in English

Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in English (CIP Code: 23.0101/ OHE# 1392), specifically a significant modification of courses/course substitutions at Eastern Connecticut State University.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BA in English at Eastern Connecticut State University, specifically a significant modification of courses/course substitutions.

JUSTIFICATION/PROPOSED CHANGE

The English department proposes revising the current program to reflect shifts in enrollment, faculty availability and expertise, and to incorporate a career development component. Eastern has seen a decrease in the number of majors and, concurrently, a decrease in the number of full-time English faculty. While English major declines have been less precipitous than those of the university overall, Eastern has seen a major drop in enrollments - a decline from 287 majors in Fall 2012 to 178 majors in Fall 2022. In addition, the full-time faculty headcount dropped by 17% (3 FT) in the last 3 years, with a further 13% expected in the next year and a half. These demographic changes resulted in a challenging scheduling environment that made it difficult to meet student course demand, accompanied by an unacceptable rate of low-enrolled courses and course cancellations.

At the same time, it is increasingly clear that our students both need and want a more coherent major that allows them to pursue their particular academic aims and interests and equip them with the skills to meet the demands of the professions they will enter. The program modifications here make for a streamlined and cohesive plan of coursework tailored to provide the skills that employers in all industries repeatedly say they want: the ability to clearly communicate both through writing and orally, the ability to process, understand, and synthesize complicated ideas and texts, and to approach problems and issues both critically and creatively. These areas of intellectual development are historically what English departments do best.

Proposed modifications to the program are as follows:

- Development of a new core to include 6 scaffolded courses at the 100 – 300 level, split between a focus on critical writing skills and critical reading skills
- Revision of two (now required) employability courses that emphasize career and graduate school preparedness at the 200 and 400 level
- Removal of the capstone requirement, replaced with an optional Honors in English capstone designation
- Removal of defined concentrations
- Expansion of electives to allow for greater flexibility in student interest and faculty specialty.

The total number of courses and course credits to be modified by this change is 6 courses (18 credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modifications to a Program

Bachelor of Arts in Theatre
Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modifications of a program – BA in Theatre (CIP Code: 500501/ OHE# 14890) at Eastern Connecticut State University, specifically:

- Modification to the CIP Code
- Program name change
- A significant modification of courses/course substitutions at Eastern Connecticut State University.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modifications to BA in Theatre at Eastern Connecticut State University, specifically:

- Modification to the CIP Code
- Program name change
- A significant modification of courses/course substitutions at Eastern Connecticut State University.

JUSTIFICATION/PROPOSED CHANGE

The proposed programmatic changes merge curriculum from two existing majors – Communication and Theatre. It creates a unique program – BA in Communication, Film, and Theatre – with proposed areas of concentration in Design, Technology, and Performance Media; Film and Video Production; Multimedia Journalism: News and Sports; and Performance: Acting, Choreography, and Playwriting. The new CIP code better reflects this change and the careers and industry aligned with the new program.

In Spring 2023, the full-time faculty in the Theatre and Performance Media program requested to leave the Performing Arts Department and join the Communication Department. This proposed merger was initiated jointly by faculty in both departments for several reasons:

1. Both programs had seen enrollment declines and had overlapping curricula with each other as well as with other departments on campus. By restructuring the two departments into one, several improvements were achieved, including the opportunity to develop a unique and innovative curriculum.
2. There has been a longstanding intersection of curricular content between the two programs. Both Communication and Theatre focus on engaging students in immersive, high-impact practices across television, radio, film, and live performance. Additionally, the two programs employ similar technical tools and media for storytelling, including cameras, editing software, media servers, etc.
3. The entertainment industry saw major shifts sparked by the COVID-19 pandemic, combined with rapid advances in new media technologies. These changes call for an updated curriculum that aligns with the dynamic demands of modern media careers. Modifying the Theatre major to include these capacities from within the Communication program allows Eastern to respond to these changes by leveraging existing resources.
4. Finally, to address declining enrollments, faculty seek to combine resources and create an integrated program that leverages complementary skill sets common to live performance, film, television, and emerging digital media. By consolidating our strengths, the proposed new curriculum aspires to prepare multi-faceted creators and attract prospective students.

The name change will allow the program to better reflect the disciplinary content and skills provided by this reorganization and merging of two programs, will allow for better communication with prospective students and employers, and will take advantage of the existing resources and faculty expertise in these related areas.

As part of the re-organization of the two departments, additional redundancies in the curriculum were addressed by moving parts of the Communication curriculum related to marketing (advertising, public relations, social media and strategic marketing) to the Business Administration department.

Total Number of courses and course credits to be modified by this application: 14 courses; 39 course credits.

The Program Modification maintains a focus on co-curricular high-impact practices while emphasizing creative authorship, strong cohort-building opportunities, a deep understanding of equity and diversity within media and performance, versatile communication skills, and competency with cameras and editing. The curriculum incorporates a focus on ethics and media literacy, abilities which are critical for responsible global citizenship. Students graduating from the program will develop a versatile skill set that prepares them for rewarding careers or graduate studies. Employers participating in our Entertainment Industry Career Day over the past two years have affirmed the substantial demand across Connecticut and New England for graduates possessing these aptitudes.

[ADDENDUM](#)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of Two Programs

Applied Behavior Analysis – Masters of Science
Applied Behavior Analysis – Sixth Year Certificate
at
Southern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of two programs, specifically a modification of program delivery method at Southern Connecticut State University:

Applied Behavior Analysis – Masters of Science Program (CIP Code: 42.2814/ OHE# 20032)

Applied Behavior Analysis – Sixth Year Certificate (CIP Code: 42.2814/ OHE# 16944)

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to the Master of Science program and the Sixth Year Graduate Certificate in Applied Behavior Analysis at Southern Connecticut State University, specifically a modification of program delivery method.

JUSTIFICATION/PROPOSED CHANGE

Students enrolled in the program are typically working full time in a variety of educationally related settings and routinely have work and life challenges that make it difficult to commute to campus 2 nights per week for the duration of their program. The proposed change would adjust the delivery method for courses to allow some weeks on campus and some weeks in an online/synchronous format allowing for advantages of fully synchronous experiences but also additional flexibility that is desired by our graduate students.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

04/5/2024 – BOR - Academic and Student Affairs Committee

05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Applied Behavior Analysis – Sixth Year Certificate
Southern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Applied Behavior Analysis – Sixth Year Certificate (CIP Code: 42.2814/ OHE# 16944), specifically a modification of program delivery method at Southern Connecticut State University.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to Sixth year Certificate in Applied Behavior Analysis at Southern Connecticut State University, specifically a modification of program delivery method.

JUSTIFICATION/PROPOSED CHANGE

Students enrolled in the program are typically working full time in a variety of educationally related settings and routinely have work and life challenges that make it difficult to commute to campus 2 nights per week for the duration of their program. The proposed change would adjust the delivery method for courses to allow some weeks on campus and some weeks in an online/synchronous format allowing for advantages of fully synchronous experiences but also additional flexibility that is desired by our graduate students.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

04/5/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Master of Music

Western Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Music(CIP Code: 13.1312/ OHE# 183), specifically a significant modification of courses/course substitutions, a change in modality, and a change in degree title at Western Connecticut State University.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to a program – MS in Music, specifically a significant modification of courses/course substitutions, a change in modality, and a change in degree title at Western Connecticut State University.

JUSTIFICATION/PROPOSED CHANGE

The M.S. in Music Education degree program at WCSU was established in 1976, and over the past approximately 27 years, it has seen 237 students successfully graduate. Many of these graduates have gone on to teach in Connecticut and across the Northeast, significantly enhancing the music education of numerous students. Despite the program's track record of success, Western acknowledged the need for improvements to ensure its continued relevance and attractiveness to prospective graduate students in music.

The current degree structure poses challenges for working professionals employed in schools within the region. Many potential students find it difficult to attend in-person classes at WCSU due to commuting constraints. Furthermore, the program's singular concentration limits the scope of study and interest for prospective students. The proposed transition to the WCSU M.M. degree seeks to address these issues by enhancing the program's marketability through high-quality content and diversified course delivery methods. WCSU plans to leverage virtual/remote instruction, both synchronous and asynchronous, where maintaining content quality and learning objectives is feasible. Approximately 75% of courses in the proposed program will be offered through virtual/remote instruction. Both concentrations will require enrollment in part-time remote courses during the Fall and Spring terms, with on-campus/in-person courses being offered during the summer term(s).

The transition from an M.S. to an M.M. degree will also enhance the program's appeal among performing musicians, as the M.M. degree is widely preferred by professional musicians seeking advanced degrees. While both concentrations cater to public school music teachers, the Jazz Pedagogy option extends its availability to all musicians holding a Bachelor's degree who successfully complete the application process and audition for the program. The program's proximity to the New York metropolitan area, which boasts a significant population of professional jazz musicians, is expected to bolster enrollment in this particular concentration.

Both concentrations will share a curriculum designed to optimize student enrollment. The implementation of the new M.M. degree program will not necessitate additional faculty, as existing materials and facilities will be utilized to their fullest extent.

Proposed modifications to the program are as follows:

- The program will transition from offering a Master of Science (M.S.) degree to conferring a Master of Music (M.M.) degree.
- The program will now feature two concentrations: Music Education and Jazz Pedagogy.
- There will be a shift from exclusively in-person/on-campus classes to a model where 75% of courses are offered online, with the remaining 25% provided in-person/on-campus.
- While maintaining the 30-credit requirement, the program will introduce ten new courses to support the revised degree structure. Among these, four courses are entirely new, two are newly designated special topics courses, two will involve ensemble participation, and two

will be reconfigured versions of existing courses. The development of these new courses will have minimal financial impact.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSU Academic and Student Affairs concurs with this recommendation.

05/3/2024 – BOR - Academic and Student Affairs Committee

05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Reinstatement of the Undergraduate Certificate
Speech and Language Pathology Assistant Studies

May 23, 2024

WHEREAS: The Board of Regents suspended the Speech and Language Pathology Assistant (SPLA) Studies Certificate at Charter Oak State College in October, 2022 (BR 22-90) as a result of a cancelled agreement between Charter Oak State College and Capital Region Educational Council (CREC); and

WHEREAS: The Speech and Language Pathology Assistant Studies Certificate has been redesigned to include courses written and owned by Charter Oak State College and to include the appropriate advisement and support structures for students; and

WHEREAS: The Speech and Language Pathology certification area remains one where there are shortages and SPLAs help to service the needs of students in Connecticut schools; and now therefore be it

RESOLVED: That the Board of Regents for Higher Education approve the reinstatement of the Speech and Language Pathology Assistant Studies Certificate (CIP Code: 510816, OHE# 16819) at Charter Oak State College effective May 23, 2024.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Reinstatement of the Speech and Language Pathology Assistant (SLPA) Studies Certificate at Charter Oak State College.

BACKGROUND

The SLPA program was suspended because of an agreement Charter Oak State College had with CREC (Capital Region Educational Council). Charter Oak State College previously contracted with CREC to write the SLPS courses and deliver the instruction to students. However, CREC employees were hired by Charter Oak State College to teach the courses. There was no clear delineation of who was to advise the students and support students when challenges ensued.

As a result, Charter Oak State College cancelled the agreement with CREC and suspended the program to allow time for a teach-out and redevelopment of the courses so that they are owned by the college.

There still remains a need for SLPA's in schools. The SLP certification area remains one where there are shortages, and SLPA's help to service the needs of students in CT schools by working under the guidance of the SLP.

PROPOSED CHANGES

New courses are being developed so that the college is not using any of the content previously owned by CREC. The faculty member who was hired to teach-out the courses to students enrolled in the program is a Charter Oak State College Adjunct Faculty Member. She is a trained Speech and Language Pathology with a proven record of developing speech and language courses at prior institutions. The program is now aligned to prepare students to sit for the Speech-Language Pathology Assistants Certification (C-SLPA) exam.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this reinstatement. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee

5/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Social Work (CIP Code: 440799, OHE# TBD) leading to a Master of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Social Work, leading to a Master of Arts (commonly referred to as MSW) at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Social Work	
CIP Code	440799	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Master of Arts	
Number of Collegiate Credits	32	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND

The mission of the CCSU Master of Social Work (MSW) program is to prepare clinical social work practitioners (trauma and healthcare based) with the advanced knowledge and skills to specialize in mental health and addiction treatment with individuals, groups, families and communities, informed by social determinants of health, harm reduction strategies, ecological systems perspective, and cross-cultural developmental theories.

The proposed MSW program (with an emphasis on trauma and clinical) meets the needs of both students and the State of Connecticut. Currently, CCSU offers only a BS in Social Work, requiring many of our graduates to seek an MSW program elsewhere. A market analysis completed by Hanover Research supports the creation of a MSW program at CCSU. In addition, the Health Horizons grant, which is designed to increase the number of nurses and MSWs in the State supports the creation of this new program. CCSU is a recipient of funds (particularly to support student scholarships, for both our nursing program and the development of an MSW program.

Prior to submission of this proposal, CCSU applied to the Council for Social Work Education (CSWE), for eligibility to offer a MSW (the first steps in the accreditation process). We have been approved and are currently in the review cycle, on target for the Fall 2024 start date of our first cohort. CCSU has already submitted the Benchmarks I document (the second step in the accreditation process), which is currently in review.

CCSU has a strong BA in Social Work program where ~95% of the graduates go on to earn an MSW. This suggests, in conservative estimates, a more than ample pool of potential students to enter the program. In addition, the structure of MSW programs are designed such that bachelor degrees serve as direct pathways into the MSW (Advanced Standing). The MSW program is also designed for students coming in from outside of CCSU, for example from WSCU and Goodwin University (Human Services Degrees). The program is also constructed to allow a pathway for those students with similar/related degrees, but not in social work.

ADDRESSING NEEDS

The employment landscape is favorable for MSW program graduates. The need for qualified social workers is projected to grow substantially in the state and region through 2031, and with the requisite education, experience, and licensure, MSW program graduates are highly sought for many roles in educational, healthcare, and mental health and substance abuse treatment settings (Hanover report, 2023-see Appendix). The BLS reports a projected nine percent increase in U.S. social work positions through 2031, compared to an increase of just five percent for all occupations. Even stronger growth is anticipated in New England (Hanover report, 2023).

