

# **CSCU** Board of Regents

## **AGENDA - REGULAR MEETING**

**10:00 a.m., Thursday, September 21, 2023**

**Conducted In Person at Southern Connecticut State University and Virtually  
Meeting will stream live at: <https://youtube.com/live/VzeNd8nDA4s?feature=share>**

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**NOTE:** If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to [PHeleen@commnet.edu](mailto:PHeleen@commnet.edu) at least 24 hours before the meeting.

**OPPORTUNITY TO ADDRESS THE BOARD:**

- Written comments will be accepted concerning any matters. They will become part of the permanent record of the meeting. Written comments must be received via email to [pheleen@commnet.edu](mailto:pheleen@commnet.edu) at least 24 hours in advance of the meeting. 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.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at [pheleen@commnet.edu](mailto:pheleen@commnet.edu). Each speaker must specify the subject of their comments. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker.
- Presenters will be prioritized based on the agenda of the meeting. First, the Regents will hear comments on action items before them; students will speak first, followed by the public, faculty, and staff. If time remains within the 30 minutes allocated to public comment, general presentations will be heard first from students followed by the public, faculty, and staff. Supplemental information may be provided in written form for distribution to the Regents. Again, should time not be sufficient to accommodate all speakers, written submissions are encouraged.

**1. Call to Order, Roll Call & Declaration of Quorum**

**2. Adoption of Agenda**

**3. Comments from Chair JoAnn Ryan**

**4. Report from CSCU Chancellor Terrence Cheng**

**5. Public Comment**

**6. Approval of Previous Meeting Minutes**

- June 28, 2023 - Regular Meeting.....Page 1
- July 28, 2023 – Special Meeting.....Page 25

**7. Consent Agenda**

- a. Academic Programs – Discontinuation.....Page 27
  - i. Post-Baccalaureate Certificates in English - Southern CT State University
  - ii. Sports Studies – Minor – Southern CT State University
- b. Finance Item – Naming of New Britain Center for Higher Education.....Page 38

**8. Academic & Student Affairs Committee – Ira Bloom, Chair**

**September Meeting: <https://www.youtube.com/watch?v=IfSe2xDBhRA>**

*Report. Action Item*

- a. New Program - Occupational Therapy - M.S. – Southern CT State University.....**Page 40**
- 9. **Audit Committee – Elease Wright, Chair**  
*No Report. No action items*
- 10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**  
**September Meeting:** <https://www.youtube.com/watch?v=Xkz3xtiClw0>  
*No Report. No action items*
- 11. **Human Resources & Administration Committee**  
*No Report. No Items.*
- 12. **Executive Committee – JoAnn Ryan, Chair**  
**August Meeting:** [https://www.youtube.com/watch?v=y4wP\\_wxHIH0](https://www.youtube.com/watch?v=y4wP_wxHIH0)  
*Report. Action Item*
  - a. Ratification – Interim President Appointments.....**Page 64**
- 13. **Executive Session** – To discuss collective bargaining issues and the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.
- 14. **Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF REGULAR MEETING  
WEDNESDAY, JUNE 28, 2023  
CONDUCTED IN PERSON AND VIA WEBEX  
LIVESTREAMED ON**

[https://www.youtube.com/watch?v=BoU7gv3\\_O\\_g](https://www.youtube.com/watch?v=BoU7gv3_O_g)

<b>REGENTS – PARTICIPATING (Y = yes / N = no)</b>	
JoAnn Ryan, Chair	Y – In Person
Richard J. Balducci	Y – In person
Ira Bloom	Y – Remote
Felice Gray-Kemp	Y - Remote
Holly Howery	Y – In Person
Juanita James	Y - Remote
Sophia Jappinen	Y - Remote
James McCarthy	Y – In Person
Richard Porth	Y – In Person
Ari Santiago	Y – Remote
Erin Stewart	Y – Remote
Elease E. Wright	Y – Remote
*David Blitz, FAC Vice Chair	Y – In Person
*Colena Sesanker, FAC Chair	Y – In Person
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	Y - Remote
*Alexandra Daum, 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 System President  
 Jessica Paquette, Executive Director for Presidential Initiatives  
 Danny Aniello, Executive Director for System Project Management  
 Ben Barnes, CSCU VP of Finance and Administration  
 Dr. Rai Kathuria, CSCU Provost & SVP of Academic and Student Affairs  
 Dr. Paul Beran, Interim President, Western CT State University  
 Dr. John Maduko, President, CT State Community College  
 Dr. Dwayne Smith, Interim President, Southern CT State University  
 Ed Klonoski, President, Charter Oak State College  
 Dr. Elsa Nunez, President, Eastern Connecticut State University  
 Dr. Zulma Toro, President, Central CT State University  
 Natalie Wagner, AVP of Administration & Deputy Chief Financial Officer  
 Pam Heleen, Secretary of the Board of Regents (recorder)  
 Manohar Singh, SCSU, Dean of Graduate and Professional Studies  
 Leigh Appleby, Director of Communications  
 Sean Bradbury, Senior Director of Government Relations and External Affairs

1. **CALL TO ORDER**

Chair Ryan called the meeting to order at 10:02 a.m. Following roll call, a quorum was declared.

2. **ADOPTION OF AGENDA**

Chair Ryan noted that one change needed to be made to the agenda; a second item needed to be added to the Executive Committee report concerning the consummation of the merger of the community colleges.

*The motion to adopt the amended agenda was made by Regent Howery, seconded by Regent Wright and adopted by unanimous voice vote.*

3. **CHAIR RYAN'S REMARKS**

- Chair Ryan thanked Regents Howery and Gray-Kemp for their service to the Board. The tenures end on June 30, 2023.

4. **PRESIDENT CHENG'S REMARKS**

- President Cheng thanked everyone for attending in person and remotely.
- NECHE's approval of CT State's third and final progress report:  
NECHE's approval, received in mid-June, allows CSCU to end a six-year process that unifies the community college campuses into one singularly accredited institution. He noted the shared curriculum, fewer barriers for students, reduced duplication, as well as guided pathways advisors on each campus to help increase enrollment and retention. Faculty across campuses are collaborating, as CT State also established a new shared governance process, created and voted on in less than one year.  
President Cheng thanked President John Maduko, his team, faculty and staff for shepherding this process through its final stages. He also thanked the administrators who pursued this goal, all the way to its completion, specifically Presidents Michael Rooke of NWCCC and Mary Ellen Jukoski of TRCC, CT State CFO Kerry Kelly. President Cheng recognized the members of the BOR, both past and present, for their leadership, especially during the hardest of times. He also recognized Governor Lamont, his team, multiple legislators, business leaders, and community partners, who have lent their support.  
He noted that he hopes everyone will look to the future as an opportunity to create solutions together.
- Major leadership changes at our institutions:
  - Dr. Joseph Bertolino took an opportunity to lead Stockton University in NJ, an institution in his home state. Dr. Bertolino's leadership at SCSU for six years paved the way for Interim President, Dr. Dwayne Smith.
  - President Cheng thanked Interim President Paul Beran at WCSU, who in just one year reorganized the leadership team, engaged the faculty, built stronger relationships in the community, brought more support to key areas of health and safety that had been deprived of resources, and uncovered certain past practices that will be improved to the betterment of the university.
  - President Elsa Nunez of ECSU will be retiring at the end of the 2023-2024 academic year. For 17 years, she has been a staunch advocate and fearless leader for Eastern, and it shows in their academic outcomes and national rankings, the growth and development of their physical campus, and in the institution's financial situation.

- President Cheng thanked all of institution presidents for their leadership, vision, collegiality, and partnership in not only doing what is best and right for their institutions, but for the system.
- Other system accomplishments:
  - At the May BOR meeting, the achievements and recognition of our faculty were recognized. They bring prestige and honor to CSCU institutions with their scholarship, research, creative work, and service, even as they serve CSCU students with rigor, compassion, and care inside and outside the classroom.
  - President Cheng thanked the collective bargaining unit and faculty leaders for their advocacy and diligence, specifically Louise Williams, John O'Connor, and Cindy Stretch of AAUP, Seth Freeman and Elle Vandermark of the 4Cs, Gregg Crerar of AAUP, Larry Salay and Dennis Bogusky of SUOAF, Colena Sesanker and David Blitz representing the FAC, and all campus-based leaders.
  - President Cheng thanked CSCU's DEI leaders who created a remarkable day of training that nearly 400 managers from across our system participated in throughout the spring semester. He cited it as the kind of work that is emblematic of the power of a majority-minority system like CSCU.
  - He noted that CSCU made great strides in system-wide grants and extramural funding, enhanced external partnerships to the benefit of statewide workforce development, our communities, and our students. CSCU continued to improve upon existing and create new programs that best serve our students in the 21st century.
  - President Cheng also commented on CSCU 2030, noting that CSCU did not secure a major state investment in our system. The end of legislative session brought CSCU a budget that yielded approximately \$160M more than the Governor's originally proposed budget, helping to stabilize for FY24, and see FY25 and outgoing years soberly and honestly. The 2030 process and experience were also valuable as it recommitted CSCU to high-quality, affordable, accessible education, leading to life-sustaining wages and career growth, and socio-economic impact across Connecticut.
- Spending plan resolution:
  - President Cheng commented that, if approved, the spending plan resolution will allow CSCU to do the work of the system, while working to achieve savings targets at each institution.
  - After hearing from faculty and staff in person, and via email, and consulting with the BOR, there will be amendments to the resolution that will strike reference to consultants, and also strike the request for \$4M from reserves.
  - President Cheng noted that he is committed to working with each president and their institutional leadership teams to follow shared governance in all processes, in a way that will allow for as much flexibility and latitude in local decision making, while remaining unified and accountable.
  - He continued by noting that this is not a two-year biennium budget problem. The demographics of Connecticut and the entire New England/northeast region show a decline in traditional college-age students for the next two decades. This is an opportunity, as institutions and as a system, to change, to evolve, and to meet the challenges that lie ahead while continuing to serve students and communities at the highest level, in new, innovative, and transformative ways.
- President Cheng thanked Regent Holly Howery and Regent Felice Gray-Kemp for their service to CSCU and to the Board.

- Dr. Colena Sesanker responded to President Cheng's remarks, specifically to the opening of CT State, acknowledging the work that still has to be done. She mentioned that the shared governance structure is in place and the possible underestimation of the costs associated with the College.

## 5. **PUBLIC COMMENT**

The Board received hundreds of email communications prior to this meeting; in most cases, emails were identical. A sample, along with written communications in support of the public comment are included as Attachment A.

<b><u>Student</u></b>	<b><u>Faculty/Public</u></b>
Hazel Hill Tunxis Community College (comments read into the record by Dr. David Blitz)	Louise Williams <b>IN PERSON</b> President – CSU AAUP History Dept. – CCSU
	John O'Connor <b>IN PERSON</b> CSU – AAUP Sociology Dept. - CCSU
	Cynthia Stretch <b>IN PERSON</b> CSU – AAUP Vice President English Dept. - SCSU
	Brendan Cunningham <b>VIRTUAL</b> Treasurer - AAUP Economics and Finance Dept. – ECSU
	Seth Freeman <b>IN PERSON</b> President, 4Cs
	Christine Japely <b>VIRTUAL</b> English Dept. Norwalk Community College

President Cheng responded to remarks made during public comment.

- He thanked everyone who set time aside to provide public testimony.
- Leadership fully recognizes the strain that the proposed tuition increases would put on our students. Decisions related to this proposal were not made lightly. This is only one approach proposed to try to work through CSCU's budgetary challenges.
- President Cheng agreed with Professor Stretch concerning CSCU 2030 and the inclusion of the faculty in the process. He expressed that as CSCU moves forward, we will work more diligently to include faculty partners and collective bargaining units in such processes.
- He would like to continue to drive forward a discussion of shared governance. Some public comments make this discussion challenging. We all need to push ourselves to uncover the bold, audacious thinking that will lead us to success.
- In respect to Professor Japely's comments concerning the findings of consultants, President Cheng agreed that the right consultant is everything. If CSCU were to work with external partners, we would need a firm that understands our world.

One of President Cheng's priorities going into the next academic year is to increase transferability within CSCU and to increase retention measurably. If improvements in these areas are achieved, marked increases in revenue and enrollment will be seen in performance metrics.

Regent Stewart thanked those who participated today to give the Board feedback.

Dr. Sesanker (representing the faculty at the community colleges) agreed that we cannot afford to be fighting each other right now. She stated that in regard to the fight for CSCU funding, its strategy and scope, needed to be significantly broader. The faculty and unions were quiet all session long because they didn't know how to justify it (CSCU 2030). She continued by stating that many members didn't know if they had a job in 2 days (in food pantries, libraries) which will ultimately affect students.

She asked if leadership has laid the groundwork for true collaboration if they feel like they are under attack and are not serving students. She stated that there is nothing more vicious than the politeness of a Board room if we understand structural injustice. We cannot face the challenges ahead unless we are all in with a vision that will actually benefit our students and State. She stated that we are not there right now.