PRO FORMA **SUPPLEMENTAL DOCUMENTS**

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Plastic Injection Molding Technology program leading to an Associate of Science degree (CIP Code: 15.0607, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Plastic Injection Molding Technology program leading to a Certificate 3 (CIP Code: 15.0607, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new AS program and new Certificate 3 in Plastic Injection Molding Technology at Connecticut State Community College.

Name of Institution	Connecticut State Community College	
Name of Program/Certificate	Plastic Injection Molding Technology	
CIP Code	15.1102	
OHE# (Leave blank for new programs)		
Degree Level	AS Degree and Certificate 3	
Number of Collegiate Credits	AS Degree 60 - 61 Certificate - 35	
Date of Action (Anticipated)	03/21/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid 25% <input type="checkbox"/> HyFlex <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The development of the Plastic Injection Molding Technology program has been a collaborative effort with industry partners to develop curriculum content that directly aligns with the latest industry trends and demands. As part of this effort, the program has received machine sponsorships to support the technical needs and adjunct instructors who are immersed in the industry and able to share their knowledge with students so they will graduate with immediate employable skills.

Currently there are no for-credit Plastic Injection Molding programs in the state of CT. The market for plastic injection molding continues to grow due to increased spending, faster technological progress, the development of on-demand injection molding, and shorter supply chains through reshoring. However, reduced labor availability, especially in the United States, presents a challenge for injection molders. The Compound Annual Growth Rate for plastic injection is expected to be

between 3.5–5% between 2023 and 2028. The implementation of this program will provide a new training experience for those interested in manufacturing as well as fill a workforce gap for plastic injection employers.

The Plastic Injection Molding Technology A.S. degree program and Certificate introduce various molding techniques and types of mold injection components. Throughout this hands-on program, students become familiar with the injection molding process, covering both the underlying design principles and laboratory applications. The degree program features lectures and assigned reading designed to introduce students to the concepts and specifications of injection molding. OSHA 10 Certification and Lean Certification are embedded within the program; students obtain certification in those areas.

The Plastic Injection Molding Technology program at CT State Middlesex will be in a newly refurbished facility at Vinal Technical High School in Middletown, CT. The site also offers credentials in Advanced Manufacturing Machine Technology (AMMT) AS degree and a complementary 35-credit certificate. CT State Middlesex has requested equipment and/or machinery to support the AMMT and Plastic Injection Molding Technology programs via the 2024 Carl D. Perkins V Grant application. Additionally, Arburg (<https://www.arburg.com/en/us/company/locations/>) – one of the world’s leading manufacturers of high-quality machines for plastics processing located in Rocky Hill, CT – has committed their full support of this program by 1) donating a fully functional injection molding machine and required accessories and 2) collaborating on the skills, knowledge, and abilities to develop a robust and industry relevant academic curriculum designed for immediate employment in the workforce upon program completion.

[PRO FORMA – A.S. PROGRAM](#)

[PRO FORMA - CERTIFICATE](#)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSUCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Certificate

CT State Community College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Professional Writing certificate (CIP Code: 23.1303, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new Certificate in Professional Writing at Connecticut State Community College.

Name of Institution	Connecticut State Community College	
Name of Certificate	Professional Writing	
CIP Code	23.1303	
OHE# (Leave blank for new programs)		
Degree Level	Certificate	
Number of Collegiate Credits	16-18	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground Hybrid 25% <input type="checkbox"/> HyFlex <input checked="" type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The Professional Writing Certificate offers students the opportunity to develop skills in preparation for a career in writing or to improve and enhance their writing skills in any professional career. Students will learn to design and write texts that meet professional needs, such as reports, proposals, social media, scripts, and user manuals. Given the importance of clear written and multimodal communication in nearly every profession, the Professional Writing Certificate is an ideal complement to any degree path and a helpful and timely credential for working professionals to add to their resume. The variety of courses will enable students to develop their writing interests and goals, whether in business writing, rhetoric, creative writing, editing and publishing, or any combination of these.

The development of the Professional Writing Certificate was initiated by industry partners sharing in Business Roundtable events that they want their employees to become more effective writers,

especially when writing for social media and disparate advertising and business and creative platforms within professional settings. The new certificate meets a demonstrated workforce need.

PRO FORMA

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

05/3/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Coastal Resilience (CIP Code: 030103, OHE# 19158) leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Coastal Resilience, leading to a Master of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Coastal Resilience	
CIP Code	030103	
OHE# (Leave blank for new programs)	19158	
Degree Level	Master of Science	
Number of Collegiate Credits	36	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND

The MS in Coastal Resilience integrates the study of science, policy, economics, sustainability, innovation, planning and management for a holistic consideration of coastal resilience in the face of considerable environmental change and challenge. It provides students with the necessary knowledge and skills training to find practical and sustainable solutions to coastal problems arising from climate change, development pressures and increasing population in the coastal zone.

The Board of Regents originally approved this program on May 11, 2017 ([Resolution 17-090](#)) for implementation in the Fall of 2018. The details of the delay in initiation include:

- The program was delayed due to the inability of Liverpool John Moores University (LJMU) to continue as a partner ([Resolution 19-093](#)).
- Extra time before starting the program allows the Environment, Geography, and Marine Sciences (EGMS) Department to work with the administration at Southern Connecticut State University to determine how to build capacity to implement the program.

- Extra time before starting the program allows the EGMS Department to shift the program focus to Connecticut and the Northeast US, and subsequently develop a local/regional recruitment strategy.
- This coastal resilience program helps meet Connecticut’s stated efforts towards addressing the future impact of climate change (<https://portal.ct.gov/DEEP/Climate-Change/Climate-Change>) and developing an ocean economy through their Long Island Sound Blue Plan (<https://portal.ct.gov/DEEP/Coastal-Resources/LIS-Blue-Plan/Long-Island-Sound-Blue-Plan-Video-Series>).
- Delaying the start of the program enables the EGMS Department and SCSU to develop and roll-out a recruitment strategy with a focus on national and international recruitment initiatives.

PROPOSAL AND ECONOMIC OUTLOOK

The new launch of the Coastal Resilience MS (CRM) program enables SCSU to be the first university in the region to offer this unique program. Southern’s onboarding strategy targets current majors in the undergraduate Environmental Systems and Sustainability Studies major (Coastal Marine Concentration). In addition, SCSU recently approved an internal policy that will allow undergraduate students the opportunity to register for up to 12 credits in the graduate program, creating the opportunity for customized 4+1 degrees. The EGMS department has also initiated the termination of the existing Environmental Studies MS program to coincide with the initiation of the revised CRM Program.

The CRM program is incredibly unique, timely, and in line with the goals of state and regional workforce development efforts (i.e. new port development, shoreline erosion control projects, etc.). Southern is deeply committed to the expansion of the “Blue Economy,” harvesting the undersea bounty in the most sustainable way possible. At Southern, “Project Blue” supports opportunities for students to engage in the coastal resilience space and is already a foundation for placement in coastal resilience careers in the state and region. Each year, students participate in a pitch competition to potential investors to support a start-up business. With continued focus on coastal resilience as part of the Infrastructure Improvement Bill and Inflation Reduction Act, now is the time to capitalize on additional funding for these programs and careers.

Current federal grants are available that relate directly to coastal resilience topics. These grants will provide the CRM program funding opportunities. In the broader “sustainability studies” space, between July 2016 - March 2022, SCSU faculty submitted thirty-six grant proposals for external funding, garnering \$1.272M during that period of time. We currently have an opportunity to submit a multimillion-dollar grant proposal to the NOAA Climate Ready Workforce in the Coastal Zone Request for Proposals.

PRO FORMA SUPPLEMENTAL DOCUMENTS

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Administration (CIP Code: 52.0201, OHE# TBD) leading to a Doctor of Business at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Doctorate of Business Administration, leading to a Doctor of Business at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Doctor of Business Administration	
CIP Code	52.0201	
OHE# (Leave blank for new programs)		
Degree Level	Doctor of Business	
Number of Collegiate Credits	51	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Summer 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PURPOSE

The proposed program is designed to further the goals of both working professionals and academics who aim to lead and teach in the field of organizational resiliency, and to prepare for leadership roles in highly volatile periods that can challenge an organization's viability. It is designed to enable students to progress beyond the master's level and to provide guidance in initiating and executing a research agenda.

A Doctorate in Business Administration (DBA) aims to enhance the institution's reputation in national and global business communities. This positioning places the School of Business and SCSU as leaders in providing high-quality education and service to doctoral-level students, both domestically and abroad.

Nationally, there is a growing emphasis on interdisciplinary education. DBA programs are incorporating aspects of fields like data analytics, technology management, and resiliency into their

curriculum to prepare graduates for a rapidly changing business landscape. The emphasis on resiliency as a curricular context is contemporary and relevant in the emerging global ecosystem.

ADDRESSING MARKET NEEDS

The proposed program will meet the growing demand for doctoral degrees. EMSI research estimated that the need for individuals with a doctoral degree is projected to grow by 8% between 2019 and 2024. Top hiring companies for such doctoral-level candidates include companies like Intel (hiring 191 doctoral-qualified employees), AstraZeneca (hiring 170) and E&Y (hiring 158) between 2019-2020. Between 2014 and 2018, the number of doctoral graduates in business-related fields grew significantly at a national level (7.8%).

A professionally prepared market analysis (Hanover Research) supports strong viability for the DBA program within the tri-state area. The DBA program would be helpful for managers and business executives who want to advance their education and enhance their professional credentials.

In addition, a DBA is a credential that can be used to hire professors in colleges and universities, particularly in business schools. While a PhD has traditionally been the more common qualification for faculty positions, there is a subtle increase of universities and colleges hiring professors with DBA degrees. This trend reflects the practical and industry-oriented focus of DBA programs, which can bring real-world experience and expertise to academia.

PROPOSAL

Prospective students for this DBA program represent a mix of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily be comprised of international students, with a particular focus on recruitment from countries like China and India, aligning with our initial emphasis on international outreach. The program is appealing to international students as it offers them the opportunity to earn a prestigious DBA degree in the United States. Simultaneously, we are actively recruiting domestic students for the program, with recruitment efforts led by the Dean and resident faculty members, facilitated through partnerships with other universities.

[PRO FORMA SUPPLEMENTAL DOCUMENTS](#)

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Artificial Intelligence Program (CIP Code: 11.0102, OHE# TBD) leading to a Masters of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Artificial Intelligence, leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Artificial Intelligence	
CIP Code	11.0102	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	33	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> HyFlex <input type="checkbox"/> Online
Effective Term	August 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The Master of Science in Artificial Intelligence provides students with a broad and deep knowledge of both practical and theoretical aspects of this modern discipline. Students may complete the program’s 10 courses, totaling 33 credit hours, in one year. After acquiring a solid mathematical and computational foundation in artificial intelligence, students will complete advanced courses in neural networks and deep learning, reinforcement learning and autonomous systems. They will learn the latest techniques in natural language processing, and the ethical and safety considerations of artificial intelligence. Upon successful completion of the first 30 credits of course work, students will either write an original thesis, or complete a final project or approved internship.

ABET Computing Accreditation is expected by February 2027.

Many of the most prestigious institutions in the field of computer science now offer MS degrees in artificial intelligence, including Carnegie-Mellon University, Cornell University, Columbia University, the University of Pennsylvania, and the University of Southern California. Western’s

MS in Artificial Intelligence aligns with these program trends in the number and type of pre-requisite courses, the number of required credit hours and courses, and content.

Western's proximity to New York City allows access to internship and employment opportunities in that high-density interest center for AI and this graduate program is unique within a one-hour commuting radius of the city. Western's public program tuition is competitively lower than the nearest similar programs at private schools, such as Columbia University.

MS in Artificial Intelligence will be attractive to international students because it is a US Department of Homeland Security-designated Degree Program and is completable within two to three semesters. Western's MS in AI will also strengthen undergraduate STEM enrollments at the university. Students with Western undergraduate Computer Science and Mathematics degrees will be able to complete the program in two semesters. Students with other Western STEM degrees should be able to complete the MS in AI in two to three semesters, depending on their preparation.

IDENTIFIED NEEDS

According to the U.S. Bureau of Labor Statistics (BLS), artificial intelligence is a lucrative, fast-growing employment sector for which WCSU and Connecticut are positioned in a high-density interest corridor comprised of New York, New Jersey, Boston, Rhode Island, and Nashua, NH. Situated in the center of this corridor, the Connecticut market for jobs in AI is on pace with regional earnings potentials.

Furthermore, Connecticut's recent state-level task force and legislation on AI, combined with high-level research and development (R&D) grants with partnership potential at Yale and the University of Connecticut make the state a ripe center for AI growth across industry, educational, and government sectors. Western's Computer Science Department Chair, Dr. Daniel Coffman, was a member of Governor Lamont's task force convened to address the shortage of computer science professionals being trained at Connecticut universities. This body identified about 250 computer science Bachelor's degree graduates per year statewide compared to over 1,000 entry level positions at leading companies.

No existing program within CSCU covers the areas needed by developers working the field of artificial intelligence. Western's already-strong enrollments in its existing ABET-accredited undergraduate BS in Computer Science, as well as in its BA in Applied Computing, would be enhanced as they could function as 4+1 pipelines into the MS. The joint MS in AI could also bolster undergraduate mathematics enrollments via 4+1 opportunities for the BS in Applied and Computational Mathematics and the BA in Math. Finally, similar 4+1 pipeline opportunities in other Western STEM undergraduate disciplines could boost those enrollments.

PRO FORMA

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Acceptance of Selectees for Board of Regents Faculty Awards

May 24, 2024

RESOLVED that the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2023 - 2024 academic year, and

RESOLVED that the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2023 - 2024 academic year.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Acceptance of the Board of Regents Faculty Awards

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

For the 2023 - 2024 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

RECOMMENDATIONS

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

BOARD OF REGENTS

FACULTY AWARDS

2023-2024 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community College)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community College)

Adjunct Faculty Teaching Awards³

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Eastern	Dr. Manuel Otero	Assistant Professor / English
Southern	Dr. Zara Waldman DeLuca	Assistant Professor / Communication Disorders
Western	Dr. Eileen Campbell	Associate Professor / Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award (Connecticut State Universities)

Dr. Zara Waldman DeLuca
Southern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community College)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Gateway	Mr. Peter Bonadies	Assistant Professor / Arts and Humanities
Middlesex	Mrs. Elaine Ippolito	Assistant Professor / HIM-Health Careers

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award (Connecticut Community College)

Mr. Peter Bonadies
CTState - Gateway

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. John Protzko	Assistant Professor / Psychological Science
Eastern	Dr. Kwangwon Lee	Assistant Professor / Education
Southern	Dr. Anuli Njoku	Associate Professor / Public Health

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Kwangwon Lee
Eastern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Award

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
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Norwalk	Dr. Rachel Jasiczek	Associate Professor / English
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Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Dr. Rachel Jasiczek

CTState - Norwalk

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Wendy Bradley
CTState – Quinebaug Valley

Dr. David Ballena
Eastern Connecticut State University

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:
The other nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
CTState-Middlesex	Mr. Cesar Llontop	Adjunct Faculty / Mathematics
CTState-Three Rivers	Ms. Maria Belval	Adjunct Instructor/Program Leader / Human Services
Western CT State University	Dr. Jeanette Moore	Adjunct Professor / Education & Educational Psychology

BOARD OF REGENTS

FACULTY AWARDS

Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Charles Baraw Southern Connecticut State University	Dr. Todd Barry CTState-Three Rivers	Mr. Robert Brown CTState-Asnuntuck
Dr. Neeta Connally Western Connecticut State University	Dr. Kelli Custer Western Connecticut State University	Mr. Joshua Hummel CTState-Capital
Mrs. Sarah Leone CTState-Middlesex	Ms. Sabrina Marques Western Connecticut State University	Ms. Yumi McCarthy CTState-Norwalk
Ms. Jean Robinson Western Connecticut State University	Ms. Sarah Roe Southern Connecticut State University	Mr. Rahul Singhal Central Connecticut State University
Ms. Shelly Stoehr-McCarthy Southern Connecticut State University	Mr. Richard Zipoli Southern Connecticut State University	

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Promotions and Tenures

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the 2024 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of the 2024 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the Presidents' recommendations. The letters of recommendation are attached.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this action. The CSCU Academic and Student Affairs concurs with this recommendation.

[WCSU Supplemental Documents](#)

05/3/2024 – BOR - Academic and Student Affairs Committee
05/24/2024 – Board of Regents



MEMORANDUM *(Corrected)*

TO: Terrence Cheng, Chancellor
Connecticut State Colleges and Universities System

FROM: Zulma Toro, President *ZLT*
Central Connecticut State University

DATE: May 7, 2024

SUBJECT: Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2024-25:

To Professor

Steven Block, Criminology and Criminal Justice
Sourav Chakraborty, Chemistry and Biochemistry
Theodore Efremoff, Art and Design
Amy Gagnon, Physical Education and Human Performance
Wangari Gichiru, Curriculum and Instruction
Ajeet Jain, Finance
Frederic Latour, Mathematical Sciences
Chee-Hoi Leong, Physical Education and Human Performance
Megan Mackey, Special Education and Interventions
Edward Moore, Engineering
Peter Morano, Physical Education and Human Performance
Rachel Rachler, Biology
Jared Ragusett, Economics
Heather Rodriguez, Sociology
Sheldon Watson, Educational Leadership and Instructional Technology
Leanne Zalewski, Art and Design

To Associate Professor

Candace Barriteau-Phaire, Literacy, Elementary, and Early Childhood Education
Amanda Fields, English
Leah Frazee Scharfenberger, Mathematical Sciences
Md Rafiul Hasson, Computer Science
Wesley Henry, Educational Leadership and Instructional Technology
Tamera Holland, Nursing
Michelle Krackowski, Biology

Amanda Marin-Chollom, Psychological Sciences
Kimberly Meyer, Criminology and Criminal Justice
Antoinette Ryan, Educational Leadership and Instructional Technology
Theodora Ruhs, Journalism
Gurbakhshash Singh, Mathematical Sciences
Natsuko Takemae, Special Education and Interventions
Candice Wallace, Psychological Sciences

To Full Librarian
Sharon Clapp, Library

The following will be granted Tenure
Candace Barriteau-Phaire, Literacy, Elementary, and Early Childhood Education
Jason Chen, Accounting
Amanda Fields, English
Leah Frazee Scharfenberger, Mathematical Sciences
Yuriy Garbovskiy, Physics and Engineering Physics
Tamera Holland, Nursing
Amanda Marin-Chollom, Psychological Sciences
Kimberly Meyer, Criminology and Criminal Justice
Antoinette Ryan, Educational Leadership and Instructional Technology
Misty Scoggins, Biology
Allison Seifert, Physical Education and Human Performance
Gurbakhshash Singh, Mathematical Sciences
Natsuko Takemae, Special Education and Interventions
Candice Wallace, Psychological Sciences



EASTERN CONNECTICUT STATE UNIVERSITY

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Office of the President

April 15, 2024

Terrence Cheng
Chancellor, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Chancellor Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in Spring 2024.

TENURE

Dr. Kedan He (Physical Science)
Professor Soojin Kim (Art & Art History)
Dr. Syed Islam (Physical Science)
Dr. Christopher Krebs (Psychological Science)
Dr. Marin Kurti (Criminology)
Dr. Kwangwon Lee (Education)
Dr. Sarah Nightingale (Social Work)
Dr. Manuel Otero (English)
Dr. Rachel Pesta (Criminology)
Dr. Laura Rodriguez (Education)
Dr. Megan Stanton (Social Work)
Dr. T. Caitlin Vasquez-O'Brien (Psychological Science)

PROMOTION TO ASSOCIATE PROFESSOR

Dr. Kedan He (Physical Science)
Professor Soojin Kim (Art & Art History)
Dr. Christopher Krebs (Psychological Science)
Dr. Marin Kurti (Criminology)
Dr. Kwangwon Lee (Education)
Dr. Sarah Nightingale (Social Work)
Dr. Manuel Otero (English)
Dr. Rachel Pesta (Criminology)
Dr. Laura Rodriguez (Education)
Dr. T. Caitlin Vasquez-O'Brien (Psychological Science)



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PROMOTION TO FULL PROFESSOR

Professor Tao Chen (Art & Art History)
Dr. Timothy Cochran (Music)
Dr. Amy Groth (Biology)
Dr. Kurt Lucin (Biology)
Dr. Martin Mendoza-Botelho (Political Science)
Professor Kristen Morgan (Theatre)
Dr. Allison Speicher (English)
Dr. Emiliano Villanueva (Business Administration)

PROMOTION TO COACH III

Michael Odenwaelder (Athletics)
Sarah Tompkins (Athletics)

Please let me know if you have any questions.

Sincerely,

Elsa M. Núñez
President

Cc: William M. Salka, Provost and Vice President for Academic Affairs
Michelle Delaney, Vice President for Student Affairs

April 19, 2024

Dr. Terrence Cheng
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

The following are my revised recommendations for Promotion and Tenure, which will be effective on August 26, 2024:

TENURE

Ms. Hayley Battaglia (Library Services)	Ms. Diana Hellyar (Library Services)
Dr. Owen Biesel (Mathematics)	Dr. Jung Hoon Kim (Management/IB)
Dr. Patricia Bode (Art & Design)	Dr. Shuei Kozu (Social Work)
Dr. Mary Boudreaux (Educational Leadership)	Dr. Younhee Lee (Mathematics)
Dr. Meghan Brahm-Gleeson (Special Education)	Dr. Yue Liu (Marketing)
Dr. Dana Casetti (Physics)	Mr. Douglas Macur, M.F.A. (Theatre)
Dr. KC Councilor (Comm., Media, and Screen Studies)	Dr. Travis Marn (Curriculum & Learning)
Dr. Emma Cross (Envir., Geography, & Marine Science)	Dr. Venezia Michalsen (Sociology)
Mx. Patrick Crowley (Library Services)	Dr. Anuli Njoku (Public Health)
Dr. Nicholas Fedorchuk (Earth Science)	Dr. Amit Singh (Marketing)
Dr. Lisa Haylon (Accounting)	

PROMOTION

From Assistant to Associate Professor:

Dr. Sarah Benes (Health and Movement Sci.)	Dr. Jung Hoon Kim (Management/IB)
Dr. Owen Biesel (Mathematics)	Dr. Younhee Lee (Mathematics)
Dr. Meghan Brahm-Gleeson (Special Education)	Mr. Douglas Macur, M.F.A., (Theatre)
Dr. KC Councilor (Comm., Media, and Scr. St.)	Dr. Travis Marn (Curriculum & Learning)
Dr. Dr. Emma Cross (Envir., Geography, & Marine Science)	Dr. Amit Singh (Marketing)
Dr. Nicholas Fedorchuk (Earth Science)	

From Associate to Full Professor:

Dr. Sahar Al Seesi (Computer Science)
Dr. Joel Dodson (English)
Dr. Miranda Dunbar (Biology)
Dr. Leon Evan Finch (Physics)
Dr. Jodie Gil (Journalism)
Dr. Robert Gregory (Health and Movement Sci.)
Dr. Elizabeth Kalbfleisch (English)
Dr. Maria Krol (Nursing)
Dr. Aujke Lamonica (Public Health)
Dr. Cassi Meyerhoffer (Sociology)
Dr. Erin Larkin (World Languages & Literatures)

Dr. Anuli Njoku (Public Health)
Dr. Yulei Pang (Mathematics)
Mr. Seb Perumbilly (Marriage & Family Ther.)
Dr. Alison Wall (Management/IB)
Dr. Kenneth Walters (Psychology)
Dr. Heather Warner (Communication Disorders)
Dr. Jeffrey Webb (Chemistry & Biochemistry)
Dr. Sangwon Yoon (Economics)
Dr. Han Yu (Finance and Real Estate)

From Assistant Librarian to Associate Librarian:

Ms. Hayley Battaglia, M.F.A. (Library Services)
Mr. Patrick Crowley, M.S. (Library Services)
Ms. Diana Hellyar, M.L.I.S (Library Services)

From Associate Librarian to Full Librarian:

Ms. Lisa Bier, M.L.I.S. (Library Services)

From Coach I to Coach II

Robert Eggerling


I request that the Board of Regents act on these recommendations at its May 23, 2024 meeting.
Please let me know if you have any questions.

Sincerely,



Dr. Dwayne Smith
President (Interim)

DS/jr

TO: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities
FROM: Dr. Manohar Singh, President (Interim) 
CC: Dr. Stephen Hegedus, Interim Provost & Vice President for Academic Affairs
Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair
Fred Cratty, Chief Human Resources Officer
Dr. Patricia O'Neill, Promotion & Tenure Committee Co-Chair
DATE: April 22, 2024
RE: Promotion and Tenure Recommendations 2024- 2025

I support and concur with the recommendations of Provost Stephen Hegedus that the following faculty members receive promotion and tenure effective academic year 2024-2025:

Promotion to Professor

Dr. Emad AbouElgheit, Marketing
Dr. Joshua Cordeira, Biology
Dr. Stuart Dalton, History, Philosophy and World Perspectives
Dr. Deneen Harris, Social Work
Mr. Tim Howard, Theatre Arts
Dr. Rotua Lumbantobing, Finance
Dr. Jeanette Lupinacci, Nursing
Dr. Jennifer Ort, Nursing
Dr. Bozena Padykula, Nursing
Dr. Forest Robertson, Chemistry
Mr. Guy Rotondo, Accounting

Promotion to Associate Professor

Dr. Brian Stankus, Chemistry
Dr. Dan Weltmann, Management
Dr. Jeremy Wiggins, Music

Tenure

Dr. Dan Weltmann, Management

MS:moc

Attachments

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2024 - 2025 program year.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

CSU-AAUP Faculty Research Grants.

BACKGROUND

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this action. CSU Academic and Student Affairs concurs with this recommendation.

05/3/2024 – BOR - Academic and Student Affairs Committee

05/23/2024 – Board of Regents

CCSU 2024 Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
Abbas, Syed	Addressing Blue Light-Induced Anxiety in Crayfish: Exploring the Efficacy of Serotonin Antagonists	\$5,000.00
Allen, Trevor	The Far Right and the Left Behind: West European Populism after the Crash	\$5,000.00
Amaya, Luz Broderick, David	Integration of Different Designs for a Final Version Vertical Axis Wind Turbine	\$10,000.00
Austin, Elizabeth	Rhetoric and Disability	\$5,000.00
Barmon, Christina	Redefining the Essential: Care Work and Unionization	\$2,500.00
Bartone, Michael	LGBTQ2S+ Educators' Navigations Through Societal Sexual and Gendered Norms, Heteronormative Schools, and Society: Oral History Archives of LGBTQ2S+ Educators	\$5,000.00
Bloomer, Peggy	Oak Street Remembered/Re-Envisioned	\$5,000.00
Bragg, Caleb	Development of One NACE Competency Training Module using Control Theory: A Pilot Study	\$2,500.00
Bray, Alicia	Identifying the Beetles (Coleoptera: Carabidae) of Connecticut's Trap Rocks: Contextualizing Insect Communities through a Habitat Framework	\$5,000.00
Chae, Myungjin Choi, Jiyong	Automated Condition Assessment of Highway Sign Support Systems using Optical Sensor and 3D Scanner	\$10,000.00
Chakraborty, Sourav	Characterization of Water-Soluble Vitamins from Four Species of Jaltomata Fruits	\$5,000.00
Chase, Daniel	Determining Dopamine Receptor Expression in C. Elegans Amphid Neurons	\$5,000.00
Chen, Jason	Does Artificial Intelligence Affect Recruiting Preferences of Accounting Firms?	\$5,000.00
Choi, Jiyong Chae, Myungjin	Highway Safety Performance Measures and Target Settings Using Advanced Data Analytics	\$10,000.00
Cistulli, Mark Snyder, Jason	Podcast Advertising for Online Education: An Exploratory Study of Attitudes, Behavioral Intention, and Behavior	\$5,000.00
Cohen, Diana	Iron Moms: Toward an Endurance Sport Identity	\$4,949.00