President Cheng thanked Dr. Sesanker and committed to work to get the faculty and staff the resources they need to serve CSCU students. He mentioned that there is a legacy, a muscle memory, of how we deal with one another which is hard to break down and as long as he leads CSCU, he will always be professional, will always listen, learn, and find ways to do and be better. He asked that we all commit to doing this.

Dr. David Blitz provided commentary. The full text of his remarks can be found in Attachment B.

## **6. APPROVAL OF PREVIOUS MEETING MINUTES**

### **- May 18, 2023 Meeting Minutes**

*On a motion by Regent Stewart and seconded by Regent Wright, the May 18, 2023 Regular Meeting minutes were approved after a unanimous voice vote.*

### **- June 6, 2023 Special BOR Meeting Minutes**

*On a motion by Regent Balducci and seconded by Regent Howery, the June 6, 2023 Special BOR Meeting minutes were approved after a unanimous voice vote.*

## **7. CONSENT AGENDA**

*On a motion by Regent Porth, seconded by Regent Bloom, the Consent Agenda was unanimously adopted.*

### **Academic Programs**

#### **Discontinuations**

- i. Supply Chain Analytics – Central CT State University

#### **New Program**

- i. Business Analytics – B.S. – Central CT State University

#### **Modifications**

- i. Graduate Reading – Remedial Reading and Language Arts Specialist – Graduate Certificate – Southern CT State University [Modification of Instructional Delivery]

- ii. Masters in Arts in Teaching - Secondary Education – Western CT State University  
[Modification of Instructional Delivery]

**CT State Resolutions**

**CT State Program Alignment**

- i. Health Science – A.S. Degree
- ii. Photography - Certificate

**CT State Policies**

- i. Academic Standing – New
- ii. Associate Degrees – Revision
- iii. Grading, Notations, and Academic Engagement – Revision

**CSU Professor Nomination**

**Finance Items**

- i. CSCU 2020 Funding Reallocations
- ii. Gateway Community College – Acceptance of Gifts
- iii. Salary Approval for CCSU Chief Human Resources Officer

**RESOLUTIONS APPROVED ON CONSENT**

**a. Academic Programs – Discontinuations**

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Supply Chain Analytics Official Certificate Program at Central Connecticut State University effective Spring 2022.

**b. Academic Programs – New Programs**

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a program in Business Analytics (CIP Code: 30.7001, OHE# TBD) leading to a Bachelor of Science 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.

**c. Academic Programs – Modifications**

- i. **RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – MS in Graduate Reading - Remedial Reading and Language Arts Specialist – Graduate Certificate (CIP Code: 13.1315/ OHE# 18926), specifically a modification of instructional delivery from on ground to hybrid at Southern Connecticut State University.
- ii. **RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Masters in Arts in Teaching-Secondary Education (CIP Code: 13.1205 / OHE# 18716), specifically a modification of instructional delivery from on ground to online, at Western Connecticut State University.

**d. CT State Resolutions – Program Alignment**

- i. **RESOLVED:** That the Board of Regents for Higher Education approves the licensure and accreditation of the following degree and certificate for Connecticut State Community College, developed from a degree and/or certificate previously approved by the Board for one or more of the 12 individually accredited colleges. These programs meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All programs also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below:



Program	Program Type	Minimum # of Credits
1. Health Science	A.S.	60
2. Photography	Certificate	18

**e. CT State Resolutions – Policies**

- i. WHEREAS, The Board of Regents for Higher Education pursuant to its statutory authority in Connecticut General Statute Section 10a-6 shall “establish policies and guidelines for the regional community-technical college system” (CSCU’s 12 community colleges); and WHEREAS, the Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State College and Universities System into a singularly structured and accredited College with 12 campuses; and WHEREAS, a comprehensive review of all community college policies appearing in the Board of Trustees of Community-Technical Colleges Policy Manual is underway, including review by the CT State Cabinet, committees of CT State faculty and administrative staff, CSCU Chief Financial Officer, CSCU’s General Counsel’s Office; and WHEREAS, it has been determined by the above review group that Community Colleges Policy 3.8, Satisfactory Progress is complicated and leads to student confusion; and WHEREAS, the CT State Senate has approved the attached new policy; therefore, be it RESOLVED, that the Connecticut Board of Regents for Higher Education rescind BOT Community College policy 3.8; and be it further RESOLVED, that the Board of Regents adopt the attached new policy effective with the fall 2023 semester which ensures that academic standing and satisfactory academic progress are distinct, deficit language is removed, and structured supports are provided to students; and be it further RESOLVED that the Board of Regents charges CT State administration with the communication of the new policy to all CT State Community College staff.
- ii. WHEREAS, The Board of Regents for Higher Education pursuant to its statutory authority in Connecticut General Statute Section 10a-6 shall “establish policies and guidelines for the regional community-technical college system” (CSCU’s 12 community colleges); and WHEREAS, the Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State College and Universities System into a singularly structured and accredited College with 12 campuses; and WHEREAS, a comprehensive review of all community college policies appearing in the Board of Trustees (BOT) of Community-Technical Colleges Policy Manual has taken place, including review by the CT State Cabinet, committees of CT State faculty and administrative staff, CSCU Chief Financial Officer, CSCU’s General Counsel’s Office; and WHEREAS, BOT Policy 3.3.5 – Associate Degrees – Multiple (last amended in October 1987) was written to provide guidance for managing students earning multiple degrees from more than one Connecticut community college; therefore, updates to language appropriate for the merged college environment are required; and WHEREAS, it has been determined that BOR Policy 1.13 which describes the CSCU Associate Degrees is the appropriate location to house such a policy; now let it be RESOLVED, that the Board of Regents for Higher Education approves the rescission of the BOT policies 3.3.5; and be it further

RESOLVED, that the Board of Regents for Higher Education approves the revision of BOR Policy 1.13 as attached; and be it further

RESOLVED that the Board of Regents charges CT State administration with the communication of the rescissions to all CT State Community

- iii. WHEREAS, The Board of Regents for Higher Education pursuant to its statutory authority in Connecticut General Statute Section 10a-6 shall “establish policies and guidelines for the regional community-technical college system” (CSCU’s 12 community colleges); and WHEREAS, the Board of Regents has resolved to consolidate the 12 individual community colleges within the Connecticut State College and Universities System into a singularly structured and accredited College with 12 campuses; and WHEREAS, a comprehensive review of all community college policies appearing in the Board of Trustees (BOT) of Community-Technical Colleges Policy Manual has taken place, including review by the CT State Cabinet, committees of CT State faculty and administrative staff, CSCU Chief Financial Officer, CSCU’s General Counsel’s Office; and WHEREAS, BOT Policy 3.5.1 – Granting an “Incomplete” has been determined to be out of date and BOT Policy 3.5.2 – Administrative Transcript Notations – Letters Other Than A-F has been replaced by BOR Policy 1.19; and WHEREAS, it has been determined that BOR Policy 1.19 requires revision to reflect current CT State Community College policy and clarification of process; now let it be RESOLVED, that the Board of Regents for Higher Education approves the rescission of the BOT policies 3.5.1 and 3.5.2; and be it further RESOLVED, that the Board of Regents for Higher Education approves the revision of BOR Policy 1.19 as attached; and be it further RESOLVED that the Board of Regents charges CT State administration with the communication of the rescissions to all CT State Community College staff.

**f. CSU Professor Nomination**

WHEREAS, The President of Southern Connecticut State University, Dr. Joseph Bertolino, has recommended that Dr. David Pettigrew, Professor of Philosophy be appointed as Connecticut State University Professor and Connecticut State Colleges and Universities President Terrence Cheng concurred; and

WHEREAS, Dr. Pettigrew, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1987 as a member of the Department of Philosophy, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Pettigrew has earned international recognition for his research and human rights activities related to the genocide in Bosnia and Herzegovina, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. David Pettigrew of Southern Connecticut State University effective June 29, 2023, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Pettigrew be entitled to all the rights, privileges and responsibilities pertaining to this honor.

**g. Finance Resolutions**

- i. WHEREAS, pursuant to CGS 10a-91d (c), the Board of Regents shall approve reallocation of CSCU 2020 program funds at the completion of a project to other CSCU 2020 named projects and programs; and

WHEREAS, four named “line item” projects that were funded between FY 2011 through FY 2020 as part of the CSCU 2020 Program are complete; and

WHEREAS, \$6,786,965 of uncommitted funding for four projects will be reallocated to their respective Universities Code Compliance/ Infrastructure Improvement programs; and

WHEREAS, the projects and associated funding are as follows:

1. FY 2016, 17, 19 & 20 – Central Willard and DeLoreto Hall, \$804,006
2. FY 2011, 14 & 16 – Eastern Fine Arts Instructional Center, \$402,641
3. FY 2011, 14, 16 & 17 – Eastern Goddard & Communications Building, \$761,178
4. FY 2016, 17, 19 & 20 – Southern Health & Human Services, \$4,819,140

Now therefore, be it

RESOLVED, \$6,786,965 of uncommitted funds from completed CSCU 2020 projects will be reallocated to their respective University Code Compliance/Infrastructure Improvement programs.

- ii. WHEREAS, Gateway Community College is the recipient of a generous donation of a 2021 GMC Terrain donated by Gallagher Buick, of New Britain, for laboratory and experiential instruction in the college’s Automotive Technology Program; and

WHEREAS, The donation will allow Gateway Community College to include the latest in the automotive technology curriculum and provide the students with learning and career opportunities that they previously did not have; now, therefore, be it

RESOLVED, The Board of Regents accepts and acknowledges with appreciation the following gift donated by Gallagher Buick:

Description: 2021 GMC Acadia, VIN: 1GKKNXLS3MZ111907  
Total Current Market Value: \$12,373.22

- iii. WHEREAS, the Connecticut State Colleges and Universities sets forth a Management and Confidential personnel policy establishing the requirement for BOR approval of any planned hiring salary offer at or above the third (3rd) quartile of the grade; and

WHEREAS, the \$198,000 salary offer proposed by President Toro for the Central Connecticut State University Chief Human Resources Officer candidate Christopher Wethje falls above the 3rd quartile of the FY24 Executive 1 classification level of \$185,159; and

WHEREAS, President Toro has recommended that the proposed salary is necessary to secure the employment of the most qualified individuals; now therefore be it

RESOLVED, that the Board of Regents for Higher Education hereby approves the hiring salary offer of \$198,000 to Christopher Wethje for the position of Chief Human Resources Officer for Central Connecticut State University.

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

The Academic & Student Affairs Committee met on May 5 and June 9 and Committee Chair Bloom thanks the Board for approving, on Consent, the items put forward. He called attention to the appointment of CSU Professor Dr. David Pettigrew.

**9. AUDIT COMMITTEE – Committee Chair Elase Wright**

No report.

**10. FINANCE & INFRASTRUCTURE COMMITTEE – Committee Chair Balducci**

- a. Tuition and Fee Adjustments – Regent Balducci made the motion and Regent McCarthy seconded it. Chair Ryan opened the item for discussion.

- Regent Balducci noted that Committee met on June 21 and considered 5 items; 3 were passed on the Consent Agenda and 2 will be presented during the Committee report.
- Regent Balducci summarized the Tuition and Fee Adjustment resolution.
  - Regent Stewart commented on her opposition to the resolution and noted for the record that she would be voting against the tuition and fee increases.
  - Regent Wright asked about previous years' tuition increases/freezes and whether keeping tuition flat inevitably leads to increases to catch up. Discussion followed.
  - Regent Bloom asked for confirmation concerning the tuition increase (for most students) being covered by the increase in the maximum PELL grants and other financial aid set-asides. Discussion followed.
  - Regent McCarthy acknowledged the challenge CSCU faces and stated that a tuition increase is a difficult and complicated issue. He indicated for the record that he is ready to vote yes on the resolution with the understanding that the plans to address the larger issues are not clear as of yet.
  - Regent Santiago asked when the more in-depth plans will be ready. Discussion about deadlines and process followed.
  - Regent Porth noted CSCU's very challenging environment, especially as it relates to the FY25 State budget. He appreciates the work of the Finance Committee and CSCU leadership put into the proposed resolutions. He indicated for the record that he plans to vote yes on both Finance resolutions.

On a motion by Regent Balducci and seconded by Regent McCarthy, the Tuition and Fee Adjustments resolution was approved with 11 Yea votes and 1 Nay vote (Regent Stewart).

- b. CSCU Spending and Deficit Mitigation Plan – Regent Balducci introduced the resolution. The spending plan as presented includes a \$13.7 million deficit in FY 24; projections for FY25 and FY26 show deficits of \$147 and \$210 million, respectively. The resolution includes additional steps that the Board is requiring of System and institution leadership to address the deficit.
- i. The System will establish procedures to require each institution to develop a deficit mitigation plan by November 1.
  - ii. The System will lead a comprehensive program review of academic and student support programs by all 6 institutions and will conduct an analysis of the system organization.
  - iii. The System will develop a plan for communicating with internal and external constituencies to ensure that this process is transparent and reflects our commitment to shared governance.