Crundwell, Guy	Using Sonogashira Coupling Reaction to Create Asymmetric Diaryl Diketones- A Synthetic Pathway to Asymmetric 2,3-diarylquinoxalines	\$4,269.00
Davis, Michael	Effects of Selective Serotonin Uptake Inhibitors on Bacteriophage Therapy for the Skin Disease Acne	\$4,964.00
Dehigaspitiya, Dilani	Synthesis and Biological Evaluation of Multivalent Glyco-Peptoid Inhibitors Against Bacterial Adhesion	\$5,000.00
Dobbles-McAuliffe, Betsy	Assessing Cardiac Function in Zebrafish Embryos Exposed to Nanoplastics	\$3,950.00
Dowling, Robert	A Place in Time: The Life and Work of Sam Shepard	\$5,000.00
Dunne, Robert	Continued Research and Revision Work on a Screenplay Adaptation of Walden	\$1,250.00
Efremoff, Ted	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	\$5,000.00
Evans, Mark	Structural and Fluid History of the Lackawanna Sunclinorium in the Appalachian Fold-and-Thrust Belt of Eastern Pennsylvania	\$2,425.00
Evans Zalewski, Sarah Shell, Ken	Examining the Interplay: Exploring the Correlation Between School Counselor and Administrator Burnout in Educational Settings	\$9,250.00
Fallahi, Carolyn	Resiliency of Lesbian, Gay, and Bisexual Individuals when Faced with Adversity in a Hostile Climate	\$4,500.00
Farhat, Joseph	CSR and Debt Cost: Exploring the Financial Benefits of Corporate Social Responsibility (CSR)	\$4,500.00
Garbovskiy, Yuriy	Uncovering Nanoparticle-Induced Ionic and Nonlinear-Optical Effects in Liquid Crystals	\$5,000.00
Garceau, Timothy	The Diffusion of Modern Roundabouts in the New England Region	\$3,460.00
Gichiru, Pauline Wangari	Critical Democratic Citizenship in Ethnically Diverse Spaces: A Qualitative Study of Pre-Service Teachers' Political Attitudes and Voting Habits in General Elections in Kenya	\$2,500.00
Gilmore, Susan	"Language of the Unheard": Riot on the American Cultural Stage	\$2,500.00
Goh, Tan Leng Leong, Chee Hoi	The Effects of the "Fit and Healthy" Program on Students' Physical Activity, Fitness Levels, and Dietary Habits	\$10,000.00
Gotchev, Ivan	Strengthening of de Groot's and Spadaro's Inequalities for Urysohn Spaces	\$5,000.00

Greenwell, Amanda	Jesse Jackson and the Landscape of the Twentieth Century Juvenile Book Publishing for Authors of Color	\$2,000.00
Hadjesfandiari, Alirez	Flexoelectricity in Micro/Nano Beam and Plate Structures	\$5,000.00
Hammad, Khaled	The Impact of Inflow Inertia on the Evolution Characteristics of Submerged Annular Viscoplastic Jets	\$5,000.00
Hapeman, Paul	Camera Surveys in the Green Mountain National Forest to Assess Connectivity Between Two American Marten Populations	\$5,000.00
Hartwig, Heidi	Conversion in Evelyn Waugh's Life and Work	\$5,000.00
Hassan, Md Rafiul Rahman, Mohammad	Deep Learning-Based Automatic Segmentation of Malignant Prostate Cancer Tissue in Ultrasound Images	\$4,800.00
Heck, Brad	Storage Solution for Untitled Asylum Seekers Project- Documentary	\$2,800.00
Hoopengardner, Barry	RNA Editing in Theraphosid Spiders: Tarantulas as a Model System of Tissue-Specific RNA Editing	\$4,500.00
Jackson, Mark	Comparison of Blue Light Sensitive Intrinsically Photosensitive Retinal Ganglion Cells (ipRGCs) in Blind and Wildtype Mice	\$5,000.00
Jarrett, Jeremiah	Examination of Epibionts Associated with the Sea Cucumbers <i>Holothuria Mexicana</i> and <i>H. Florida</i> .	\$4,500.00
Johnson, Steven	Approaches at Full Density Sinter Processing of Aluminum and Magnesium Alloy Powders	\$5,000.00
Khurana, Parul	Sowing a Seed: Nurturing Plant Awareness and Interest in a General Education Course for Nonmajors	\$5,000.00
King, Thomas R.	Is a partial duplication of <i>Axin2</i> the genetic basis of the <i>Bolt</i> mouse variant?	\$5,000.00
Koulidobrova, Elena "Helen"	Description of the Sign Language of Ecuador (LSEc): Pilot from the Existing Dataset on COVID	\$5,000.00
Kraczkowski, Michelle	Sex Determination of Sturgeon in the Connecticut River	\$5,000.00
Kurkovsky, Stan	Lessons Learned from a Decade of Running CCSU Software Engineering Studio: Project Challenges and Risks	\$2,25.00
Lee, Namhun Lee, Wonil	Transforming Construction Safety Training: A Virtual Reality-Based Serious Game Approach	\$9,934.00
Meng, Yunliang	Diabetes Death Rates and County Subdivision Level Contextual Characteristics: A Connecticut Case Study	\$3,000.00

Mione, Thomas	You Say Tomato, I Say Jaltomata	\$1,800.00
Mitrano, John	Assessing the Role of Heritage Tourism Programs in Strengthening Ethnic Identity Among Youth: A Case Study	\$4,946.00
Mulcahy, Cara	Critically Engaged and Culturally Compassionate Learning: An Instructional Framework	\$5,000.00
Namdari, Alireza	Deploying Internet of Things in Green Supply Chain with Applications in Dental Equipment Industry	\$1,250.00
Naoumov, Viatcheslav	Study of Combustion of Papaffine-Based Fuels in the Extended Range of the Equivalence Ratios using Upgraded Hybrid Propellant Rocket Engine Test Apparatus: Combustion of Paraffin Enriched with Aluminum Powder	\$5,000.00
Nigro, Lisa	The Utilization of Third Generation Sequencing Technology to Investigate the Elusive Microbiome of Commercially Important Bivalve Species	\$5,000.00
Oyewumi, Oluyinka	Source Apportionment and Risk Assessment of Heavy Metals in Wethersfield Cove, Wethersfield, Connecticut	\$5,000.00
Park, Sangho	On-Board Intelligence for Internet of Things (IoT) Devices	\$4,998.00
Pope, Cynthia	The Gendered Impacts of COVID-19 in Havana and Matanzas, Cuba	\$5,000.00
Potter, Christopher	Production and Testing of HOXC13 Expression Vector Plasmids for Studying HOX Transcriptional Regulation in Hair	\$5,000.00
Pozorski, Aimee	Travel to the German Literature Archive to Study Auerbach's Influence on Phillip Roth	\$3,362.00
Protzko, John	How long do our Interventions Last?	\$4,800.00
Rahman, Mohammad	A Hybrid Framework of Design of Experiment Integrated with Lean Six Sigma	\$2,300.00
Ruane, Sinead	Labor Pains: Exploring the Difficult Rebirth of Union Organizing in the United States	\$3,500.00
Saha, Krishna	Estimating the Embryotoxic and Developmental Toxic Effects Simultaneously in Reproductive and Developmental Toxicity Experiments	\$5,000.00
Scoggins, Misty	Is Academic Quality and Wellness Just a DREEM for Nurse Anesthesia Residents?	\$5,000.00

Sharma, Nimmi	Laser Radar Instrument Development for Atmospheric Pollution and Climate Studies	\$5,000.00
Shell, Ken Melendez-Rhodes, Tatiana	Perspectives of Black and Latinx Men Entering the Counseling and Marriage and Family Therapy Profession: A Q Methodology Study	\$6,296.00
Sianez, David	Autonomous Boat Design and Development	\$2,500.00
Singh, Gurbakhshash	Comparing Estimates of Odds Ratios and Risk Ratios through Log-Binomial and Logistic Regression	\$5,000.00
Singhal, Rahul LeMaire, Peter	Effect of Temperature on Electrochemical Performances of Naturally Occurring Manganese Oxide	\$10,000.00
Smith, Jessica	Determining the Periplasmic C-Type Cytochrome(s) Essential for Fe(III) Oxide Reduction by Geobacter Sulferreducens Strain JIB	\$5,000.00
Soper, Carolyne Schnobrich-Davis, Julie	Measuring Student Engagement in High Impact Practices	\$8,121.00
Spillman, Deborah	Victorian Waste and Recycling	\$5,000.00
Tyson, Cornelius	Assessing and Promoting Landcare Water Conservation Efforts in the South Pacific	\$5,000.00
Wei, Fu-Shang (John)	Flight Test of CCSU Virtual Reality Helicopter Simulator	\$5,000.00
Werblow, Jacob	Education for Transformation: Research and Teaching at the Universid	\$5,000.00
Westcott, Barry	Molecular Structure of Lanthanide Coplexes with a Novel Dioxime	\$5,000.00
Wizevich, Michael	Hartley Ferrar and the Antarctic Discovery Expedition- Geologist in the Heroic Age	\$4,436.00
Zalewski, Leanne	Fantasy Figures: Images of Dancers in The Arabian Nights, 1820-1930	\$4,592.00
Zhou, Bin	The Impacts of a STEM Outreach Program Over Time	\$4,050.00
Zlatareva, Neli	Enhancing the Access to SPARQL Endpoints Using Information Extraction and Large Language Models	\$4,500.00
Total \$405,752.00		
Funding Available \$394,770.00		
Carry Over \$92,679.00		

ECSU 2024__ Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
	FAH	
Michelle Bacholle	International Presentations on Nobel Prize Winner Annie Ernaux	\$4,000
Thomas Balcerski	“The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden”	\$4,000
Brian Day	Documentary Film and Theatre Main Stage Production – The Ocoee Election Massacre Project	\$5,000
Daniel Donaghy	Rowhome in Flickering Light: a collection of original poems	\$5,000
Maeve Doyle	Queer Approaches to Medieval Art: Assembling Transgender Sanctity and Marginal Masculinities	\$4,000
Raouf Mama	The Debt	\$4,000
Maureen McDonnell	Centering Community: Signed Shakespeare and Archival LGBTQ+ Movements.	\$5,000
Kristen Morgan	Ninth International Conference on Communication & Media Studies	\$3,057
Afarin Rahmanifar	Unfolding Visual Methods of Story Telling	\$5,000
Allison Speicher	Fictions of Age: A Literary History of Age in Nineteenth-Century America	\$3,200
Christopher Torockio	Murmurs: A Novel	\$4,000
	LPMCET	
Anthony Aidoo	Lossless Medical Image Compression Using Contourlet Transform	\$4,000
William Dickson Cunningham	Geological Discoveries in Central and Eastern Connecticut Revealed by LiDAR Imagery	\$3,119
Peter Drzewiecki	Using Carbonate Petrography, Sequence Stratigraphy, and Strontium Isotopes to Correlate Upper Cretaceous Strata of the Sant Corneli Formation, South-central Pyrenees, Spain	\$4,560
Kehan Gao/Sarah Tasneem	Exploring Convolutional Neural Networks for Medical Image Classification and Analysis	\$8,000
Amy Groth 1	Identifying Chemicals to Repel the Beech Leaf Disease Nematode	\$1,400
Amy Groth 2	Transcriptional Regulation in <i>C. elegans</i> by the ODD-1 Transcription Factor	\$3,250
James Hyatt	Drone-Based 3D Photogrammetric Modelling of Sediment infilling and aquatic vegetation within sections of Andover Lake, CT.	\$3,628
Joshua Idjadi	The third catastrophe: Examining the effect of coral bleaching on Jamaican reefs following two other major disturbances	\$3,960
Syed Islam	The Effect of Salts in the Detection of Harmful per and poly-fluoroalkyl Substances (PFAS) in Public Drinking Water System Using Surface Enhanced Raman Spectroscopy (SERS)	\$5,000
Khorami Mehdi	Advancing Investment Management through Machine Learning	\$2,000
Kurt Lucin	Characterizing the location and function of bacteria in the brain	\$4,945
Barbara Murdoch/Matthew Graham	Unveiling Oyster Resilience: Harnessing Genomic and Microbial Insights to Help Secure a Future Amidst Change	\$8,000

Bryan Oakley	Publication of a manuscript in the Geosciences and documenting the storm impacts and recovery of a coastal barrier system.	\$4,000
Vijaykumar Veerappan	Characterization and mRNA expression analysis of dap1 and dap1-like mutants in the model legume plant <i>Medicago truncatula</i>	\$5,000
	SSBE	
Cara Bergstrom-Lynch	Exploring BIPOC and White Undergraduate Students' Perceptions of Classroom and Campus Racial Climate	\$4,980
Sara Carroll	Wellness on the Trail: Investigating Linear Parks and Individual Perceptions	\$3,992
Xing Liu	Bayesian Multilevel Poisson Regression Models for Count Response Variables in Educational Research	\$4,950
Sarah Nightingale	Cultivating Inclusive Campuses: A Participatory Action Research Approach to Utilizing Campus Climate Data	\$5,000
Fatma Pakdil/Steve Muchiri	A Multivariate Analysis on Monitoring Length of Stay, Readmission, and Discharge Cost at Hospitals using Machine Learning	\$10,000
Racheal Pesta	Familial Incarceration and Young Adults: Exploring Risks and Outcomes Among College Students	\$2,670
Sudha Swaminathan	Defining Math Learning Disabilities and Appropriate Interventions for Young Children	\$2,488
Total		\$141,199
Funding Available		\$232,765
Carry Over		\$91,566

SCSU 2024__ Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
Richmond, Andrew M.	Digitally Reading Medieval Literary Environments	\$2,500.00
Taylor, Derek R.	Photochemical Filmmaking Practices and the Rendering of Connecticut Landscape	\$5,000.00
Larkin, Erin K.	The Italian Colony of New Haven: Translation and digital exhibition of a 1921 immigrant's survival guide to life in New Haven	\$2,500.00
Tangbe , Praise E.	Improving Maternal Health Among Black Women Through Culturally-Integrated Health Education and Behavioral Lifestyle Intervention: The Embrace Project Study	\$10,000.00
Marsoobian, Armen T.	Exhibition Catalogue for "The Photographic Odyssey of the Dildilian Family: From Anatolia to the West"	\$5,000.00
Johnson, Brian	Doodle: Image, Metaphor, and the Figures a Poem Makes	\$4,981.00
Slomba, Jeffrey T.	Materializing the Virtual: new digitally designed and fabricated kinetic sculptures	\$5,000.00
Schmitt, Elena G.	Italian Immigration to Russia and Ukraine: A bird's eye view	\$5,000.00
Kearns, James K.	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of <i>Borrelia burgdorferi</i> (the Lyme Infection)?	\$5,000.00
Groffman, Joshua B.	Book project: Home is a Fire: Music, Sound, and Environmental Ideology in New York's Hudson Valley.	\$5,000.00
Rogers, Michael J.	Late Pleistocene and Holocene Archaeology at Gona, Ethiopia "A Continuation	\$5,000.00
Foss-Kelly, Louisa L.	The I-CARE Training Program for Counseling People Living in Poverty	\$9,000.00
Chen, Qu	Counselor Training in Treating Borderline Personality Disorder: A Systematic Review	\$5,000.00
Vu, Thuan Q.	TRANSLATING VIETNAMESE IMAGERY	\$5,000.00
Abe, JoAnn A.	Further Inquiries into Political Preferences and Polarization	\$5,000.00
Skoczen, Kathleen N.	France and Plastics in the Anthropocene: An Ethnographic Case Study	\$5,000.00
Cochenet, Gregory G.	The Final Construction and Firing of a Sodium Vapor Kiln	\$5,000.00
Chevan, David	Our Slave Songs: from Exodus to Emancipation	\$5,000.00
Randall, Regine E.	Literacy Learning and Teaching in High School: What We Need to Know Now to Support Content Area Teachers and Improve Adolescents' Post-Secondary Readiness	\$5,000.00
Lopez-Velasquez, Angela M.	Role-Playing Games and Bilingual Reading: An Intervention to Enhance the Spanish and English Reading of Pre-Service Teachers	\$5,000.00
Perumbilly, Sebastian A.	Facilitating Parent's Personal Growth in Systemically-Focused Psychotherapy: Results from a Mixed Methods Study with Exploratory Sequential Design	\$4,843.00

Olney, Patricia	Trump, AMLO, and the 2024 Elections: Implications of the Tug-of-War between Strongmen and Rule of Law for U.S.-Mexico Relations	\$3,000.00
Kalbfleisch, Elizabeth M.	The Reading-Centered Writing Class: Theory and Practice	\$2,800.00
Fluhr, Nicole	Vernon Lee's Alt-Archives	\$2,500.00
Brownell, Mia	Garden Holding	\$5,000.00
Birz, Gene	Real Estate News, Sentiment, and REIT Performance: Real Estate Sector Analysis	\$9,011.00
Heidkamp, Christian P.	A Blue Economy Agenda for Greenland? Challenges and Opportunities.	\$4,914.00
Ding, Shibiao	A Behavioral Investigation of Pricing Design in Investment Products	\$4,900.00
Cook, Barbara A.	In-vivo Teletherapy Caregiver Training to Promote the use of a Speech Generating Device for Communication	\$4,144.00
Wasiuk Peter A.	Spatial Cues and Speech-in-Speech Recognition in Adults with Autism Spectrum Disorders	\$7,500.00
Kelly, Miriah M.	Identifying needs, barriers, and co-solutions to growing sustainable aquaculture industries in small island developing nations: A Zanzibar, Tanzania case study	\$4,950.00
Harry, Chelsea C.	Why Aristotle Matters	\$5,000.00
Gregory, Jess L.	Creation of a New, Quantitative Measure to Assess Follettian Power, Outward Mindset, and Educator Demoralization	\$2,800.00

Weng, Miaowei	Negotiating "Chinola" Identity: Second-Generation Chinese Immigrants in Spain	\$5,000.00
Sherwood, Carrie A.	Elementary Pre-Service Teachers' Pedagogical Content Knowledge for Supporting Students' Equitable Sensemaking in Science	\$5,000.00
Palma, Giuseppina	Pontano and the Renaissance at the Court of Aragon	\$5,000.00
Lesley, Melvin J.	Expanding the Scope of Breast Cancer Treatments at SCSU	\$5,000.00
Badr, Kauther S.	Artificial Intelligence (AI), the regulatory environment, and Business Ethics	\$5,000.00
Wang, Junhong	Decoding Consumer Ethnocentrism: Exploring Individual Identities and Attitudes toward Mega Sporting Events, Host Cities, and Sponsorship	\$5,000.00
Singh, Amitkumar S.	Optimizing Collaborative Learning: A Study of In-Person and Online Team Dynamics	\$10,000.00
Nguyen, Khoa H.	Geopolitical Risk Exposure: The Case of the Aerospace and Defense Industry.	\$4,985.00
Kulkarni, Atul A.	The feminine nature of sustainability	\$5,000.00
Hoffler, Steven J.	Debunking the Myth of Black Fathers at the Intersections.	\$5,000.00
Brady, Steven P.	Salted roads and bloated frogs	\$5,000.00
Bessenoff, Gayle R.	Examining Social Behavior in the Online Fighting Video Game Community (FGC)	\$5,000.00

Yang, Chulguen	Using Contemplative Art Appreciation as a Consciousness-Raising Practice in Sustainable Development Management Education	\$5,000.00
Wei, Yan	Study of the Student Support System in a Teacher Preparation Program	\$15,000.00
Patalinghug, Jason C.	Military Spending and Corruption in the Asia-Pacific Region	\$2,500.00
Andoh, Samuel K.	Regional Integration: Economic Community of West Africa (ECOWAS)	\$5,000.00
Zal, Saeed	The Effect of Server's Rapport on Tipping Intentions: The Moderating Role of E2E incivility	\$2,500.00
Soroya, Saira H.	Exploring the Viability of Innovative Interventions for Enhancing Mental Well-being in Young Adults	\$5,000.00
Schwendemann, Todd C.	Development of a Thermal Programmed Desorption system by combing new and mature technology.	\$5,000.00
Ryder, Todd R.	Borono-Mannich Reactions of 1,3-Dihydroxyacetone	\$5,000.00
Roe, Sarah M.	Biases in Qualitative Social Science: understanding the role of bias in disaster commemoration, collective memory of traumatic events, and reinterpretation across generations	\$5,000.00
Lavin, Terrence	3D Printed hydraulic dieforming and lasercut surface design in contemporary Jewelry & Metalsmithing	\$5,000.00
Kim, Young K.	Persistence of Transfer Student Enrollees in a Four-year College: A Systematic Review and Meta-Analysis	\$7,000.00
Jansen, Amy L.	Gender, Benevolent Sexism and Leadership Aspirations	\$8,000.00
Furey, Rachel E.	Just Hug Me (a Young Adult novel)	\$2,500.00
Cross, Emma L.	Determining environmental and biological indicators for natural spat collection to increase efficiencies to seed mussel aquaculture in the Northeast U.S.	\$5,000.00
Milone, Joseph P.	Exploration of Linear Parks User's Perception of Health and Wellness.	\$10,000.00
Warner, Heather L.	Best Practice in Swallowing Screening in the Frail Elderly Veteran Population	\$5,000.00
Serchuk, Camille	Map me a River: Fluvial Cartography in France, Flanders and Germany, 1450-1600	\$5,000.00
Sawadogo, Wendemi	Insomnia Symptoms and Vascular Risk Factors Control	\$5,000.00
Eilderts, Luke L.	LGBTQ+ Pride in Paris	\$5,000.00
Chandler, Jeremy N.	Terra Incognita: Creating and Exhibiting Lens-Based Artwork	\$5,000.00
Wang, Zheni	Rethink Motivation and Rewards: What We Know and Do not Know	\$5,000.00
Pang, Jiong Dong	Inhibitory Effects of Cannabinoid Compounds on Enzymes in Neurotransmission and Age-Related Neurodegenerative Diseases	\$5,000.00
Kim, Hyoseok	Philanthropic Gift-Giving and Recipient Appreciation	\$5,000.00
Cooper Boemmels, Jennifer R.	Understanding New England's Youngest Episode of Magmatism: Structural Analysis of the Cuttingsville Complex, Vermont	\$4,918.00

Sorokina, Anastasia	Navigating Trilingual Proficiency: Insights from Ukrainian-Russian Bilinguals Acquiring English as a Third Language	\$5,000.00
Ellis, Scott P.	Susan Fenimore Cooper's Ecological Consciousness: Environmental Experiences and Indigenous Influences	\$3,730.00
Al Seesi, Sahar	Calling Somatic Variants from Single Cell Sequencing Data	\$4,864.00
Yavuz, Olcay	Empowering Gifted and Talented Children through Supporting Caregivers	\$2,500.00
Barboza, Meghan L.	Microanatomic study of the marine mammal trachea	\$5,000.00
Ferraro, Marisa E.	Nurturing Time in Nature: Pedagogies that cultivate linguistic development and environmental stewardship among multilingual students	\$5,000.00
Yoon, Sang W.	Disruptive Technological Changes from Dirty Sector and Environmental Sustainability	\$9,000.00
Barnes, Ericka C.	Characterization of the Adsorptive Properties of Biochar for Direct Air Capture of Carbon Dioxide	\$5,000.00
Finch, Evan E.	Probing Quantum Chromodynamics using data from Brookhaven National Lab	\$4,600.00
Archambault, Mary Jo	Recreational Therapists' Perceptions of Aging	\$5,000.00
Coca, Adiel	Antibacterial and Anticancer Study of Tetrazole Derivatives	\$5,000.00
Bordner, Kelly B.	Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat.	\$10,000.00
Njoku, Anuli	Environmental Injustice and Global Health: Challenges and Solutions	\$5,000.00
Haylon, Lisa S.	Contributing Factors in Research Productivity of Post Tenure Faculty	\$5,000.00
Crawford, Sarah C.	Analysis of the role of the innate immune system in brain cancer development in a research model of pediatric cancer, <i>Drosophila melanogaster</i>	\$5,000.00
Islam, Mohammad T.	Aesop Meets Dr. Seuss: Child-Friendly Visual Short Story Synthesis using Generative AI	\$2,500.00
Chung Hanyong	Effect of CEO Successor's Board Experience on Firm Performance and Value	\$2,500.00
Coleman, Kelly Ann A.	Development of a Professional Self-Concept Scale for Athletic Trainers	\$0.00
Stiver, Kelly A.	Isotocin manipulation in dominant <i>Symphodus ocellatus</i> males	\$0.00
Hossain, MD S.	Touch Dynamics-based Gender Identification Toward Better User Experiences in Smart Devices	\$0.00
Pang, Yulei	Application of Deep Learning to Cell Morphology for Identifying Differentiation Trajectories in Human Mesenchymal Stem Cells	\$0.00

Total	\$447,440.0
Funding Available	\$405,560.00

Carry Over	\$45,061.00
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WCSU 2024 Roster of Faculty Research Grants for BOR

Name	Grant Title	Amount Funded
FAH		
Katherine Alloco	Intercessor, Regel, Regent: Isabella of France and her Political Networks	\$5,000
Galina Bakhtiarova	The Legacy of Manuel de Falla: Exploring the Archivo Manuel de Falla in Granada, Spain	\$0
Wynne Gadkar-Wilcox	European Modernity and the Vietnamese Buddhist Crises of 1963-1966	\$5,000
Stacey Alba Hawkins	Poetry Translation	\$5,000
Russell Hirshfield	A Compact Disc Recording	\$5,000
Sabrina Marques	Art in the Anthropocene	\$5,000
LPMCET		
Shahab Band	Cooperative Federated learning-based Explainable AI for Environment Monitoring	\$0
James Boyle	Integration of replacement electronic components into a surface contact ocean-going drifter buoy and publication of previous sea state measurement results	\$5,000
Joshua Cordeira	Interactions between exercise, serotonin signaling, and high-fat food intake	\$5,000
Kristin Giamonco	Disturbing the Perineuronal Net: How Mutant Aggrecan Condenses at the Cell Surface	\$5,000
Michelle Monette	What does fluctuating temperature mean for fish physiology? Assessing the impacts of climate change on an estuarine fish.	\$5,000
Theodora Pinou	A Preliminary Investigation Into the Herbivorous Foraging Behavior of Triploid Grass Carp and its Impact on Aquatic Vegetation	\$4,973
Carlos Santibanez-Lopez	Assessing the phylogenetic signal of scorpion mitogenomes	\$5,000
Brian Stankus	Correlation of Molecular Structure with Fluorescence Properties	\$5,000
Xiaodi Wang	M-Band Wavelet-Based single-cell RNA sequencing Multi-view Clustering of cells	\$5,000
SSBE		
Oluwole Owoye, Zuohong Pan, Rotua Lumbantobing	A Novel Analysis of Enrollment and Retention at the Connecticut State Colleges and Universities: Evidence from Eastern, Central, Southern, and Western	\$15,000
Tricia Stewart	School Choice in Connecticut: Understanding Transportation Policy and the Implications for Students and Families.	\$5,000
Carina Bandhauer	The Modern Anti-Immigrant Movement	\$5,000
Jessica Eckstein	The Technology-Mediated Abuse (TMA) Scale: Confirming Reliability and Con/Divergent Validity Across In-Person vs. Online Modalities in the Northeast U.S.	\$4,992
Nichola Gallucci	Validation of a Performance Anxiety Inventory	\$5,000
Christine Hegel-Catarella	Circular Logics: Proposals and Counter-proposals for EPR	\$5,000
Carol Huang	Predicting Airline Financial Distress Using Machine Learning	\$4,895
Youngbin Kim	Entrepreneurship in Japan	\$0
Wenguang Lin	The role of sentiment in the dynamic stock market prediction performance via machine learning algorithms	\$5,000
Kim Marino	The Use of Artificial Intelligence in Corrections & Offender Management	\$5,000

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Recognizing
Connecticut State Colleges and Universities
Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 23, 2024

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2023 – 2024 All-CT Academic Team includes 25 outstanding CSCU Community College students:

Campus	Name
CT State Asnuntuck	Kai Saucier-Drygren
CT State Capital	Yazmine Goodlett
CT State Capital	Brittany Janzer
CT State Gateway	Sophia Acevedo
CT State Gateway	Ajarano Smith-Bowe
CT State Housatonic	Maria Garcia
CT State Housatonic	Victoria Randolph
CT State Manchester	Ashley Birdsong
CT State Manchester	Karen Celine Luci
CT State Manchester	Maxat Yerkeshev
CT State Middlesex	Meghan Serpis
CT State Middlesex	Katherine Tocto Quituisaca
CT State Naugatuck Valley	Victoria Cruz
CT State Naugatuck Valley	Stephanie Girard
CT State Naugatuck Valley	Kathylee Perez
CT State Northwestern	Jamison Appell
CT State Northwestern	Carla Galaise
CT State Norwalk	Nanette Addow
CT State Norwalk	Gabrielle Hauck