Regent Balducci introduced two amendments to the resolution as follows:

- The removal entirely of the allocation of \$4 million of system reserves for extraordinary costs related to the deficit mitigation effort. The system staff will return once specific costs have been identified.
- The elimination of the requirement that the system engages a consultant to perform a system analysis.

On a motion by Regent Balducci and seconded by Regent Howery, the amendment to the CSCU Spending and Deficit Mitigation Plan resolution was adopted by unanimous voice vote.

Regent Balducci opened the item for discussion.

- Regent McCarthy noted that he was pleased that Regent Stewart had asked to have the consulting line removed during the Finance Committee meeting. He was happy to support the amendments and that the final resolution more clearly separates FY24 from the years that follow. He is supportive of the resolution as a way to move forward immediately. He expects that we will all be working to make FY24 even more positive than it is now and to make the prospects for future years more positive.
- Regent Stewart commented that she was pleased to see the amendments made and expressed her strong feelings about not having firm timeframes and was not convinced that the Board would be an active participant in the process. She noted for the record that she would be voting against the spending and deficit mitigation plan resolution.
- Regent Santiago appreciates the changes that were made and noted for the record that he would be voting against the spending and deficit mitigation plan resolution. Discussion followed.
- President Cheng noted that if needed, Special Meetings of the Board will be scheduled. In addition, any proposals submitted from the institutions will need to be review in light of the collective bargaining contracts.
- Regent Howery commented that business as usual will not be an adequate approach this year and that this resolution lays out clear expectations for the work ahead. She noted that for the record, she is in favor of the resolution.
- Regent Wright suggested that “holds” be placed on Regents calendars for possible Special BOR meetings.
- Dr. Blitz made suggestions to the resolution. Regent Balducci noted that Dr. Blitz’s suggestions were reviewed, and many are incorporated in the final wording of the resolution. President Cheng also noted that Dr. Blitz’s suggested revisions have been read and analyzed. Discussion followed.

On a motion by Regent Howery and seconded by Regent Balducci, the amended CSCU Spending and Deficit Mitigation Plan resolution was approved with 10 Yea votes and 2 Nay votes (Regent Stewart and Regent Santiago).

**11. HUMAN RESOURCES & ADMINISTRATION COMMITTEE – Committee Chair Howery**  
No report.

**12. EXECUTIVE COMMITTEE – Chair Ryan**

- a. Establish the Title “Chancellor” of the Connecticut State Colleges & Universities  
Chair Ryan made the motion and Regent Howery seconded it. Chair Ryan opened the item for discussion.
  - Regent McCarthy noted the Board’s need to rationalize the titles of executives across the System. Current organizational titles do not lend themselves to transparency and clarity. A comparison to other neighboring higher education systems indicates that the Chancellor is the single CEO of their systems.
  - Dr. Blitz spoke in favor of the resolution.
  - Regent Stewart noted for the record that she would be voting against the resolution to change President Cheng’s title to Chancellor Cheng given all the other discussion around the status of the institution.

On a motion by Chair Ryan and seconded by Regent Howery, the resolution to “Establish the Working Title of Chancellor” was approved with 11 Yea votes and 1 Nay vote (Regent Stewart).

- b. Consummation of Merger of Connecticut Community Colleges – This item was added to the agenda at the beginning of the meeting; Secretary of the Board read the following resolution into the record:

WHEREAS, The Board of Regents for Higher Education is the governing body for the regional community-technical college system and is responsible for the development of the institutions within its jurisdiction; and

WHEREAS, the Board of Regents in accordance with Connecticut General Statute section 10a-6 resolved to merge the 12 individual regional community-technical colleges within the regional community-technical college system into a singularly structured and accredited College with 12 campuses (BR17-155); and

WHEREAS, the Board of Regents resolved to submit a Substantive Change request to the New England Commission of Higher Education (NECHE), requesting accreditation of the single accredited college upon the merger of the 12 individually accredited regional community technical colleges; and

WHEREAS, on May 14, 2020 the Board of Regents authorized the merger of the 12 individual regional community-technical colleges into a single institution and named the successor institution Connecticut State Community College; and

WHEREAS, the Connecticut State Community College is established to serve all of the geographical regions of the state as provided by Connecticut General Statute section 10a-78; and

WHEREAS, the New England Commission of Higher Education (NECHE), at its June 16, 2023 meeting, voted to grant initial accreditation to Connecticut State Community College effective July 1, 2023; and

WHEREAS, the Board of Regents and CSCU leadership expect the official letter from NECHE at the beginning of July 2023 providing accreditation for the Connecticut State Community College; therefore, be it

RESOLVED, the Board of Regents consummates the merger of its twelve (12) regional community-technical colleges:

Asnuntuck Community College, Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern Community College, Norwalk Community College, Quinebaug Valley Community College, Three Rivers Community College and Tunxis Community College  
to become a single college, Connecticut State Community College (“CT State”), an accredited institution within the constituent unit of the Connecticut State Colleges and Universities, effective July 1, 2023, and be it further

RESOLVED, that CT State, as the successor institution of the 12 regional community-technical colleges, assumes all assets, liabilities, rights and obligations of each of the legacy regional community-technical colleges, including but not limited to all contractual assignments; and be it further

RESOLVED that CT State President is the institution’s chief executive officer and executive authority financially, contractually, academically and administratively for all current and future campuses; and be it further

RESOLVED, that pursuant to the responsibility to confer academic degrees contained in section 10a-72 of the Connecticut General Statutes, the Board of Regents for Higher Education authorizes the CT State President, or their designee, to validate and award diplomas signifying the conferring by the Board of the associate degree or certificate upon students who have completed requirements of programs approved by the Board of Regents and who have been recommended for such degrees by the faculty of the college.

Regent Howery made the motion which was seconded by Regent Porth. Chair Ryan opened the item for discussion.

- Dr. Blitz commented that changes will also need to be made to the Connecticut General Statute. He also added that a guarantee to continue services at all of the existing community college campuses should be added.

*On a motion by Regent Howery and seconded by Regent Porth, the resolution for Consummation of the Merger of Connecticut Community Colleges” was approved by unanimous voice vote.*

### **13. EXECUTIVE SESSION**

At 12:54 p.m. on a motion by Regent Howery, seconded by Regent Balducci, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Ryan announced that no votes would be taken in Executive Session. Chair Ryan directed CSCU President Cheng to remain with the Board in Executive Session.

### **14. ADJOURNMENT**

With the conclusion of the Executive Session, Chair Ryan declared the meeting adjourned at 2:15 p.m.

Submitted,

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

Attachment A – Written Comments

June 28, 2023

Board of Regents Meeting





**Testimony to the CSCU Board of Regents**  
at their meeting of June 28, 2023  
by  
**Louise Blakeney Williams**  
History Professor CCSU, President CSU-AAUP

I am Louise Williams, a History professor at CCSU and President of CSU-AAUP.

I am here to express my concerns about the authorization of funds for President Cheng to hire an outside consultant to help devise a long-term mitigation plan for our system.

While I am not opposed to spending money on consultants, I believe that the choice of which consultant to hire is very important. And I think that choice must be made collectively, with your input and that of the university presidents, faculty, and staff.

I have this concern because of our history of hiring consultants in the past, and because I have read a number of scholarly studies recently about Higher Ed consultants.

According to these experts there are a handful of top consulting firms, but they all give almost identical advice regardless of the type of institution they consider. In fact, scholars conclude that they all use the same “playbook.”

- Some scholars conclude that because their common advice can be gotten from the consultants position papers and promotional literature or the scholarly studies there isn’t a need to hire them at all. (McClure 2017, 13) (Education Advisory Board Business Affairs Forum 2014, 6)

This playbook has a number of common elements.

First, fear and uncertainty about the future is created with “crisis narratives” that require drastic solutions. (McClure 2017, 4, 12)

- A very recent example of a common crisis narrative is the statement about the closure of Cabrini University and its purchase by Villanova this month (June 2023). Institutional leaders claimed that the institution faced “significant financial challenges, decreasing enrollment, and an increasingly competitive higher ed environment” that could not be overcome except by extraordinary measures.

Second, those solutions always involve server cuts in the name of containing costs and increasing efficiency. Consultants rarely emphasize efforts to increase revenue.

- As one scholar put it, “at no point in any of the documents was it considered a reasonable course of action to lobby state legislatures for more funding in the spirit of contributing to the public good.” (McClure 2017, 12)

While consultants recommend several ways to increase efficiency, they all boil down to reducing labor costs.

- This is hardly innovative. Everyone knows that personnel costs are 65-75% or more of the cost of running an institution of higher education.

- So it is not surprising that 60-65% of all savings recommended by consulting firms is in labor costs. (Education Advisory Board Business Affairs Forum 2014, 10)

In other words, almost all recommendations are ways to reduce the number of people employed at an institution.

- Savings on purchasing and energy costs are the only ones that do not require layoffs, but they do not save nearly enough.

For example, organizational restructuring, like back-office consolidation, shared services, automation, use of outside vendors, closer partnerships with private industry, primarily save money because it requires fewer employees.

Academic changes that consultants recommend include eliminating small majors, increasing class sizes, reducing reassigned time for faculty to work outside the classroom, or expanding online education. Again, they can call these “efficiencies” or even “new models of learning,” but really what they are intended to do is reduce the number of faculty employed.

And the savings promised by consultants are rarely achieved. One report concluded that savings from hiring these firms were “modest or even non-existent.” (Education Advisory Board Business Affairs Forum 2014) (See also, McClure 2017, 12 & 13)

And why is this? Mainly because the recommendations of consultants are rarely implemented in full, because they are made by firms that “lack of understanding of academic culture and shared governance” and do “not fully appreciate the complexities of higher education.” (McClure 2017, 3) (Education Advisory Board Business Affairs Forum 2014, 8)

In other words, the changes are much more difficult to implement than anticipated. They also are met with faculty and staff resistance and bad publicity that is impossible to ignore. So administrators either back down, or never even try to implement them. (Education Advisory Board Business Affairs Forum 2014, 12)

Scholars conclude: “it is not at all clear that spending money on consultants is an efficient or effective use of public resources.” (McClure 2017, 13)

So why do so many higher education institutions hire these consultants? This is not because they actually work, but because they are part of a “public performance.” It helps institutional leaders “maintain legitimacy by giving a public appearance of facing up to” the problems” and being efficient and effective. (McClure 2017, 5, 12)

We in the CSCU system should know this. We have “been there, done that.”

- For example, in 2014 the Boston Consulting Group was hired for \$1.9 million to create the “Transform 2020” plan. None of its recommendations were implemented, there was serious faculty resistance, and the president even had to resign. (Blitz, n.d., 7 & 8)
- In 2017 the plan for Students First followed the consultant playbook very closely with its merger and back-office consolidation. It is questionable how much of a success it has been. It is still not finished 6 years later. And in spite of the report given to the FAC ten days ago, an independent report on the success of consolidations across the country in 2021 argued that in Connecticut

there were only “some cost-savings” achieved “through non-faculty employee attrition.” (“A Review of Consolidations of Postsecondary Systems: The Alaska, Minnesota, and Connecticut Cases. Prepared for the Community College System of New Hampshire” 2021, 23)

- Even worse, they claimed that the merger did not solve some serious educational problems of retention and completion especially in the community colleges, and they warned that the faculty resistance to it never went away and continued to this day.

Even last year we saw how ineffective it is to hire a consultant. The National Center for Higher Education Management Systems [NCHEMS] was hired to report on Western Connecticut State university. (“Western Connecticut State University Report” 2022) Even though they are a non-profit organization, their report follows the for-profit consultant play-book. It concluded:

- That there is no revenue problem at Western. Western had been given enough money.
- The problem is a spending problem, and the solution is cost-savings by cutting.
- But cuts to administration had already been made, so the only thing left to cut is faculty and staff.
- They admit this will be difficult for impossible because of our union contracts.
- So, in the short term they recommended reducing the number of part-time faculty and cutting low-enrolled programs and courses.
- They gave no indication of how much money those meagre solutions would save.

Not surprisingly attempts to implement this were met with serious faculty resistance and bad publicity. The efforts to carry out these recommendations were stopped or slowed down. Again, the hiring of a consultant was a failure.

Why was there such faculty resistance? There are two main reasons.

- One of the principles all faculty hold dear is that change the curriculum, programs and majors, class sizes, or modality (ex. to online) have to be made on “sound educational principles,” not just to save money. Our job is to educate students and we want decisions to be made to help our students learn and succeed. Cost savings are secondary.
- The other cause of resistance is the lack of real consultation with faculty. Faculty were not involved in the choice of a consultant, in planning changes, and our objections to them were ignored. We had no choice but to protest publicly.

So, it seems to me that to hire another consultant following the same playbook is a waste of money. If this Board and President Cheng think that cutting personnel is the only way forward, don’t waste the money. Just do and suffer the consequences.

- Take responsibility for that decision and don’t pretend that you were forced to do it by “expert” opinion.

And there will be consequences. You may contribute to the death spiral we outlined to the legislature when we asked for more money.

- The crisis narrative of inefficient and failing universities, and the public opposition to recommended changes by faculty and staff, will create bad publicity.