CT State Quinebaug Valley	Julia Revellese
CT State Three Rivers	Patricia Monique Avisan
CT State Three Rivers	Max Richardson
CT State Three Rivers	Leah Thomas
CT State Tunxis	Jake Haynes
CT State Tunxis	Amelia Kearney

WHEREAS, the Board of Regents recognizes Kathylee Perez as a Coca-Cola Academic Team Gold Scholar, Amelia Kearney as a Coca-Cola Academic Team Silver Scholar, and Max Richardson as a Coca-Cola Academic Team Bronze Scholar; and

WHEREAS, Professors Todd Bryda devoted his time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2023 – 2024 All-CT Academic Team and advisors.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Recognizing
Connecticut State Universities
Henry Barnard Distinguished Student Award Recipients

May 23, 2024

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a \$500 scholarship by the Connecticut State Colleges and Universities Foundation; and

WHEREAS, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

WHEREAS, twelve students representing the Connecticut State Universities have received a 2024 Henry Barnard Distinguished Student Award:

Central Connecticut State University

Haneen Alkabasi
Shealin Callahan
Isabella Galdamez
Emily Palmieri

Eastern Connecticut State University

Billi Gray Kozak
Kathryn Kubisek

Southern Connecticut State University

Kyle Mashia-Thaxton
Jen Evelyn Ng
Emily Rowland
Nadesha Shakes

Western Connecticut State University

Ezaan Khan
Desiree Velez

BE IT RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2024 Henry Barnard Distinguished Student Award.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating Aimee Crawford

to fill the

ROBERT C. VANCE ENDOWED CHAIR IN JOURNALISM & MASS COMMUNICATIONS

at

CENTRAL CONNECTICUT STATE UNIVERSITY

May 23, 2024

WHEREAS, Central Connecticut State University is seeking to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of journalism and mass communication, and

WHEREAS, Ms. Aimee Crawford has decades of experience as an editor, journalist and writer. Her distinguished career as an editor began at The Sporting News, then continued at CNN/Sports Illustrated, Major League Baseball Advanced Media, Sports Illustrated, and ESPN, where she was Senior Editor for *ESPN The Magazine* and *ESPN.com*. She currently serves as an Assistant Professor of Journalism at Springfield College. Ms. Crawford was Senior Editor for an ESPN team that won the 2018 George Foster Peabody Award for "Spartan Silence: Crisis at Michigan State." Ms. Crawford's professional experiences will inspire Central students planning careers in journalism and mass communication, and

WHEREAS, Ms. Crawford received her bachelor's degree with Honors in Journalism and French from Oklahoma State University. She also received a Certificate in French Language and Literature from the University of Paris- Sorbonne. She holds a master's degree in Journalism and Magazine Publishing from Northwestern University; and

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Aimee Crawford to this position, be it

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Aimee Crawford to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication at Central Connecticut State University at the rank of Associate Professor for a period of one-year, renewable yearly at CCSU's discretion.

A True Copy:

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Designation to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication at Central Connecticut State University.

BACKGROUND

Central Connecticut State University has requested designation of Ms. Aimee Crawford to fill the Robert C. Vance Endowed Chair in Journalism & Mass Communication. The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers Central students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to Central and the Connecticut State Colleges and Universities System. The Vance Endowed Chair will engage in the following activities:

- **Teaching.** Offer one class per semester. Topics chosen in consultation with the Departments of Journalism and Communication as well as the Dean.
- **Mentorship.** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming.** Promote public events that bring distinguished practitioners in journalism and mass communication to Central, working collaboratively with the Dean's Office and the Office of Institutional Marketing and Communications.

President Toro advises that the recommendation be brought forward for the Board of Regents consideration following an extensive search.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Ms. Aimee Crawford as the Robert C. Vance Endowed Chair in Journalism & Mass Communication by adopting the proposed resolution.




Central Connecticut State University

MEMORANDUM

DATE: April 9, 2024

TO: Terrence Cheng, Chancellor
Connecticut State Colleges & Universities System

FROM: Zulma R. Toro, President 
Central Connecticut State University

SUBJECT: Recommendation to Appoint Aimee Crawford to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Aimee Crawford of West Hartford, Connecticut, as the holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University.

Following an extensive search, faculty in the Departments of Journalism and Communication unanimously recommended the appointment of Ms. Crawford.

This appointment will be as a part-time Associate Professor for a period of one year, renewable afterwards at Central's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Dean of the Carol A. Ammon College of Liberal Arts & Sciences, Dr. Robert Wolff, as well as the Provost and Vice President of Academic Affairs, Dr. Kimberly Kostelis.

Ms. Crawford has decades of experience as an editor, journalist and writer. Her distinguished career as an editor began at The Sporting News, then continued at CNN/Sports Illustrated, Major League Baseball Advanced Media, Sports Illustrated, and ESPN, where she was Senior Editor for *ESPN The Magazine* and *ESPN.com*. She currently serves as an Assistant Professor of Journalism at Springfield College. Ms. Crawford was Senior Editor for an ESPN team that won the 2018 George Foster Peabody Award for "Spartan Silence: Crisis at Michigan State." Ms. Crawford's professional experiences will inspire Central students planning careers in journalism and mass communication.

Ms. Crawford received her bachelor's degree with Honors in Journalism and French from Oklahoma State University. She also received a Certificate in French Language and Literature from the University of Paris-Sorbonne. She holds a master's degree in Journalism and Magazine Publishing from Northwestern University.

The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers Central students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to Central and the Connecticut State Colleges and Universities System. The Vance Endowed Chair will engage in the following activities:

- **Teaching.** Offer one class per semester. Topics chosen in consultation with the Departments of Journalism and Communication as well as the Dean.
- **Mentorship.** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming.** Promote public events that bring distinguished practitioners in journalism and mass communication to Central, working collaboratively with the Dean's Office and the Office of Institutional Marketing and Communications.

In recruiting for the Vanev Endowed Chair, priority is given to individuals with distinguished records in journalism or mass communication. The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in fostering public discourse. Ms. Crawford's qualifications perfectly match the prestige and expectations of an Endowed Chair.

Curriculum Vitae

Aimee J. Crawford

EDUCATION

M.S. in Journalism/Magazine Publishing, June 1996

Northwestern University, Evanston, Ill.

Certificate in French Language and Literature, April 1994

University of Paris-Sorbonne, Paris

B.A. Honors in Journalism and French, May 1993

Oklahoma State University, Stillwater, Okla.

TEACHING EXPERIENCE

Assistant Professor, 2021-present

Springfield College, Springfield, Mass.

Courses taught: Sports Writing; Media, Sport and Culture; Feature Writing; Newspaper Design and Production; Sports Information; First-Year Seminar; Student Newspaper Practicum

Lecturer, 2018-2019

Central Connecticut State University, New Britain, Conn.

Courses taught: Magazine Journalism, Feature Writing

Teaching Assistant, 1993

Oklahoma State University School of Media and Strategic Communications, Stillwater, Okla.

Course taught: Introduction to Journalism

PROFESSIONAL EXPERIENCE

Senior Editor, September 2012-2021

ESPN The Magazine and ESPN.com, Bristol, Conn.

Conceived, assigned and edited short- and long-form features, enterprise and investigative projects, and broadcast packages. Managed and developed the skills of junior editors and writers. Collaborated across platforms, including digital, TV, radio and podcasts, to create multimedia packages and daily content.

Editor in Chief, January 2011-September 2012

ESPN High School/ESPNHS GIRL magazine, Bristol, Conn.

Crafted editorial strategy and developed content for teen athletes and fans of high school sports across print, digital, social media and live-event platforms at ESPN. Directed redesign of quarterly girls' high school sports magazine. Established a nationwide network of high school-aged bloggers for ESPN.com and espnW.com.

Senior Editor, September 2005-December 2010

Sports Illustrated, New York, N.Y.

Developed, assigned and edited feature stories, columns, theme issues and cover packages such as SI's award-winning college basketball and NCAA tournament previews, 50 Years of Faces in the Crowd and Where Are They Now? Mentored writers, assigned and selected photos, collaborated with designers, and wrote display copy and cover lines. Served as a liaison between magazine and online editorial departments. Top-edited digital features.

Assistant Managing Editor, December 2002-August 2005

SI.com, New York, N.Y.

Managed the day-to-day operations of the website for *Sports Illustrated*, overseeing copy flow, freelance budget and daily planning meetings. Top-edited original features and columns. Directed intern program and served on Time Inc.-wide intern selection committee.

Deputy Managing Editor, March 2001-November 2002

Major League Baseball Advanced Media (MLB.com), New York, N.Y.

Managed and trained an editorial team of 20 writers, editors and producers. Created editorial calendar and worked under tight daily deadlines. Served as on-site lead editor for live-event coverage (All-Star Game, World Series and Major League Baseball Amateur Draft).

Senior editor, July 1999-January 2000; New York Bureau Chief, February 2000-February 2001

CNN/Sports Illustrated, New York, N.Y.

Top-edited original web features and columns from Sports Illustrated writers. Reported from events such as the World Series, U.S. Open tennis tournament and Final Four.

Associate editor, March 1996-July 1997; Assistant managing editor, August 1998-June 1999

The Sporting News, St. Louis, Mo.

Part of a five-person team that launched *The Sporting News'* website, TSN.com. Conceived, edited and produced multimedia packages such as Best Sports City, Top 100 Baseball Players and archival content. Implemented and managed interactive content such as message boards, athlete chats and forums. Wrote features and front-of-the-book stories for the magazine.

Freelancer, January 1994-January 2011

Paris City Magazine, Paris; San Antonio Express-News, San Antonio, Texas; St. Louis Post-Dispatch, St. Louis; People Magazine, New York, N.Y.

Wrote and reported feature stories for a bi-weekly English-language magazine based in Paris. Wrote on deadline from the NCAA Men's and Women's basketball tournament for two newspapers. Covered the Westminster Dog Show for People.com and *People Magazine*.

SCHOLARLY PRESENTATIONS

"The Grass Ceiling: How Women and Girls Have Been Shut Out of Baseball," Colloquium Series of the Departments of Literature, Writing, and Journalism and Humanities and Social Sciences, Springfield College, April 6, 2023

"The History of Women's Baseball," International Sports History Scientific Development Summit Forum, Chengdu Sport University, Chengdu, China, May 20, 2023

ADVISING

Faculty advisor to the Springfield College student newspaper and *Pride Sports Journal*, an annual sports feature magazine

Primary academic advisor to 10 students in the Springfield College Communications/Sports Journalism major

AWARDS AND HONORS

George Foster Peabody Award, "Spartan Silence: Crisis at Michigan State," E:60, OTL, espnW, Sportscenter, 2019 (Senior editor)

Folio Eddie & Ozzie Awards, Magazine of the Year, *ESPNTheMagazine*, 2018 (Senior editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Magazine-Length Feature, "Konchalski cements legacy as evaluator," *Sports Illustrated*, 2010 (Editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Magazine-Length Feature: "Fast and Furious: The Dribble-Drive Motion offense, a relentless and innovative attack that's all the rage among teams at all levels," *Sports Illustrated*, 2008 (Editor)

Best American Sportswriting, "The Ultimate Assist," 2007 (Editor)

U.S. Basketball Writers Association Best Writing Competition, First place: Investigative/Enterprise: "Analyzing the 65-team field for the NCAA tournament," *Sports Illustrated*, 2006

American Society of Magazine Editors National Magazine Award for General Excellence in New Media, *The Sporting News*, 1998

Best Start-up, *BusinessLink*, Association for Education in Journalism and Mass Communications Magazine Contest, 1996

Oldahoma State University College of Arts and Sciences Outstanding Graduate, 1993

BOOKS

Co-author, *Al/Access: Your Pass to Behind the Scenes Photos of Athletes, Locker Rooms and More* (Sports Illustrated for Kids/Time Inc., 2010)

SELECTED ARTICLES

"More Than A Movie, 'A League of Their Own' Has Become A Movement," BeHer Sports, Sept. 2, 2022

"30 Years After Breaking the Ice, Manon Rheaume Looks at What's Next for Women's Hockey," *Sports Illustrated*, Jan. 29, 2022

"Athletes Unlimited Is Bringing Women Athletes-and Couples-Together," *Sports Illustrated*, Jan. 25, 2022

"Exclusion to Exclusivity: The History of Women Running the New York City Marathon," *Sports Illustrated*, Nov. 5, 2021

"From The Olympics To Cobra Kai, Karate Is Having A Moment - And So Is Sakura Kokumai," BeHer Sports, July 6, 2021

"Five U.S. Women Looking for Redemption at the Tokyo Games," *Sports Illustrated*, July 17, 2021

"Meet Oklahoma Softball's Smash Sisters," *Sports Illustrated*, June 5, 2021

"Mothers had major league influence on Mookie Betts, Zion Williamson, Hughes brothers," *ESPN.com*, May 10, 2020

"Maddy Freking making her mark as only girl at Little League World Series," *ESPN.com*, Aug. 19, 2019

"A literary home run helped Toni Stone, baseball's first woman player, find a stage of her own," *espnW.com*, June 21, 2019

"A tournament of their own," *ESPN.com*, Oct. 24, 2018

"Bravo. Simone Biles, for taking a stand against ADHD stigma," *espnW.com*, Sept. 21, 2016

"Raising them to be resilient: Wisdom from the parents of superstars," *espnW.com*, Aug. 17, 2016

"Hispanic girls moving beyond traditional roles, onto playing field," *ESPN.com*, Oct. 11, 2011

"Are show dogs athletes?" *People.com*, Nov. 23, 2010

"Inside the Green Monster: A behind-the-scenes look at the most famous leftfield wall in baseball," *Sports Illustrated Kids*, July 2010

"Behind the mask: NHL goalies share the secrets of artwork on their helmets," *Sports Illustrated Kids*, May 2010

"My Sportsman: The Working Mom," *SI.com*, Nov. 18, 2009

"Filly Genuine Risk galloped into Derby history," *Sports Illustrated*, May 5, 2006

"Effa Manley: The first lady of Black baseball," *MLB.com*, May 23, 2002

"Yankee Stadium fans provided World Series soundtrack," *MLB.com*, Oct. 23, 2001

"Greatest Sportswomen of the 20th Century," *Sports Illustrated Women*, November 1999