- Students don't want to go to shrinking schools with fewer opportunities and unhappy faculty, and pay higher tuition at that. Who wants to pay more for less.
- New enrollment will decline, more students will transfer.
  - I have heard this is already happening at Western – advisors in high schools are telling students to stay away.
- We will have to make more cuts, until we no longer exist as a real system of higher education.

But there is another way.

Instead of focusing on cost savings and cutting, we need to look into creative ways to increase our revenue and do more with what we are lucky to have already.

Why not ask ourselves, and a consultant if we must have one, to help us expand rather than contract. Let's do more with what we have, not more with less.

- Don't ask what we did of NCHEMS for Western to come us with a plan "to live within its means." Let's expand those means as a way to be "fiscally sustainable" for the future. ("Western Connecticut State University Report" 2022, 1)

Most people claim that expanding the revenue is impossible if we can't get more state support because of the supposed enrollment crisis of the future. We can't get more money from students, because there will be less students.

This is the argument OPM and the Governor made when they refused to give us more state funding. This is also what Ben Barnes accepted as reality at the joint FAC-BOR meeting of June 16, 2023.

Barnes used figures from Nathan Grawe who argues in his book *The Agile College* that in the Northeast especially we will see a continued decline in traditional college going students at least until 2030. (Grawe 2021)

I read the book and am not convinced that Grawe's dire predictions will apply to Connecticut, which is a state very different from most others in the Northeast. So, I would like our system to rely on a study of Connecticut in particular before jumping to conclusions and making drastic changes based on them.

- There are reasons it could be less severe for us based on what Grawe takes into consideration in his predictions.
- For example, unlike states such as Vermont, Maine, New Hampshire, we have larger urban populations, more Latinos, more Eastern European immigrants, and less out migration, all of which will create more potential students.

I also hope that everyone reads the rest of the book, which is subtitled "How Institutions Successfully Navigate Demographic Changes."

Grawe thinks that we can deal with the decline if we focus on increasing the persistence and completion of existing students, and work harder at recruiting non-traditional and minority students who do not normally attend college or universities.

He especially thinks that our best bet is to keep our current students in school and paying tuition, and help them complete their degrees so they enter the workforce better prepared than others.

Other scholars say the same thing and argue for why increasing persistence and completion will also increase revenue.

- As one of them put it, “initiatives aimed at increasing retention are cost effective and lead to net revenue generation.” (Brown and Kurzweil 2018, 6)
- A student who remains at an institution for four years generates the same amount of revenue as four new students who leave after one year. But retention saves money because it costs 5 times as much to recruit a new student as to retain an existing one. (Brown and Kurzweil 2018, 5 & 6)

In fact, we could hire a consultant to help with this – if we must hire one.

In a quick internet search I found quite a few such consultants with many different plans and recommendations – not just one playbook.

For example, some consultants focus on educational data mining and learning analytics applied to current students in order to create individualized plans for the ones most at risk.

- Scholars note that this sort of thing has been used at Georgia State University and around 1,400 other colleges and universities successfully. (Shafiq et al. 2022)

One company even advertises that a 1% annual increase in student retention can gain \$25 million over 7 years for an institution with an annual tuition of \$10,000 and a student body of 10,000. (“Can Improving Student Retention Rates Increase Revenue?” 2023)

If this is true, CSCU with 32,000 ft and 32,000 part-time students could gain perhaps \$100 million with a 1% increase in retention.

- But 1% is a very small increase. Many schools with serious retention initiatives have seen 5-7% increases. For us that would mean \$500-700 million dollars.
- But even if we had a 2.5-3% increase we would get the \$200 million dollars that was missing from what the legislature gave us in 2026.
- Granted we would need some time to see that return, but if it is true, then perhaps we could ask the legislature to tide us over until it is realized.

And compare this to the claim of other scholars that savings schools who hire top consultants saw was approximately 2% of their total operating budget. For us that may mean only \$26 million dollars.

- We had \$1,275,000,000 in expenses in 2022 and 2% of that is \$26 million.
- But this would require massive layoffs that would take years to effect. (Education Advisory Board Business Affairs Forum 2014, 8)

I am not an expert in retention or in consulting companies. I don’t know if these companies are trustworthy or can do this. And I worry that some may recommend plans that faculty and staff will object to.

But I would like us to think about this as an option.

- I would rather gain money by helping students and using our existing faculty and staff to do so, than save money by hurting students, employees, and our institutions.

And perhaps we can even do it without a consultant at all.

- Our institutions already are working on it. We could find best practices in our system. There are many other institutions we could study and scholarship on persistence as well.
- For example, we could copy Goucher College. In 2018 the president created a “Goucher 2025 strategy committee” made up of faculty and staff to talk about choices to address the challenges they were facing. It was divided into multiple small groups that talked about the same questions and considered a wide range of options and what needed to be changed in their institutions for each. (Grawe 2021)

Ultimately this decision about a consultant is based on our vision of the value of our system of higher education and where it should go in the future.

- In fact, I think we must articulate that vision well before we hire a consultant. And it must be a vision that we all share – you the Board, President Cheng, the campus presidents, faculty, staff – and students.

We have to decide whether we want a smaller system that only provides second-rate worker training, or something else.

I, of course, want something else.

- I want a CSU system that focuses on students -- that cares for, nurtures, and mentors them, and that treats them as individuals who have different needs and interests and are given personal attention.
- I want a system that provides access for as many people as possible, not just to any degree, but one comparable to that of the best schools out there.
- And I want us to embrace the fact that we have enough faculty and staff, who are well-paid and well taken care of and have the time and tools to help students.
- I would like to think of our existing personnel, our numerous and varied programs, our small class sizes as assets, something we are proud of, something that makes us unique and better than other institutions, not as a burden or liability.

If we can have such institutions, plus increase our revenue also, then we have a real vision of something better for the future, that is not just sustainable, but that contributes to the real well-being of our students and the state.

And I think it has a chance of success because faculty and staff will help rather than resist, students will be more likely to enroll and stay in our institutions.

It also is a solution that will send a positive message about the future of our system, which may in turn convince legislators to give us some extra funding to tide us over while we implement it.

It is your choice and a very serious one for our system, for higher education in CT and as a model for higher education in the entire nation. The nation will be looking at what you do.

I can guarantee that the faculty will be watching you very carefully as well. We are more than happy to help you if you make the right choice. But we are more than prepared to oppose anything that hurts our students and schools.

So please consider very carefully before you write a blank check to hire a consultant and make sure that everyone, especially faculty and staff are included in that decision.

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As current vice-chair of the FAC and previously (in even years) its chair, I have three basic questions. After 12 years of the merged community colleges, state college and state universities into one overall system, 6 years of the planned merger of the community colleges into one institution, and the recent arrival of new leadership at the CSCU and BOR, the following need examination:

### Three Basic Questions

1/ Did the merger into one system, Connecticut State Colleges and Universities achieve its objectives of cost savings and better services? After a decade of operation, is the currently structured Board of Regents able to fulfil its mandate as stated in section 185 of state statutes, including respecting the distinct missions of the universities and colleges?

2/ Will the consolidation of the community colleges into one Connecticut State Community College achieve its objectives of cost savings, greater equity and better services? Has it achieved these objectives to date? Can the serious transition problems identified by the FAC be corrected in time for the Fall 2024 session?

3/ Can we resolve the budget shortfalls endemic to our system, and in particular for FY25 with a new narrative and positive measures rather than following the negative model of the OPM? That says that enrollment decline must result in budget cuts. It elicited the equally negative response we saw in the April 24 press release by CSCU: budget cuts will result in forced layoffs of both full and part time faculty and staff, increases in student tuition across the board, and elimination of programs, especially high overhead employment focused ones?

### The FY 24/25 Budget

At the immediate level of the recently adopted state budget, I note the following: While it is clear that the increased FY 24 budget can sustain, if only at current levels, the institutions of CSCU, the decreased FY 25 budget compared to that of FY 24 is a significant problem. The solutions proposed in the April 24 press release are part of an old narrative which should now be retired, and I quote:

- “-More than 650 full-time faculty and staff layoffs
- Nearly 3,000 part-time positions eliminated
- Five-percent tuition increase per year at the community college for the next two years and 5 percent increase at the universities for the 2024-25 academic year
- Elimination of high-subsidy programs, most of which are those which meet the state’s greatest workforce need”

Instead, we should consider measures such as the following:

1/ Use some of System Office, University and Community College reserves to offset part of the expected FY 25 deficit, while respecting the reserves of those member institutions which have budgeted adequately in the past;

2/ Retirements and resignations of senior faculty and staff are usually replaced at lower salary levels for new hires or can be deferred for a year;

3/ Adopt pension-based measures (additional years, AKA “golden handshake”) to encourage retirements of faculty and staff;

4/ Limit to existing numbers System Office personnel at all levels, since with a second system office in New Britain, the tendency may well be for each to expand into available space;

5/ Extend the 3 + 2 BA/MA programs already at some universities and programs to all eligible programs to attract additional students who might otherwise go out of state;

6/ Link employment oriented certificates to completion of the Associates Degree so as to retain students at the community college and better prepare them for possible career changes;

7/ Consider a 2+2 BA/MA for community college graduates who transfer into the major for which they have been fully prepared at the 100/200 college level;

8/ Incorporate sustainability in all building and renovation plans for both environmental protection and green energy economies;

9/ Develop a shorter term strategic plan (2-4 years) with a handful of priority objectives and specific metrics to be achieved in order to restore confidence with the executive branch and legislative leaders;

10/ Enlarge Honors Programs at universities to more students who might otherwise go out of state or to the private sector;

11/ On the basis of the above sort of measures in FY24, request mid-biennium adjustments for FY 25 as still needed.

These do not involve in any force layoffs, tuition hikes, or program elimination.

### Basic Principles

There are a number of basic principles which should underly the work of the Board and its relation with its constituent units (community college(s), Charter Oak, 4 CSUs):

1/ *Respect the distinct missions of the colleges and universities and Respect the autonomy and integrity of the constituent institutions:* The CSCU system is a system of three component systems: the community college and its 12 constituent units, Charter Oak, and the four Connecticut State Universities. We should respect a system of systems or federated approach which combines respect for the autonomy and integrity of the constituent units with cooperation and leadership from the central administration; policy should be based on consultation and consent of the constituent units, faculty and staff.

As an added measure for the transition to the one community college, continued college campuses and full services at all existing locations should be guaranteed, and their individual accreditations maintained as a fall back measure even as CSCC itself is accredited.

3/ *Respect shared governance:* This implies a willingness to fully take into account the expertise of faculty and staff, and to focus on mutual agreement rather than imposed resolutions to make needed changes in the system. The history of Students First has been one of management asserting its authority rather than seeking cooperation, to the detriment of the educational experience of students, and career satisfaction of faculty, staff and administrators.

4/ *Respect faculty control of curriculum and pedagogy:* Faculty must, by dint of their expertise, control curriculum and pedagogy - subject to final approval and funding by administration. Imposing course such as CS-101 or the forced "alignment" of diverse programs for the sake of uniformity destroys the very foundation upon which the CSCU constituent units are based – the classroom, laboratory, seminar and other experiences to which students participate and which faculty prepare and lead.

5 *Practice better communication and consultation* and on that basis we can envisage increased cooperation and to the extent advisable, coordination. But the command and control practiced by the former administration with perhaps an echo remaining at the System Office has to go entirely.

The changes in the last two years to BOR and CSCU leadership are significant and should augur well for improved functioning of the system and relations with its constituent units, faculty, staff and students. But old habits persist and lack of mutual trust needs to be further addressed. Given the very different narratives of the various constituencies, some new form of meeting to address the current crisis is needed, beyond regularly scheduled public meetings.

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF A SPECIAL MEETING  
FRIDAY, JULY 28, 2023  
CONDUCTED VIA WEBEX; LIVESTREAMED ON  
<https://www.youtube.com/watch?v=vhjo3ygh0as>**

<b>REGENTS – PARTICIPATING (Y = yes / N = no)</b>	
JoAnn Ryan, Chair	Y
Richard J. Balducci	N
Ira Bloom	Y
Juanita James	Y
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Ari Santiago	Y
Erin Stewart	N
Elease E. Wright	Y

**CSCU STAFF:**

Terrence Cheng, Chancellor  
Jessica Paquette, Executive Director for Presidential Initiatives  
Danny Aniello, Executive Director for System Project Management  
Pam Heleen, Secretary of the Board of Regents (recorder)

**1. CALL TO ORDER**

Chair Ryan called the meeting to order at 9:04 a.m. and, following roll call, declared a quorum present.

**2. ADOPTION OF AGENDA**

Chair Ryan called for a motion to adopt the meeting agenda as submitted; *on a motion by Regent Bloom, seconded by Regent McCarthy, the Agenda was unanimously adopted as presented.*

**3. EXECUTIVE SESSION**

At 9:07 a.m. on a motion by Regent Bloom, seconded by Regent James, the Board voted 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. Chair Ryan announced that no votes would be taken in Executive Session. Chair Ryan directed Chancellor Cheng to remain with the Board in Executive Session.

4. **ADJOURNMENT**

With the conclusion of the Executive Session, Chair Ryan declared the meeting adjourned at 10:45 a.m.

Submitted,

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

Discontinuation of Post-Baccalaureate Certificates in English

September 21, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Post-Baccalaureate Certificates in English at Southern Connecticut State University effective Spring 2024.

A True Copy:

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

**ITEM**

Discontinuation of Post-Baccalaureate Certificates in English at Southern Connecticut State University.

**BACKGROUND**

This is the final program being discontinued in the context of restructuring related academic programming at the graduate level for teacher preparation. Since the restructuring of our graduate programs in 2017 to be compliant with US Department of Education regulations, SCSU established a new Master of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g., Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education bachelor's degree.

Students can now enter the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area but simultaneously meet requirements for their professional certification requirements in obtaining a master's degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.

In addition, students often find out that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose and they may have reached the limits of their undergraduate financial aid eligibility.

**TEACH OUT**

Many students will complete their certificate program during the 2022-2023 academic year. For those left in the pipeline, they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing 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 discontinuation. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 5.23.23	
<b>Program Characteristics</b>		
<b>Name of Program:</b> POST-BACCALAUREATE CERTIFICATES - ENG		
BOR Accreditation Date: 1984		
OHE #: See attached		
CIP Code Number: See attached      Title of CIP Code: See Attached		
<b>Program Type</b> (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Post-Baccalaureate</b>		
<b>Modality of Program</b> (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
<b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: 2 years		
Expected Dates of Program Termination		
<ul style="list-style-type: none"> <li>Date for final enrollment of new students: Fall 2022</li> <li>Date for final award of credential: Spring 2024</li> </ul>		
Department where program is housed: College of Education departments and College of Arts and Sciences departments – see attached		
Location Offering the Program (e.g., main campus): Main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Stephen J. Hegedus	<b>Title:</b> Dean, College of Education	<b>Tel.:</b> 203 392-5900 <b>e-mail:</b> hegeduss1@southernct.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b>	<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>This is the final programs being discontinued in the context of restructuring related academic programming at the graduate level for teacher preparation. Since the restructuring of our graduate programs in 2017 to be compliant with US Department of Education regulations we established a new Masters of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g. Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education Bachelors degree. Students can now enter into the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area but simultaneously meet requirements for their professional certification requirements in obtaining a Masters degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.</p> <p>In addition, students often find out that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose and they may have reached the limits of their undergraduate financial aid eligibility.</p> <p>We have seen a significant decline in enrollments for these certificate programs and an increase in our MAT numbers. Many students will be completing their post-baccalaureate programs this academic year with a handful remaining (see teach out strategy below).</p>
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

<b>Program Name</b>	<b>N</b>	<b>Completers AY 22-23</b>	<b>Remaining</b>
EPC-ARTE	20	6	14
EPC-CHEE	1	1	0
EPC-ECHE	8	2	6
EPC-EDUE	5	3	2
EPC-ENGE	4	3	1
EPC-HISE	2	2	0
EPC-MATE	1		1
EPC-SEDE	14	5	9
EPC-SPAE	1		1
<b>Grand Total</b>	<b>56</b>	<b>24</b>	<b>32</b>

At this time, we are simultaneously adding more concentrations to the MAT programs in the areas of Art, History and Modern Languages. The MAT programs at large now address many of the shortage areas of teachers in CT and is strongly supported by local district superintendents.

In addition, the Dean of Education is working with superintendents to develop cohorts of students to complete their MAT programs while in residency in positions in their schools. Having a teaching certification and a Master's degree is more desirable by our districts.

#### **Phase Out/Teach Out Strategy**

Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)

Many students will complete their certificate program this academic year. For those left in the pipeline they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

### **SECTION 3: RESOURCES**

#### **Close Out Costs**

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

There will be negligible costs as all certificate programs impacted have or will be transitioning to the MAT program.

### **SECTION 4: LESSONS LEARNED**

#### **A Debriefing Exercise**

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.



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*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

The main lesson is to continue to be flexible to the professional needs of the students we serve in CT and meeting the workforce needs of our school districts. Many call for flexibility and reassurance that we can provide the necessary programming to meet the certification requirements of the state (through statute) including further academic work following their hire as a teacher (e.g. a Masters degree).

SCSU was recently recognized nationally with an award for achieving national accreditation from CAEP with no conditions and no areas of improvement. The MAT graduate degree program offers more opportunities for aspiring educators in our school districts and wishing to enter the field in flexible ways.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

OHE Number	Program Name	Award Level	Award	Program Status	CIP Code	College
004352	English Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Discontinuation of Minor in Sport Studies

September 21, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Minor in Sport Studies at Southern Connecticut State University effective Spring 2026.

A True Copy:

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

**ITEM**

Discontinuation of the Minor in Sport Studies at Southern Connecticut State University.

**BACKGROUND**

The program has struggled to recruit students into the minor despite believing that it would be a popular addition to the Department of Health & Movement Science's list of offerings. One course in the minor has never been taught due to low enrollment numbers and the students have had to complete other courses in its place. Additionally, as an interdisciplinary course, faculty have relied on courses to be offered by other departments.

**TEACH OUT**

Courses in the department will be offered over the next couple of years. In lieu of the final course that has not been offered, course substitutions will be offered to the student. This is currently being done already when courses are not available when needed for the students 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. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

09/8/2023 – BOR - Academic and Student Affairs Committee

09/21/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 5.23.2023	
<b>Program Characteristics</b>		
Name of Program: Sport Studies (Department of Health and Movement Sciences)		
BOR Accreditation Date: n/a		
OHE #: n/a		
<u>CIP Code Number:</u>	Title of CIP Code:	
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>minor</b>		
Modality of Program (check all that apply): <b>XX</b> <input checked="" type="checkbox"/> <b>On ground</b> <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <b>XX</b> <input checked="" type="checkbox"/> <b>On Campus</b> <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: 3 years		
Expected Dates of Program Termination		
<ul style="list-style-type: none"> <li>Date for final enrollment of new students: Spring 2023</li> <li>Date for final award of credential: Spring 2026</li> </ul>		
Department where program is housed: Health and Movement Sciences		
Location Offering the Program (e.g., main campus): Main campus		
<b>Institutional Contact for this Proposal:</b> Gary Morin	Title: Chairperson, Health and Movement Sciences	Tel.: 2033926089 e-mail: moring1@southernct.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b>
Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i>
The program has struggled to recruit students into the minor despite believing that it would be a popular addition to our department's list of minor offerings. One course in the minor has never been taught due to low enrollment numbers and the students have had to complete other courses in its place. Additionally, as an interdisciplinary course we have relied on courses to be offered by other departments and over the last couple of years have not been offered or eliminated altogether required further course replacements.
<b>Phase Out/Teach Out Strategy</b>
Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.) Courses in the department will be offered over the next couple of years. In lieu of the final course that has not been offered, course substitutions will be offered to the student. This is currently being done already when courses are not available when needed for the students in the program.

**SECTION 3: RESOURCES**

<b>Close Out Costs</b>
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
None

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.

When deciding to offer minors it is important to develop a plan that will properly announce and advertise the program across the campus to include gaining the involvement of the interdisciplinary programs and academic advisement offices. Finally, there has to be a strong commitment to offering the program by making sure there is proper leadership to ensure that courses are offered as needed and providing adequate communication about the program especially in an interdisciplinary programs which rely on the courses from other departments.



# Board of Regents

## RESOLUTION

naming

NEW BRITAIN CENTER FOR HIGHER EDUCATION

September 21, 2023

WHEREAS, In accord with the BOR Policy for the Naming of Facilities and Academic Program (Policy 3.8 – December 16, 2021), the Board of Regents has the sole authority to provide for the naming of university or college facilities and academic units and programs within the CSCU System; and

WHEREAS, BOR Policy 3.8 also states that naming recognition may reflect subjects of a historic, cultural, academic, or geographic nature; and

WHEREAS, Since December, 2020, CT State Community College’s central office headquarters has been the sole occupant of 185 Main Street, New Britain, CT, with its offices located on the third and fourth floor(s); and

WHEREAS, On July 24, 2023 Charter Oak State College relocated its physical operations to the same building, occupying the first two floors; and

WHEREAS, Naming the building the “New Britain Center for Higher Education” reflects the shared commitment of CT State Community College and Charter Oak State College to provide quality higher education, while enhancing the academic landscape within the New Britain community; now therefore, let it be

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities names 185 Main Street in New Britain, CT as the New Britain Center for Higher Education; and let it be further

RESOLVED, That the proposed naming does not preclude future philanthropic naming opportunities, should they arise.



**ITEM**

Naming of 185 Main Street, New Britain, CT as “The New Britain Center for Higher Education”.

**SUMMARY**

Since December, 2020, CT State Community College’s central office headquarters has been the sole occupant of 185 Main Street, New Britain, CT, with its offices located on the third and fourth floor(s). On July 24, 2023 Charter Oak State College relocated its physical operations to the same building, occupying the first two floors.

The cohabitation of two esteemed institutions of higher education within Connecticut State Colleges and Universities marks a momentous step towards collaboration and synergy. The sharing of this facility fosters opportunities for cross-pollination of ideas, knowledge, and potential joint initiatives that can significantly benefit both institutions and the students they serve.

Pursuant to Board Policy 3.8 concerning recognition and naming of facilities and academic programs, the Board of Regents has the sole authority to provide for the naming of facilities.

**RECOMMENDATION**

It is recommended that the Board of Regents grant approval for the building to be officially designated as "The New Britain Center for Higher Education” at the September 21, 2023 meeting. This title reflects the shared commitment of CT State Community College and Charter Oak State College to provide quality higher education, while enhancing the academic landscape within the New Britain community.

Importantly, this proposed naming does not preclude future philanthropic naming opportunities, should they arise. The intent is to create a unifying and enduring name that represents the collective pursuit of higher education excellence, while remaining open to potential collaborations with donors who may wish to contribute to the building's legacy in the future.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Approval of a New Program

September 21, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Occupational Therapy (CIP Code: 51.2306, OHE# TBD) 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:

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

**ITEM**

Establishment of a new program, Occupational Therapy, leading to a Master of Science (MSOT) at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Occupational Therapy	
CIP Code	51.2306	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	60	
Date of Action (Anticipated)	09/21/2023	
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 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Occupational therapists evaluate and treat individuals, groups, and populations to enable them to access and engage in meaningful occupations. The word occupation, in the context of occupational therapy, means anything that a person wants to do, or needs to do, such as self-care, care of home, care of others, sleep, play/leisure, social participation, education, and/or work. As a career, occupational therapists work in healthcare settings, school systems, hospice care, community mental health facilities, homeless shelters, and many other community sites to assist individuals in performing their daily occupations. Occupational therapists are integral members of many healthcare and educational teams, providing a unique perspective and helping people to do what they want and need to do.

According to the Bureau of Labor Statistics (BLS), the job outlook for occupational therapy is expected to grow by 14% (much faster than average) and will grow across all major areas in which OTs work. The BLS also predicts that there will be more than 10,000 job openings per year for the

next 10 years. In March of 2023, LinkedIn reported 939 jobs open in CT for occupational therapists and Indeed reported over 200. Ziprecruiter reported 339+ jobs and listed the pay as between \$36-70 per hour. The BLS lists the state of CT as one of the top 5 states with the highest concentrations of OT jobs. The mean pay for the state is listed as over \$94,000 per year.

This program will address a local and nationwide shortage of occupational therapists, at a time when the United States has an aging population, increasing disability and need for rehabilitation, an increasing number of children requiring special education services, and a significant uptick in mental health distress in our nation's citizens. Needs are growing in most practice areas.

## **PROPOSAL**

This program is developed using specific strategies to keep program length to 2 years, keep costs reasonable, and reduce financial hardship, including:

- using a subject centered integrated curriculum; this is a new and innovative approach to occupational therapy curriculum development, first implemented at Colorado State and now Duke University,
- ensuring purposely scaffolded content to meet ACOTE standards while removing redundancy and overlap between courses,
- using open access resources wherever possible, and the costly core required texts across multiple courses,
- carefully including asynchronous online and hybrid courses to allow students some flexibility with their schedules, while ensuring that they are well trained in the specific hands-on skills they need to enter fieldwork via a competency-based approach to assessment of skill development, (Competency-based education is used frequently in occupational therapy programs outside of the U.S. but is just beginning to enter the U.S.)
- allowing level II fieldwork to be completed on a part-time basis for students who need this. This is allowed by ACOTE if the fieldwork is at least 50%. This will extend the time period for completion and delay graduation for students who need to work part-time.

A master's degree in occupational therapy will allow a student to sit for the national certification exam to become a registered and licensed occupational therapist.