"From spikes to salutes: A history of end-zone celebrations," *The Sporting News*, Jan. 20, 1999

"Groundskeeper scoops up McGwire's historic homer," *The Sporting News*, Sept. 8, 1998

"*Hoosiers* has nothing on Valparaiso's cast," *San Antonio Express News*, March 20, 1998

SELECTED ENTERPRISE PROJECTS

"The Grass Ceiling," an in-progress documentaiy on girls and women in baseball directed by Sarah Strauss, 2018-present (consultant)

"Is the NHL the future of marijuana in pro sports?," *ESPN.com*, March 7, 2019 (Editor)

"What's lurking in your stadium food?," *Outside the Lines* and *ESPN.com*, Dec. 13, 2018 (Editor)

"Sister Survivors: Members of the army of women who brought down Lany Nassar, share their stories," *ESPN The Magazine*, January-October, 2018 (Editor)

"Dear Me: Twelve stars write letters of advice to themselves as young athletes," *ESPN The Magazine*, June 28, 2013 (Editor)

"The Power of Title IX," *ESPNW.com*, March-June 2012 (Editor)

".50 Years of Faces in the Crowd," *Sports Illustrated*, Dec. 15, 2006 (Editor)

PROFESSIONAL MEMBERSHIPS

Association for Women in Sports Media (AWSM), Association for Education in Journalism and Mass Communications (AEJMC), Society of Professional Journalists (SPJ), Associated College Press (ACP)

SERVICE TO THE JOURNALISM PROFESSION

Judge, National City and Regional Magazine Awards contest, University of Missouri School of Journalism (2023)

Media Critique faculty, Associated College Press Spring National Conference, San Francisco, Calif. (2023)

Panelist, "Issues for Women in Sports Media," Rutgers University Global Sports Business Master's Program (2016-2021)

Panelist, Central Connecticut State University Sports Journalism Program conference (2018)

Student Chapter Advisor, Association for Women in Sports Media (2013-2016)

Past vice president, Association for Women in Sports Media (1998-2000)

ACADEMIC SERVICE

Co-moderator, Springfield College Arts & Humanities Speaker Series with Emmy Award-winning Journalist Jemele Hill, October 2023.

Guest lecturer in Anne Wheeler's Advanced Composition course (Profile Writing), September 2023

Distinguished Springfield Professor of Humanics (DSPH) team member, Springfield College, 2022-2023

Faculty mentor to visiting scholar Lulu Liu, Springfield College, 2022-2023

Arts and Humanities Speaker Committee, Springfield College, 2023-2023

Faculty Innovations Group Committee, Springfield College, 2023-present

Communications/Sports Journalism Curriculum Committee, Springfield College, 2021-present

Department of Literature, Writing and Journalism Student Affairs Committee, Springfield College, 2021-2022

Advisor for Incoming First-Year Student Orientation, Springfield College, 2022-2023

Panelist, Center for Excellence for Teaching, Learning, and Scholarship's Spring Conference, Springfield College, 2022

SERVICE TO THE COMMUNITY

Volunteer, Fern Street Community Kitchen Food Pantry (2016-present)

Board of Directors, West Hartford Girls Basketball League (2016-2018)

Volunteer coach, West Hartford Softball League (2021-22), West Hartford Youth Baseball League (2012-2019), West Hartford Girls Basketball League (2016-2018) and West Hartford Youth Soccer League (2012-2015)

Board Member, Harlem RBI (Reviving Baseball in Inner Cities) Women's Committee (2005-2017)

Student Advisor/Volunteer Editor, Harlem RBI Report (2000-2004)

Volunteer, Big Brothers/Big Sisters (1997-2000)

Volunteer, Habitat for Humanity (1993-1999)

Annual Report on Projected Versus Actual Enrollment

May 1, 2024

Executive Summary

In December of 2023, the Connecticut State Colleges and Universities (CSCU) Board of Regents (BOR) passed Resolution [23-079](#) requiring the delivery of an annual report of student enrollment for each CSCU institution. The BOR seeks timely, concise, and consistent reports that identify projected enrollment targets compared to actual enrollments and program completion rates for credit bearing programs.

This report is Part One of the Annual Report, to be submitted to the Academic and Student Affairs Committee annually on or before May 1st, beginning on May 1, 2024. Part One includes an analysis of student enrollment projections versus actual enrollment, while Part Two covers credit-bearing program student completion rates.

The more accurate the projected enrollment targets are, the better planning and proactive actions can occur. Postsecondary enrollments are declining across the nation. Connecticut is not immune to this trend which is expected to continue. The Western Interstate Commission for Higher Education report, “Knocking at the College Door¹”, states that, “The U.S. should expect successively fewer graduates in virtually every graduating class between 2026 and 2037, as predicted by smaller elementary school and birth cohorts since 2007.” It is important to keep this context in mind when reviewing the enrollment trends for CSCU, and to bear in mind that enrollment projections like any prediction of the future, are challenging to make. Despite the challenges, the CSCU’s projections for the system were within 2-3% for each fiscal year.

Analysis of Projected Enrollment Versus Actual Enrollment - AY 2023-2024/FY 2024

Each institution submits early *projected enrollments* to the System Office for estimating revenue from tuition and fees for each Fiscal Year Spending Plan. The projected enrollment represents the average between the major terms (Fall and Spring) for a given fiscal year. The method used by the Budget Office to determine *actual enrollment* is to calculate the average enrollment of Fall and Spring terms, using data as of census date. For example, in Figure 1, 9,489 was the average of *actual* headcount of students enrolled at Central CT State University between Fall 2023 (9,712 from Table 1) and Spring 2024 (9,266 from Table 1). The *projected* headcount was 9,180 (on average) in Fall 2023 and Spring 2024. Subsequent figures will compare actual term enrollments to projections.

Table 1. Full & Part-time Enrollments

	Fall 2022	Fall 2023	Spring 2023	Spring 2024
Central	9,468	9,712	8,891	9,266
Eastern	4,082	3,979	3,575	3,469
Southern	8,889	8,820	8,201	8,703
Western	4,417	4,140	4,145	3,954
CT State	36,126	34,991	33,005	32,462
Charter Oak	1,602	1,766	1,702	1,867
Grand Total	64,584	63,408	59,519	59,721

¹ WICHE, 2020, Knocking at the College Door, Projections of High School Graduates, <https://knocking.wiche.edu/wp-content/uploads/sites/10/2020/12/Knocking-pdf-for-website.pdf>

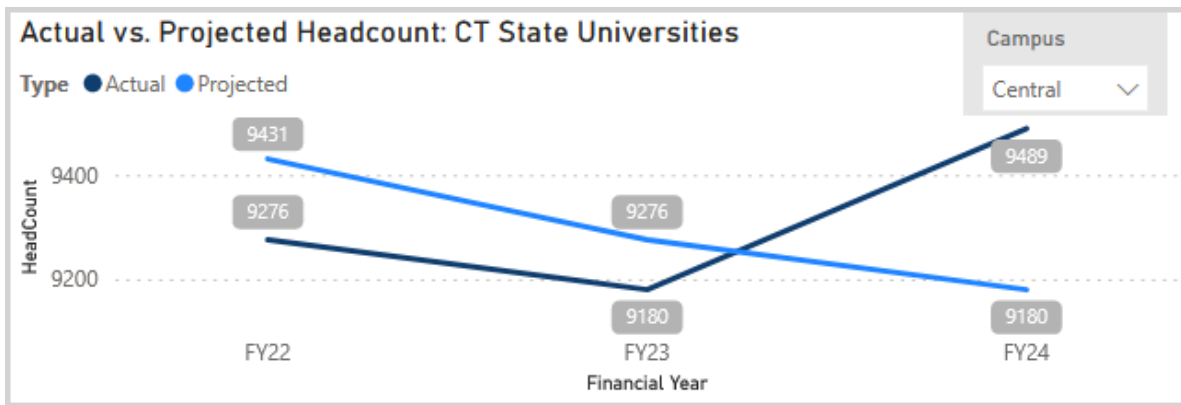
Table 1 represents actual, term-by-term enrollments. Enrollment projections are typically done for budgeting purposes, and thus are conducted by the institutions and coordinated by the CSCU Office for Budget and Finance.

Figures 1 through 4 below show how the projected enrollments compare to actual enrollments for the four state universities for FY24.²

Central Connecticut State University

Figure 1 below shows that Central’s projections were about 1 to 1.7% higher than actual enrollment until FY24, when actual enrollments exceeded projections by 3.4%.

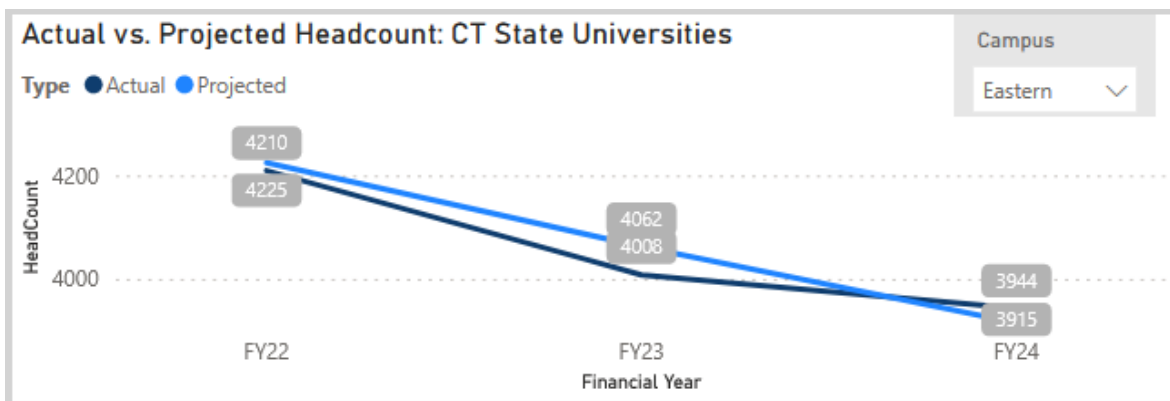
Figure 1. Projected vs. Actual Enrollments, Central



Eastern Connecticut State University

Figure 2 shows that Eastern’s projections were less than 1.4% higher than actual enrollment until FY24, when actual enrollments exceeded projections by .7%.

Figure 2. Projected vs. Actual Enrollments, Eastern

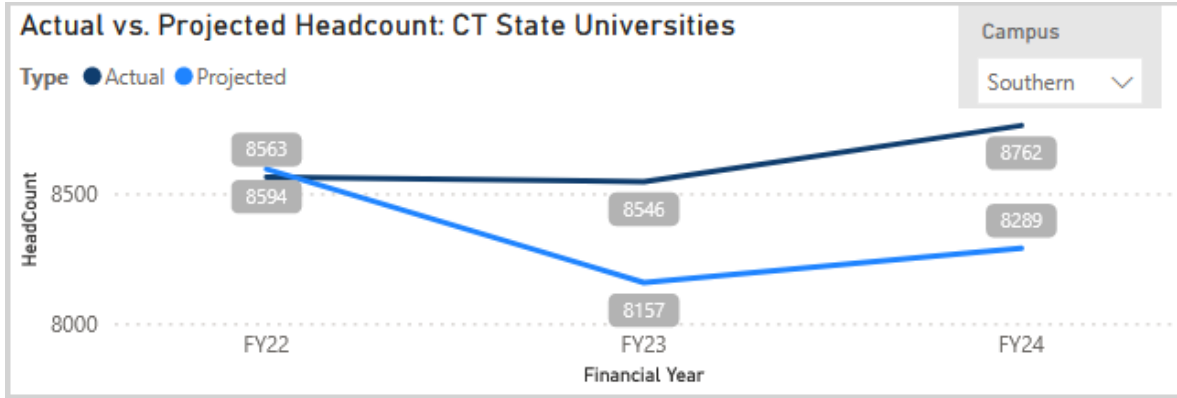


² An interactive dashboard with the following data is [available online](#).

Southern Connecticut State University

Figure 3 shows that Southern’s projections became increasingly conservative, starting with projections being .4% higher than actuals in FY22, then 4.8% lower than actual enrollment in FY23 and lower by 5.7% in FY24. These are positive results to the extent that the same (accurate) method used in FY22 was used in FY23 and FY24.

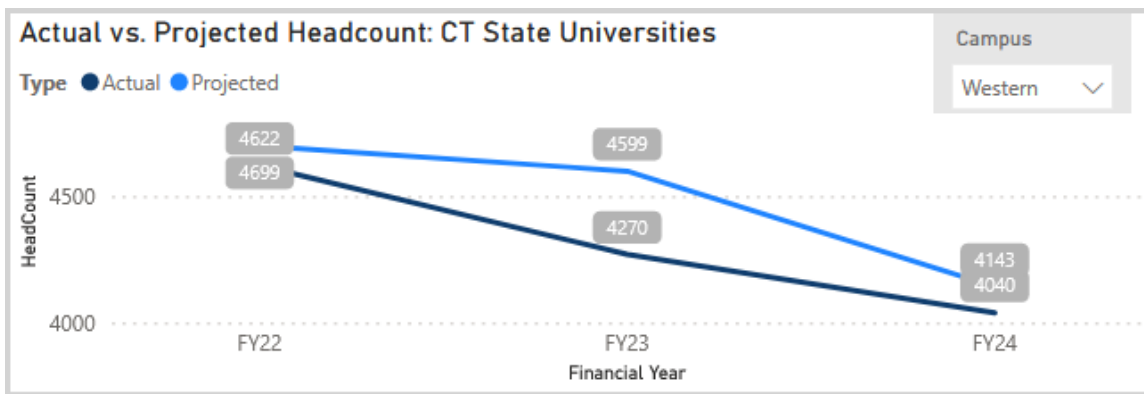
Figure 3. Projected vs. Actual Enrollments, Southern



Western Connecticut State University

Figure 4 shows that Western’s projections were higher than actual enrollment by 1.7% in FY22, 7.7% in FY23, and 2.5% higher in FY24. This suggests a need to reevaluate projection methodology, particularly if financial projections are made based on these projections.