## **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.

**CONNECTICUT BOARD OF REGENTS- for FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: 5.23.23

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2022

**Program Characteristics**

Name of Program: Occupational Therapy

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): MS

Modality of Program (check all that apply): ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses less than

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Anticipated Program Initiation Date: Summer 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 60

# Credits in General Education: 0

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2 years

CIP Code Number: 51.2306 Title of CIP Code: Occupational therapy/therapist

Department where program is housed: Recreation, Tourism, & Sport Management

Location Offering the Program (e.g., main campus): main campus

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:

<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

<http://catalog.southernct.edu/graduate/tuition-and-fee-policies.html>

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Program website: <https://inside.southernct.edu/recreation-tourism-sport-management/graduate>

Provide the intended catalog description for this program: Occupational therapists evaluate and treat individuals, groups, and populations to enable them to access and engage in meaningful occupations. The word occupation, in the context of occupational therapy, means much more than employment. An occupation can be anything that a person wants to do, or needs to do, such as self-care, care of home, care of others, sleep, play/leisure, social participation, education, and/or work. A master's degree in occupational therapy allows you to sit for the national certification exam to become a registered occupational therapist and licensed in your state.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: Accreditation Council for Occupational Therapy Education (ACOTE), initial review April 2024.
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Occupational Therapist Licensed
  - confirm NC-SARA requirements met: ☐ Yes ☒ No This is not a fully online program so this does not apply.

**CONNECTICUT BOARD OF REGENTS- for FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

**APPLICATION FOR NEW PROGRAM APPROVAL**

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

**Institutional Contact for this**

**Proposal Name:** Robert Prezant

**Title:** Provost.VPAA

**Phone:** 203-392-5350

**Email:** PrezantR1@southernct.edu

**NOTES:**

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to [CSCU-ACandASASub@ct.edu](mailto:CSCU-ACandASASub@ct.edu) by the posted deadlines (<https://www.ct.edu/academics/approval>)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS**

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

***Clear Statement of the Program's Purpose***

The program intends to graduate 36 students per year who will be eligible to sit for the national certification exam to become licensed occupational therapists.

***Statement describing how the program meets students' educational goals and career objectives***

This program will meet students' educational goals and career objectives by providing them with the specialized academic coursework and fieldwork training required to achieve the MSOT degree. This degree is required in order to sit for the national certification exam that is in turn required for licensure in all 50 states.

As a career, occupational therapists work in healthcare settings, school systems, hospice care, community mental health facilities, homeless shelters, and many other community sites to assist individuals in performing their daily occupations; the activities that are meaningful and important to them. Occupational therapists are integral members of many healthcare and educational teams, providing a unique perspective and helping people to DO what they want and need to do. For more information see [occupational therapy](#). The [BLS](#) reports the median salary for an occupational therapist to be over

**CONNECTICUT BOARD OF REGENTS- for FOR HIGHER EDUCATION**  
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**APPLICATION FOR NEW PROGRAM APPROVAL**

\$85,000 per year across the nation and over [\\$94,000 in the state of CT \(scroll down for state level data\)](#), thereby providing graduates with an annual salary that is much higher than the reported per capita income for CT residents of just under \$48,000. The career provides significant [flexibility and mobility as well](#). Occupational therapists can switch work areas readily once licensed and certified as an entry level practitioner. They can work part-time and per-diem. They are also able to specialize in many practice areas, move into [fellowship programs](#), and become additionally [certified in certain specialties](#) if they wish to continue their career path. Occupational therapists may also choose to teach in occupational therapy programs, a career that is in significant demand now, and one that will grow over time as many current occupational therapy faculty members are near retirement age and 35% of current OT faculty plan to retire by 2024 (Lockhart-Keene, 2018). As you will see in the course list below, this program will specifically and intentionally include a course about the occupation of education. This course will be beneficial for clinical practice, meets ACOTE standards, but also will support students who might be considering an eventual career in academia after practicing clinically for experience.

***Description of relevant national or local educational trends and connection of these to the program***

One critical national trend that will be discussed in the section below called “Addressing Identified Needs” is the nationwide shortage of healthcare professionals. However, in relation to educational trends, here we will discuss two important trends addressed by this program. Each of these trends, if not addressed, may be detrimental for students who wish to obtain an education in occupational therapy. First is the trend towards longer and more costly education and higher entry level degrees, and the second is the trend towards minimal in-person level I fieldwork.

***Longer and more costly education***

An important and costly trend in occupational therapy is the transition of many MSOT programs to entry level doctoral programs even though the **required entry level for practice is the masters degree**. In 2012, the American Occupational Therapy Association (AOTA, 2012) noted only four accredited entry level OTD programs and 145 accredited MOT programs. By 2020, there were 36 accredited entry level OTD programs and only 127 MOT programs (AOTA, 2020). The Accreditation Council for Occupational Therapy Education (ACOTE), the national accreditation body, now lists 87 doctoral level programs. For years, occupational therapy programs have addressed new ACOTE standards by freely adding courses, credits, and increasing program length. This has occurred so much so, that the USDE recently required ACOTE to take a stand on program length. Many of the MSOT programs had extremely high credit loads (some 70-90+ credits) and were greater than 2 years in length. Many chose to transition to OTD level rather than try to cut content or redesign entire curricula.

There are multiple consequences for students of this program expansion. First, educational costs go up substantially because of an added year of tuition. Second, the doctoral level degree requires 14 more weeks of specialized Capstone and 6 months of full-time supervised fieldwork required of the MSOT. Although during the academic portions of an OT program, many students can work at least a part-time job if the program’s schedule is structured in such a way to allow it, during full time fieldwork and the doctoral Capstone, this is typically not possible. This period of fieldwork is a financial hardship for many students even for the MSOT degree and the extra 14 weeks is an additional financial burden. Third, there is [no evidence](#) that students who graduate with an entry level doctoral degree rather than the MSOT degree make higher salaries. The result, therefore, for many students, is significantly higher costs, and potentially higher debt accumulated over a longer period of time before a student can obtain a salary working as an occupational therapist without the resultant higher salary.

This program is intentionally designed to be a 2- year MSOT degree that will do everything possible to keep costs down for the students, while providing them with excellent preparation for entry level practice. Specific strategies to keep program length to 2 years, keep costs reasonable, and reduce financial hardship include:

- using a [subject centered integrated curriculum](#) (this is a new and innovative approach to occupational therapy curriculum development, first implemented at Colorado State and now Duke University),
- ensuring purposely scaffolded content to meet ACOTE standards while removing redundancy and overlap between courses,
- using open access resources wherever possible, and using the costly core required texts across multiple courses
- carefully including a portion of asynchronous online and hybrid courses to allow students some flexibility with their schedules, while ensuring that they are well trained in the specific hands-on skills they need to enter fieldwork via a competency-based approach to assessment of skill development ([Competency based education is used frequently in occupational therapy programs outside of the U.S. but is just beginning to enter the U.S.](#)),



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- allowing level II fieldwork to be completed on a part-time basis for students who need this. This is allowed by ACOTE as long as the fieldwork is at least 50%. This will extend the time period for completion and delay graduation but will allow students who need to work part time to complete the program and fieldwork over time.

*Changes to level 1 fieldwork*

Occupational therapy students engage in two types of fieldwork experiences required by ACOTE. The first is level I. These are experiences that mirror course content and are meant to expose students to a variety of settings, interventions, and types of clients. The program has some flexibility in terms of how many experiences, how often they occur, and in what way. The next is level II. These fieldwork experiences happen after all coursework is completed and they have very specific requirements for length. There must be a total of 24 weeks (about 5 and a half months) of full-time practice.

The [typical level 1 fieldwork scenario years](#) ago exposed students to a variety of practice settings and people. However, prompted in part by the Covid 19 Pandemic, along with the greater availability of virtual reality and technology, and not wanting to use level II sites for level I, many programs transitioned to using [virtual](#) and [simulation](#) based fieldwork. For some programs, this is now the only level I experience provided to students. In programs without actual in person client interaction, students may enter their level II fieldwork at a disadvantage. While simulation experiences can be very beneficial, nothing matches the unpredictability of work with real, complex human beings in real, complex situations.

The ACOTE standards for level I fieldwork currently approve a variety of ways to complete level 1 fieldwork, including simulation and standardized patients, faculty-practice models, faculty-led visits, and supervised experiences in practice settings. [New models of level 1](#) fieldwork employ community partnerships and service-learning experiences to expand the in-person opportunities for students and some universities have been partnering with communities sites to provide [student run free clinics](#), often in an interprofessional format. This program will take advantage of these new advances, and will intentionally emphasize interaction with real clients and people wherever feasible and practical as well as every avenue to provide interprofessional experiences in the community.

While some occupational therapy programs have difficulty finding or creating these experiences for a variety of reasons, the program at SCSU will have a distinct advantage. There are a variety of options already in place at SCSU for these experiences to be built upon. There is a well-run clinic in Speech Language Pathology seeing approximately 120 clients per week, and many programs are already being run with clients on campus in RT. There is a community garden at SCSU that can be developed into a level one site that could be appropriate for a variety of clients in occupational therapy. There is also the Center for Excellence in Autism Spectrum Disorders which holds events such as the [Routine Traffic Stop Practice](#). OT students could become involved in these types of events as well. The program director also has long standing connections with the Romanian OT Association and two Romanian facilities that provide OT services. These provide opportunities for distance level I fieldwork via Zoom, that supports the new but growing OT profession in Romania.

Although this program will also provide acute care simulation experiences using the simulation laboratory in the HHS building, it will primarily use community-based service learning as the model of level 1 fieldwork. Student run, faculty supervised clinics will be developed for specialty fieldwork opportunities with faculty who are experts in specific areas of practice. These will be developed in areas such as neurological rehabilitation for those with Parkinson's disease or post-stroke, pediatrics handwriting "camps," and play days using assistive technology for those with severe physical disabilities, or messy play days for community occupational engagement. The program will also partner with local homeless shelters, adult day care facilities, child day care facilities, head starts, and senior centers for students to run groups with clients. These types of sites are not typically those where students do level II fieldwork, but many are considered emerging practice areas or community-based practice which is an area of practice being championed by our [international](#) and [national organizations](#). These types of level I experiences provide face to face contact with real clients for the OT students, provide free service to the local community, and do not additionally tax the local healthcare facilities which must take the level II students for 12-week fieldwork experiences.

***Discussion of relevant faculty expertise and commitment with respect to the program***

The program director is an occupational therapist with over 30 years of experience, including 19 years teaching in another occupational therapy MS program in the state. She is a pediatric expert, who has specialized in autism, sensory integration, and school-based practice, but who has practiced at some point in her career in almost every practice area.



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She has been a board member of the CT OT Association, and through that volunteerism, has a host of connections in the field across the state that can assist with obtaining community fieldwork sites and adjunct faculty.

The program's Academic Fieldwork Coordinator is an occupational therapist and a social worker with 2 years of experience in social work, 3 years of experience in OT, and 14 years of teaching experience. He comes to the OT program from the social work department at SCSU, where he was teaching courses in both the social work and health science programs.

As the program grows, additional core and adjunct faculty will be recruited from the local area to provide instruction in various specialty areas of practice.

Interprofessional practice is an important component of all OT programs and therefore the program will recruit the assistance of faculty in a variety of departments in HHS and Education. OTs typically work with teachers, special educators, nurses, speech language pathologists, and athletic trainers depending on the practice setting. The program will seek interprofessional experiences with each department. Areas of potential interprofessional practice include student experiences with

- community clients providing play/leisure occupations (with Recreation therapy (RT) or Speech language pathology (SLP),
- providing interventions for children with autism (with SLP or RT),
- providing interventions for those with tinnitus (with SLPs/audiology),
- training in use of assistive technology for education and play with Special education (SPED),
- simulations in acute care with Nursing (NUR)
- work with a variety of professionals through the university Center of Excellence on autism spectrum disorders

***The relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)***

ACOTE requires that the OT program's mission is reflective of the mission of the university and the College of Health and Human Services (HHS). Both stress the critical importance of access, justice, community, and service for public good. The mission of the OT program is as follows:

*to intentionally cultivate a diverse and compassionate community with a sense of belonging, who will engage in occupational therapy with hope, humility, and creativity. As occupational therapists who believe in occupational rights, we will champion access to personally meaningful activities, and skillfully promote, and inspire positive change for the health, wellbeing, and resilience of all people.*

Through community service learning and fieldwork, the program will seek to improve community access to meaningful occupations, thus focusing on what we call occupational justice and the public good. In addition to intentionally trying to diversify the profession through our admissions and recruitment processes, the approach to level I fieldwork of providing service learning opportunities in the local community, (as mentioned in a prior section) will support the mission of the university. The OT students will be trained in the capabilities model and cultural humility, thus enhancing their interactions with clients who are different from themselves, through a course specifically designed for this purpose.

***The impact of the program on the institution; and the extent to which the program complements existing programs at the institution.***

Currently, students wishing to become licensed and registered master's level occupational therapists must look outside the CT state system and apply to private universities in the state. This program will provide the **first and the only public option for becoming a registered occupational therapist in the state**. The provision of this degree at SCSU may enhance or increase the number of students who apply for undergraduate degrees in related fields with BS degrees at SCSU. Programs that are typical "feeder" programs to OT at other universities are health science, psychology, and education. At SCSU, the RT program will be a feeder program as well. OT and RT have shared history and complementary philosophies.