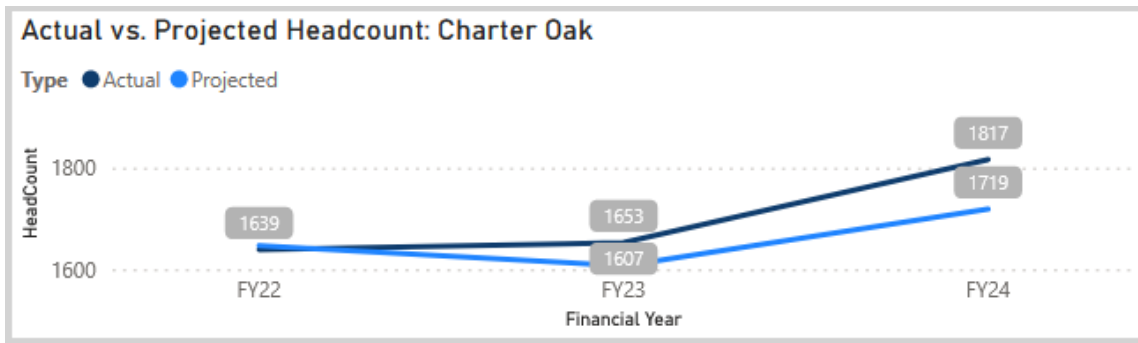
Figure 4. Projected vs. Actual Enrollments, Western



Charter Oak State College

Figure 5 shows that Charter Oak’s projections became increasingly conservative, starting with an accurate projection in FY22, then projections were 2.9% lower than actual enrollment in FY23 and lower by 5.7% in FY24. These are positive results to the extent that the same (accurate) method used in FY22 was used in FY23 and FY24.

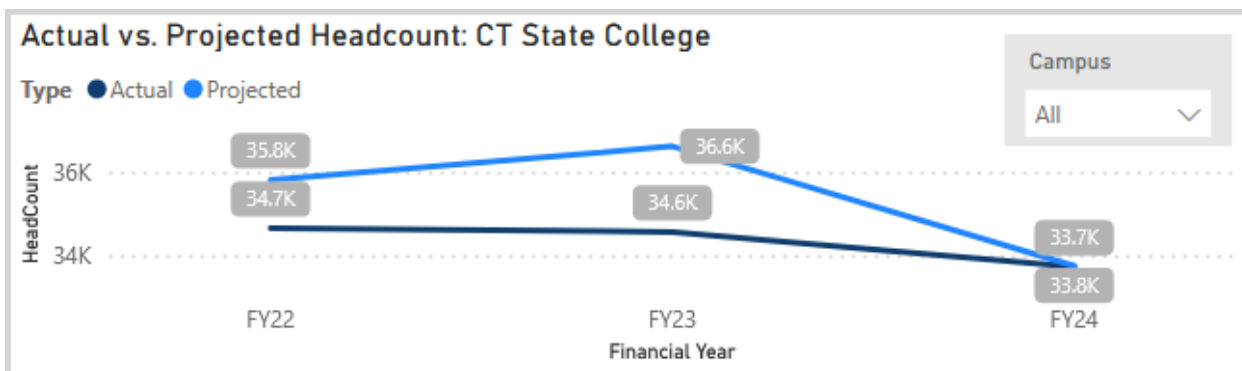
Figure 5. Projected vs. Actual Enrollments, Charter Oak



CT State Community College

Figure 6 shows that CT State’s projections were higher than actual enrollment by 3.2% in FY22 and 5.8% in FY23, but they were more accurate in FY24, when actual enrollment (33,727) met projections (33,752) and was barely 0.07% higher than projected enrollment. This suggests that CT State has already reevaluated its projection methodology and has improved its accuracy.

Figure 6. Projected vs. Actual Enrollments, CT State



Enrollment Projection Accuracy

Table 2 below shows the percentage differences between the actual and projected enrollments for each institution and fiscal year. Positive (negative) percentages represent the extent to which projections are greater (less) than actuals. Overall, projections were 2% to 3% lower than actual enrollments across the system.

Table 2. Percentage Difference Between Actual and Projected Enrollments

institution	FY 22	FY23	FY24
Central	-2%	-1%	3%
Eastern	0%	-1%	1%
Southern	0%	5%	5%
Western	-2%	-8%	-3%
Asnuntuck	2%	8%	3%
Capital	-1%	-8%	0%
Gateway	-6%	-6%	3%
Housatonic	-3%	-10%	-11%
Manchester	-4%	-8%	0%
Middlesex	-1%	-8%	-2%
Naugatuck Valley	-8%	-7%	3%
Northwestern	6%	-2%	-14%
Norwalk	-2%	-7%	2%
Quinebaug Valley	2%	5%	11%
Three Rivers	-2%	-6%	-2%
Tunxis	-5%	-5%	-3%
Charter Oak	0%	3%	5%
Total % diff for AY	-2%	-3%	-2%

The next three charts show the percentage difference between projected enrollments and actual enrollments for each of the three fiscal years.

Figure 7 shows that most projections for FY22 were lower than the actual value by about 2%. A few projections were far lower; meaning enrollments were much better than expected at Gateway, Manchester, Naugatuck Valley, and Tunxis. And three projections were higher than actual.

Figure 7. Percentage Difference Between Actual and Projected Enrollments, FY22

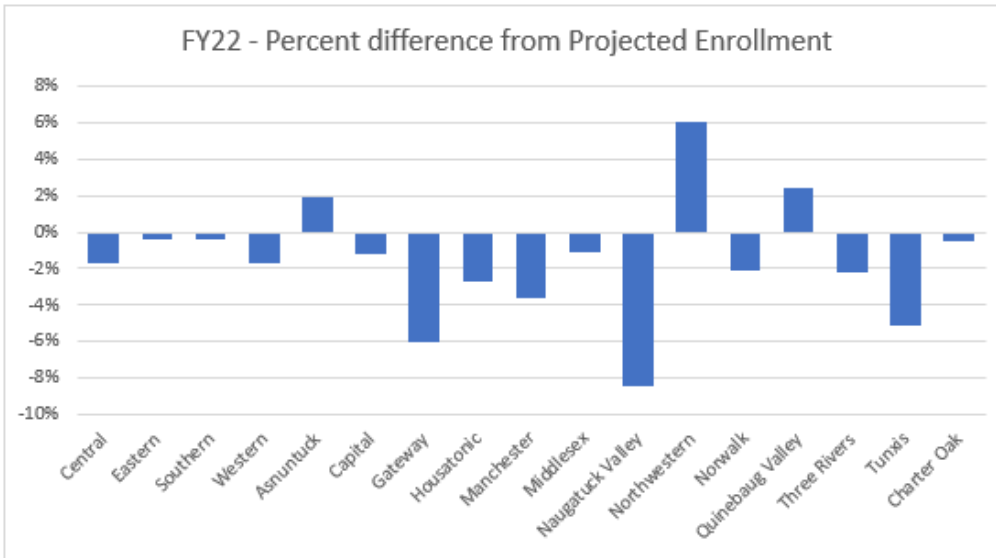
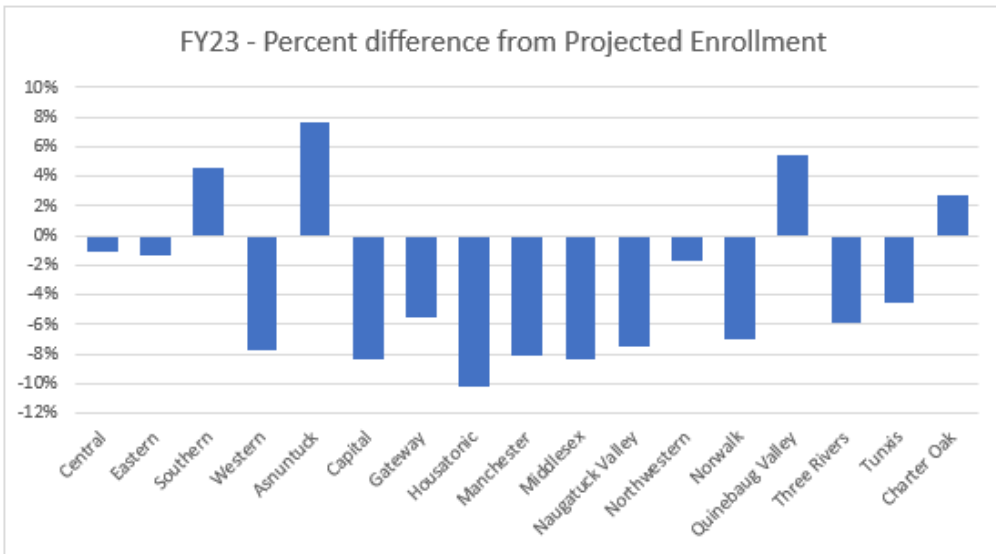


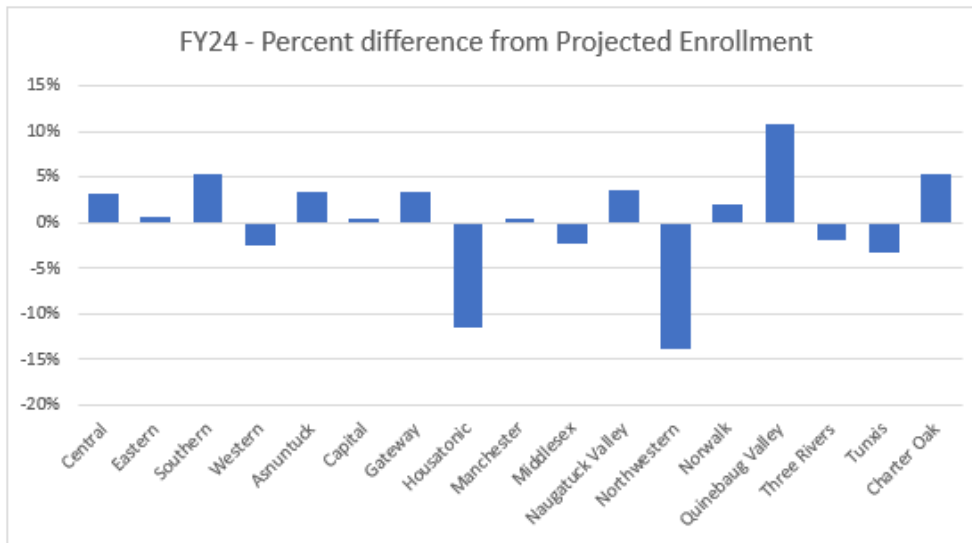
Figure 8 shows that the FY23 projections were not nearly as close to the actual values. Several institutions were within 2% of their targets (Central, Eastern, Northwestern), while the projections for Southern, Quinebaug Valley, and Charter Oak exceeded actuals. The pattern shown here is one mostly of extremely conservative estimates.

Figure 8. Percentage Difference Between Actual and Projected Enrollments, FY23



Finally, Figure 9 shows that most projections appear to have improved substantially in FY24, with as many overestimates as underestimates, but mostly within 5% of actual enrollment.

Figure 9. Percentage Difference Between Actual and Projected Enrollments, FY24



Conclusion

CSCU’s projections for the system were within 2-3% for each fiscal year. In general, all institutions’ projections have become more conservative over time. In FY24, actual enrollment was higher than projected enrollment at Central (by 3.4%), Eastern (by 0.7%), Southern (by 5.7%), and Charter Oak (by 5.7%). At Western actual enrollment in FY24 was 2.5% lower than projected. Enrollment projections of CT State as a whole have also improved. At CT State actual enrollment in FY23 was 5.8% lower than projected, but by FY24 actual enrollment (33,727) met projections (33,752) and was barely 0.07% higher than projected enrollment. Differences in projection accuracy exist across CT State campuses, where Housatonic and Northwestern campuses show actual enrollment 11% and 14% lower than projected enrollment, and Quinebaug Valley campus show actual enrollment 11% higher than projected. Improvements in enrollment projection methodology are a critical factor in financial projections, as well as consistent methodology across FYs.



Board of Regents

Information Item

Awarding of Emeritus Status

May 23, 2024

ECSU	Dr. Elsa Nunez	President, Eastern Connecticut State University
SCSU	Dr. Kenneth Gatzke	Professor, Department of Philosophy
	Dr. Cynthia McDaniels	Professor, Educational Leadership
	Ms. Susan Quagliaroli	User Support Specialist, Institutional Advance.
CT State - Manchester	Sue Barzottini	Professor, Information Mgt and Technology
	Jana Sime	Professor, Mathematics
	Clay Church	Information Technology Technician
	Lois Ryan	Professor, English
	Bob Henderson	Director of Cooperative Education
	Gregg Brohinsky	Child Development Center Director
CT State – Middlesex	Betty Riedinger	Science Laboratory Supervisor
	John Shafer	Professor, Humanities & Arts
CT State – Tunxis	Francis Coan	Professor, History



Board of Regents

Information Item

Awarding of Sabbaticals

May 23, 2024

[CCSU Sabbatical Leaves](#)

[ECSU Sabbatical Leaves](#)

[SCSU Sabbatical Leaves](#)

[CT State Community College Sabbatical Leaves](#)

Technology Committee Announcement
Cybersecurity
May 15, 2024

I want to use this opportunity to announce a request from the Technology Committee to create and implement an accelerated process to address major issues in cybersecurity, starting with CT State.

We face significant risks from security threats in the digital environment. We rely heavily on technology for both our academic and administrative systems, and we simply cannot afford disruptions. Additionally, we are entrusted with sensitive and personal information, including student records, financial data, and research information that we must protect under law and regulation.

It is for this reason that we asked our Chief Information Officer and Chief Information Security Officer to present a plan that accelerates addressing our largest cybersecurity issues following a least privileged access approach, starting with CT State. I'm asking that all administrators, faculty and staff to have patience with the implementation of this plan which should begin this summer. This implementation will involve hard choices and by design not everyone will have the same access as they do today. There will be issues and there will be inconveniences and slowdowns. However this Committee and the Board are clear that the threats represented by our current cyber readiness must be addressed with the highest priority.

Also note that while we are a public institution, much of this work by necessity must happen in executive session due to its security nature. This Committee is asking for metrics to measure our progress here that can be shared publicly. This is also so that we are not simply implementing policy for policy's sake but instead can measurably improve.

Finally, cybersecurity is not just a technology priority; it is an enterprise-wide priority, and executives and managers must take ownership of the protection of their own systems and data. It is critical that non-IT executives and managers adhere to our policies and the Board and this Committee is tasking everyone in our organization to be part of this effort.