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As mentioned earlier, the program will provide additional opportunities for interprofessional practice for those programs already at SCSU in HHS. This may benefit students in each of those programs and will likely enhance interprofessional healthcare in our local area as many of the SCSU students remain in CT.

Through specifically designed community engagement and service learning, this program may enhance the reputation of SCSU in the local community and provide additional needed free clinical services to New Haven through supervised student clinical experiences.

***The potential quality of the proposed program in relation to comparable programs within and outside CSCU***

The program is designed to be innovative, following new ideas from leaders in the field of occupational therapy education and using evidence-based educational practices. This program is unique in its intentional focus on community, diversity, belonging, access, and occupational rights, through the inclusion of an entire thread of courses about these topics and as well as skills to actively bridge differences. Additionally, extremely recent changes in the profession's accreditation standards and requirements for program length have prompted new ways of imagining how occupational therapy curriculum may be organized and delivered. This program will take advantage of these recent changes and opportunities to deliver a comprehensive and subject centered integrated curriculum that can be completed in 2 years. It will be unique in its course sequence, using what is called a "top-down" approach in occupational therapy and it will be unique in its approach to assessment, using a modified competency-based model in all of the lab skill courses. As such, the program intends to be as good or better than the other private college programs in the state and more innovative and current.

The new building for the College of Health and Human Services (HHS), which will house the occupational therapy program, provides a multitude of important lab spaces required for outpatient OT practice, therapy rooms with adjoining observation rooms that can be used for experiential learning, and there are classrooms with the appropriate technology for group and case-based learning. The Interprofessional Healthcare Simulation Center and nursing lab spaces will be exceptionally important for preparation for acute care practice. The Center for Educational and Assistive Technology will provide innovative opportunities for the use of virtual reality in home safety assessment. The Anatomage table and virtual reality anatomy models both provide high tech opportunities to learn how human anatomy impacts occupational functioning.

**SECTION 3: NEED AND JUSTIFICATION**

**Addressing Identified Needs**

How does the program address CT workforce need and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

According to the [Bureau of Labor Statistics](#), the job outlook for occupational therapy is expected to grow by 14% (much faster than average) and will grow [across all major areas in which OTs work](#). The BLS also predicts that there will be more than 10,000 job openings per year for the next 10 years. In March of 2023, [Linked In reported 939](#) jobs open in CT for occupational therapists and Indeed reported over 200. [Ziprecruiter reported](#) 339+ jobs and listed the pay as between \$36-70 per hour. The [BLS lists the state of CT](#) as one of the top 5 states with the highest concentrations of OT jobs. The mean pay for the state is listed as over \$94,000 per year.

This program will address a [local and nationwide shortage of occupational therapists](#), at a time when the United States has [an aging population](#), increasing [disability and need for rehabilitation](#), an increasing number of children requiring special education services, and a significant uptick in mental health distress in our nation's citizens. Needs are growing in most practice areas.

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Currently in the US, [1 in 5 adults have mental health issues](#). The mental health of US citizens [is in crisis](#) according to [many government organizations and researchers](#). These issues were exacerbated by the COVID-19 pandemic. Multiple courses will address providing interventions to improve the mental health of clients being seen across the lifespan. Clients with mental health were [many of the original clients](#) of occupational therapy [when the profession first began](#) and mental health practice has been part of the role of the OT ever since.

Occupational therapists are also part of the special education team, one of the services [required by the Individuals with Disabilities Education Act](#) and [15% of school children receive special education](#). As such, the [nation's schools are one of the largest employers of occupational therapists](#). One course in this curriculum will focus specifically on the occupation of education and multiple courses will teach the skills required to work in this practice area.

Extended care facilities and hospitals are the other largest employers of OTs as the [aging population](#) grows and chronic conditions increase. One course will specifically address the aging population and how to promote healthy and engaged aging through productive occupations. Multiple courses will address the skills needed to work in these medically based practice areas with interprofessional teams. Simulation experiences with nursing students will address critical components of bedside acute care practice.

Occupational therapists also can work with children with intellectual disabilities as a result of [lead exposure](#). As part of new program development, ACOTE requires the program to examine and consider specific local needs and issues. As part of this investigation, it became apparent that New Haven [has become more focused](#) on lead exposure in the older homes of the city. There appeared to be a city-wide [outreach](#) and a new [law implemented in 2019](#). There currently is no specific rehabilitation arm of this outreach or program, but it could be an avenue of program development for the OT program to pursue. This could eventually provide additional level I fieldwork experiences as well as community access to OT for children and families in need.

The state of CT currently only provides educational options for occupational therapy at private institutions, with extensive tuition costs, and limited diversity in applicants and graduates. Positioning of this program as the first public program in the state, provides students who wish to become occupational therapists with a more cost-effective option. Additionally, the workforce of occupational therapy is currently composed primarily of white (82%) women (just shy of 90%). The profession has been trying for years to improve the diversity of its workforce. However, efforts have intensified recently, [with more extensive gathering of information](#), and greater [calls from the community of therapists to force change](#). The undergraduate population of SCSU provides a diverse body of students to draw from, and the program is committed to increasing the diversity of the profession in our state. [One recent study](#) suggested that one of the reasons that black and latino students do not enter the field is lack of knowledge. Additional barriers included application processes, lack of financial resources, and lack of student support. This program will attempt to address each of the barriers through the following:

- holistic admissions,
- recruitment at local high schools with presentations about occupational therapy,
- a faculty research agenda around these issues of recruitment, public awareness, and student supports,
- keeping program costs down wherever possible as discussed earlier,
- and a student support and mentoring program based on evidence.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
29-1122	Occupational Therapist	\$89,470 nationally, over \$94,000 in CT
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Applicable Industries**

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Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
621340	Occupational therapist offices, centers, clinics.
Click or tap here to enter text.	Click or tap here to enter text.

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program:  ☒ No

**Impact on related programming at the home institution**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: Speech Language Pathology, Nursing, Recreational Therapy, Social Work, Marriage Family Therapy, Public Health Education
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? No impact
- Are there plans to discontinue any of the existing similar programs? No
- What is the value added of the proposed program in relation to the existing programs? As discussed in sections above, this program complements existing health- related programs housed within the College of health and Human Services, and further expands the options available for students who wish to pursue a professional health-related field/discipline.

Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): Existing resources in HHS will be used including classrooms, simulation rooms, and a variety of equipment. The PD is a new hire who also can teach in our recreation therapy program and other related disciplines. The program's Academic Fieldwork Coordinator is a current faculty member who will re-allocate his teaching workload from the health science and healthcare studies programs to the OT program. Other faculty are available to backfill in these areas. As the program grows, additional core and adjunct faculty will be recruited, in relation to program enrollment, from the local area to provide instruction in various specialty areas of practice.

- This program provides undergraduate students from SCSU and other universities with an additional graduate program opportunity. Currently there are no public university OT program options in Connecticut.

**Impact on related programming across CSCU**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: None
- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? This will be the only Occupational therapy program offered within CSCU
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: Occupational therapy is a degree that then requires national certification and state licensure. There are no other programs that are interchangeable with an OT program to work in this field. As discussed above, there is a nation-wide shortage of occupational therapists as well as many unfilled jobs here in the state of CT.

**SECTION 4: STUDENT ENROLLMENT & RETENTION**

**Enrollment Projections**

Complete Supplement B – Pro Forma Budget.

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Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

36-40 student enrolled for the first year

74-78 students enrolled per year (2 cohorts) beginning in year 2

Anticipated graduation of 36 students per year. These projections for enrollment and attrition are based on other ACOTE accredited MS-OT degree program outcomes.

**Prospective Students**

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*):

Prospective students for the MS in OT Program will be graduates of approved BS degree programs in any area, who have completed the required pre-requisites and who have a desire to become occupational therapists. Students will graduate with the opportunity to sit for the national certification exam and the ability to become licensed as an occupational therapist.

**Student Recruitment / Student Engagement**

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Initial recruitment will occur through existing undergraduate programs. As mentioned previously, typical feeder programs for occupational therapy include psychology, health science, exercise science, and recreation therapy. Once the program is up and running, OT students will be involved in educational events at local high schools to provide education about the profession and the possible avenues to get to the graduate level program. These events may also increase enrollment in the SCSU undergraduate programs for those who wish to eventually become an OT through graduate education. The program will initiate an undergraduate student pre-OT club to generate interest in becoming OTs when they have completed their undergraduate degree. Through involvement with the state and national OT association, the program director and faculty will initiate a targeted campaign to ensure other program directors know about this new program. This is to drive the US News and World Report ratings. OT program directors are surveyed about the rest of the OT programs so knowledge and positive attitudes towards a program translates into better rankings. This in turn can translate into more applicants.

- What student engagement strategies will be employed to advance student retention and completion in program? There will be community engagement and fieldwork throughout the program, a process for building community within the cohort beginning with orientation, and provision of OT mentors from the community. For many courses, the grading will be through a competency assessment process with "not yet" grading.

**Admission Requirements**

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

X ☒ Yes ☐ No

If yes, describe the selection process, including all criteria: The OT program will use a Holistic admissions process that is mission driven and appropriate for the skills needed by OT professionals.

Admissions criteria will include criteria common to all top OT programs:

- a minimum undergraduate GPA, (3.0) and undergraduate science GPA (3.2)
- letters of recommendation,
- a personal statement
- observation hours



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- an interview
- and [the OTCAS](#)

Additional criteria will also include:

- community service
- prior exposure to occupational therapy
- involvement in a variety of personally meaningful occupations
- exposure to other cultures (semester abroad or mission work for example)
- fluency in a language other than English
- prior full-time employment
- Scores on the [Beyonder Checklist](#)
- a measure of divergent thinking/creativity such as the [Divergent Association Task](#) or the [Alternative Uses Test](#) or the [Remote Associates Test](#)
- one essay prompt similar to those used by the [Kaleidoscope project](#), this will change each year

Admissions decisions will be made with a scoring rubric, with points given on a 3-point scale for each of the criteria

Undergraduate GPA will not be heavily weighted in decisions as there is evidence that [GPA does not correlate with pass](#) rate on the national certification exam.

Holistic admissions [do not appear to negatively impact OT program ranking](#), and they are [credited with improving](#) student [diversity](#).

#### **Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? X ☐ Yes ☐ No

If yes, describe: In order to graduate with a degree in OT, students must pass 2 level II fieldwork experiences of 3 months each, full time work. In addition, students must complete a Capstone experience which consists of a practice certification exam, taken twice, once before FW and once after.

#### **Experiential Learning Requirements**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? X ☐ Yes ☐ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: SCSU has existing affiliation agreements with health and education organizations and agencies ([click here](#) for the current list). ACOTE requires two fieldwork contracts per student as part of the ACOTE candidacy application. The fieldwork coordinator for the OT program will build upon these existing affiliations and will secure others as needed.

### **SECTION 5: CURRICULUM & ASSESSMENT**

#### **Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.*

1. Skillfully implement occupational therapy service with flexibility and creativity to inspire positive change in client health and wellness through engagement in meaningful human occupations.
  - a) Evaluate occupational performance to provide effective and client-centered occupational therapy interventions.
  - b) Engage in evidence informed practice.
2. Seek out and consider diverse opinions and new ideas with curiosity and intellectual humility
  - a) Communicate effectively with all team members, including clients.
  - b) Practice cultural humility
  - c) Engage in continued learning to maintain competency
3. Champion equitable access to OT services and a range of healthy occupations within local communities
  - a) Assess community needs, considering social determinants of health and contextual features of community access to occupations.
  - b) Develop/provide programming to meet those needs.
  - c) Advocate for occupational rights and access to address the needs of underserved populations

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4. Convey the value of occupational therapy while intentionally collaborating with clients and interprofessional team members
5. Develop a professional identity as an Occupational Therapist who will thrive in their own personal/wellness professional development through balanced/ carefully chosen engagement in occupations.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Throughout the program, students' skills will be assessed through what we will be calling the CAP or Competency Assessment Process. The CAP will entail an in-person exam where students will demonstrate their competencies with specific occupational therapy skills. Additional methods of assessment in the program will be written occupational therapy documentation assignments, presentations, assignments to hone their observation skills using video annotation, and the use of a cumulative portfolio that they will begin to design in their first semester and will add to as they move through the entire program. The portfolio will be assessed in the final semester through a faculty review process between the student and the student's OT advisor. Courses also have formative quizzes, role plays, and simulations.

Additional assessment measures of program learning outcomes are required by ACOTE. As part of the occupational therapy training process, students must engage in 6 months of full-time fieldwork, which is supervised and assessed by a fieldwork educator. Scores on these forms will be used to assess competent practice, communication abilities, cultural humility, and ability to convey the value of OT to team members. Employer surveys, completed annually, will also provide data on our graduates' ability to be skillful occupational therapists. Graduate surveys completed on an annual basis will provide data on continued competency, professional development, and personal wellness and resilience as a healthcare provider. We will be gathering data on graduation rates, certification exam pass rates, time to employment and a variety of other indicators required by ACOTE.

**Curriculum**

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
OTR511 Evaluating and assessing occupations and their environments	1,2	None	4
OTR521 Evaluating and assessing the skills of everyday living	1,2	OTR511	4
OTR531 Investigating the hidden influencers and obvious factors of occupational performance	1,2	OTR521	4
OTR541 Piecing together factors and function: Evaluating complexities of occupational performance	1,2	OTR531	3
OT512 Teaching and learning for change in self and others: The occupation of education	1,4,5	None	2
OTR514 Improving health, wellness, and quality of life through the power of human occupation	1,3,4,5	None	3
OTR522 Developing and enhancing skills through occupation and occupational therapy	1,4	OTR512, OTR514	4
OTR532 Treating from the inside out: Strategies to strengthen and leverage intrinsic factors	1,4	OTR522	4
OTR542 Piecing together factors and function: Treating complexities of occupational performance	1,3, 4	OTR532	2
OTR544 Innovating in emerging practice areas of occupational therapy	1,3,4,5	OTR532	2
OTR515 Creating community and Bridging Differences	2.3.4	None	2

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OTR525 Assessing and programming for community occupational access	2,3,4	OTR515	3
OTR545 Engaging in community advocacy for occupational rights and access	2,3,4	OTR535	3
OTR527 OT in action I	2,3,4,5	OTR511	1
OTR537 OT in action II	2,3,4,5	OTR527	1
OTR547 OT in action III	2,3,4,5	OTR537	1
OTR518 Becoming, Belonging, and Embracing Occupational Therapy	4,5	None	1
OTR528 Thriving in interprofessional teams: Successful collaboration with presence and unique perspectives	2, 4,5	OTR518	2
OTR538 Cultivating Resilience in Healthcare	2,4,5	None	3
OTR548 From Passion to Practice: Embarking on and crafting your career	5	OTR538	1
OTR575 Making a difference: Occupational Therapy Level II Fieldwork Experience I	1,2,3,4,5	OTR 542, 544, 545, 547, 548	3
OTR576 Supporting each other through connection: Peer support seminar I	1,2,3,4,5	OTR 542, 544, 545, 547, 548	1
OTR577 Capstone I	1,2,3,4,5	OTR 542, 544, 545, 547, 548	1
OTR578 Making a difference: Occupational Therapy Level II Fieldwork Experience II	1,2,3,4,5	OTR575, 576, 577	3
OTR579 Supporting each other through connection: Peer support seminar II	1,2,3,4,5	OTR575, 576, 577	1
OTR580 Capstone II	1,2,3,4,5	OTR575, 576, 577	1

### General Education Courses

[illegible]

## Open Electives (Indicate number of credits of open electives)

**Total Program Credits** (must match number of credits reported on page 1): **60**

## CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

N/A this is a graduate degree

**CSU/COSC Bachelor's Degree Programs:** Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

N/A this is a graduate degree



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- Identify the CT State Community College program that best articulates to the proposed program: N/A
  - ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true? N/A
  - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain: N/A this is a 60 credit graduate degree program than can not be begun post associate's degree.

Credit Summary N/A	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

*CT State Community College Associate Degrees:* As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system ([https://www.ct.edu/files/policies/1.13%20Policy\\_Statement\\_on\\_Associate\\_Degrees.pdf](https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf)). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (<https://www.ct.edu/tap>). CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

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***APPLICATION FOR NEW PROGRAM APPROVAL***

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

**Internal Stackable Pathways**

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

N/A

**Other Stackable Pathways**

Use this section to describe any other pathways to/from the proposed program not captured above:

N/A

**Program Evaluation**

Describe how the quality and success of the program will be monitored during the first five years:

ACOTE requires program evaluation using [this form](#).

The requirements for data collection include:

- faculty effectiveness data
- progression
- retention
- fieldwork performance
- professional behaviors
- student satisfaction
- NBCOT pass rate
- job placement
- employer satisfaction

Much of this data is typically collected via survey (student satisfaction, employer satisfaction) and from fieldwork performance forms and data received from NBCOT.

In addition, we will collect data on applicant numbers, admission rates and examine the correlation between admission criteria and program GPA, graduation, fieldwork performance, and NBCOT pass rate.

**Assuring Equitable Outcomes**

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

As we will be using holistic admissions and collecting admissions data related to program outcomes, we will be able to determine:

- % of applicants / admits by a variety of categories including the dimensions listed above
- graduation rates by categories
- NBCOT pass rates by categories

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This data will inform any future changes to policies, procedures, and curriculum if need be.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive support, etc.) intended to advance equitable student outcomes.

As described above, admissions criteria have been carefully selected to reduce bias and select a cohort of students with the characteristics the OT students need, such as divergent thinking. Once in the program, the options and characteristics that support advancement in the program are as follows:

- Design of the curriculum in modules to focus on fewer courses at a time (each semester's courses will be implemented in 6- or 8-week modules, with ½ of the courses of the semester in each module)
- The community thread of courses will begin with a course that focuses on bridging differences, cultural humility, and creating community and belonging.
- A course will focus on personal wellness and resilience.
- SCSU has various supports for students such as the Center for Academic Success and Accessibility Services, Center for Educational and Assistive Technology, the Well-being Center, Counseling Services, COMPASS Childcare Center.
- The College of Health and Human Services supports the Believe Fund which provides resources to help financially challenged students achieve academic success.
- The program will implement a community OT mentoring program.
- The program will have an advisory committee made up of a diverse group of practitioners.
- Faculty for the OT program, currently 50% male, will be a diverse group in one way (for the profession), the program will intentionally seek to create a diverse faculty group.
- The program will use competency-based assessment for all hands-on skills.
- All core faculty will go through an orientation and training provided by the program to ensure that the program's focus on occupation as [the core subject is explicit in every course](#) not in conflict with any [hidden curriculum](#)
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

In the ACOTE program evaluation process, data is used to inform curricular changes, and then data is collected to see if the changes addressed the original issue of concern. This is an annual process of program evaluation and "closing the loop." If inequities are found, the faculty will meet to identify potential solutions, select changes, institute them, and collect data for the following year. This process will repeat until the data suggests it is not necessary to make further changes.

**SECTION 6: COST EFFECTIVENESS AND RESOURCES**

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

**Cost Effectiveness and Availability of Adequate Resources**

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The MSOT program will utilize many of the new facilities, classrooms, labs, simulation facilities, and equipment, including the Anatomage virtual cadaver table, located in the new College of Health and Human Services building, to deliver this program to students. Approximately \$50,000 has been allocated to purchase additional equipment during the first year of program enrollment and bond funds will be prioritized for this purpose if made available to the university. The budget narrative is included in Supplement B: Pro Forma Budget (attached).

**Special Resources**

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***APPLICATION FOR NEW PROGRAM APPROVAL***

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

ACOTE requires one laboratory space that the program has priority scheduling for. All other classroom and laboratory spaces will be within the HHS building, already in place. These include HHS 116, 112, 114, and the athletic training suite. Also, the OT program can work with nursing students in the simulation suite.

ACOTE requires library resources for the program. There are a core set of textbooks and journals. Initial purchases will be guided by the [NBCOT textbook and journal survey](#) and [Doody's Core Titles](#).

OT equipment needs include:

- assessment tools
- goniometers /gait belts
- splinting materials
- adaptive equipment kits
- sensory tools and handwriting tools
- feeding equipment
- toys/games
- wheelchairs
- transfer devices (tub seats, raised toilets etc)
- materials for activity analysis (many of these can be donated or collected)

Many of the items (toys/games/wheelchairs) are already available in HHS. Other lab equipment will need to be purchased. Some will be items students will keep, and these will be purchased for them with lab fees.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

Heather Miller Kuhaneck, [kuhaneckh1@southernct.edu](mailto:kuhaneckh1@southernct.edu), 203-392-7089

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

Qualifications were described above. To align with accreditation standards, 0.5FTE of Dr. Kuhaneck's load credit will be allocated to program administration and 0.5FTE will be allocated to teaching.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program?

This program has already hired a program director. In fall 2023 the program director will allocate 0.5 FTE to program development and accreditation and 0.5 FTE to teaching in other HHS programs. In fall 2023 an existing faculty member will transfer to this program and allocate 0.5FTE to completing field placement responsibilities for accreditation and 0.5FTE to teaching in other HHS programs. We will require SCSU to hire one new faculty member at 1.0FTE during the semester that the first cohort of students enroll and begin coursework for their 2-year program. A second faculty member at 1.0FTE will be hired at the beginning of the second year when a second cohort of students enroll and begin coursework.

If any new full-time hires, what percentage of program credits will they teach?

When the program is at full capacity with two simultaneous cohorts in place, our two new faculty will teach approximately 40% of the program credits. The Program Director and Fieldwork Coordinator will each also teach 0.5 FTE in the program.

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***APPLICATION FOR NEW PROGRAM APPROVAL***

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*)

Four

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*)

There will need to be at least 5 adjuncts to address all specialty areas of practice, and we will use adjuncts in the OT in Action (fieldwork) courses.

What percentage of program credits will be taught by adjunct faculty?

Adjuncts will teach approximately 30% depending on the semester. Adjuncts will also be involved with community level I fieldwork experiences.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:

MS in OT, with at least 3 years of clinical experience

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Heather Kuhaneck	PhD, UCONN	Occupational therapy, pediatrics and autism, play	Program Director
Kyle O'Brien	PhD, NYU	Occupational therapy and social work/mental health, aging	Academic Fieldwork Coordinator
To be hired			
To be hired			

**\*Reminder:** Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

*See separate document for course map- sequence*

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B*  
**PRO FORMA BUDGET**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year (2025-26)						Second Year (2026-27)						Third Year (2027-28)					
	Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	40						40						40					
Continuing Students progressing to credential			40		38		38		76		74		38		76		74	
Headcount Enrollment	40		40		38		78		76		74		78		76		74	
Total Estimated FTE per Year <sup>1</sup>																		
PROJECTED Program Revenue	First Year (2025-26)						Second Year (2026-27)						Third Year (2027-28)					
	Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup> (\$7,134/semester)	285,360		285,360		271,092		556,452		542,184		527,916		556,452		542,184		527,916	
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.) (\$300/full-time student per semester)	12,000		12,000		11,400		23,400		22,800		22,200		23,400		22,800		22,200	
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$877,212						\$1,694,952						\$1,694,952					
PROJECTED Program Expenditures <sup>3</sup>	First Year (2025-26)		Second Year (2026-27)		Third Year (2027-28)		<div>NOTES:</div> <div><div>1. All budget projections are incremental;</div><div>2. Tuition and fees are held constant at 2023-24 rates;</div><div>3. Salaries are held constant;</div><div>4. Fringe is estimated at 25%. Note: this new fringe rate reflects the change in fringe allocation starting in FY2024. OPM will cover all pension costs and University will no longer receive pension reimbursement from the State.</div><div>5. ACOTE accreditation requires the Program Director and Fieldwork Coordinator to be hired at times indicated. These individuals are responsible for developing the program and courses, obtaining approvals, and establishing all program policies, procedures, and documents. ACOTE also requires all programs to secure MOUs for field placements in advance of submitting the initial accreditation self-study document. The 2-year planning budget is provided below.</div></div> <div>Indirect Cost rate is 18%</div>											
A) - Administration (Chair or Coord.) (.5 FTE Director; .5 FTE Fieldwork)	165,000		165,000		165,000													
B)- Faculty (Full-time, total for program) (2 FTE Y1; 3 FTE Y2 & Y3)	307,500		457,500		457,500													
C)- Faculty (Part-time, total for program)	62,828		85,176		85,176													
D)- Support Staff (lab or grad assist, tutor)	75,625		87,625		87,625													
E)- Library Resources Program	10,000		5,000		5,000													
F)- Equipment (List in narrative)	100,000		70,000		70,000													
G)- Other (Accreditation, Marketing)	19,940		19,940		19,940													
H) -Estimated Indirect Costs (18%)	130,668		157,543		157,543													
Total Expenditures per Year	856,601		1,032,784		1,032,784													



Budget Detail

- A) Program Director – 12-month Faculty @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE]  
Fieldwork Coordinator – 12-month Faculty at @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE]
- B) Full-time Faculty will include:
  - 1) Program Director will teach 0.5 FTE @ \$110,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
  - 2) Fieldwork Coordinator will teach 0.5 FTE @ \$110,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
  - 3) New Faculty (TBD) will teach 1.0 FTE @ \$95,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
  - 4) New Faculty (TBD) will teach 1.0 FTE @ 100,000/year + 20% (12-month appointment) + 25% fringe [Year 2, 3]
- C) Part-time Faculty (TBD) will teach 31 credits in Year 1, 42 credits in Year 2+ @ average rate of \$2,028/credit
- D) Support staff will include:
  - 1) University Assistant (part-time @ 19 hours/week @ \$25/hour + 10% fringe) [Year 1, 2, 3]
  - 2) Graduate Assistants (1 student @ \$12,000/year in Year 1; 2 students @ \$12,000/year each in Year 2, 3)
  - 3) Secretary II will be shared with another program 0.5 FTE @\$60,000/year + 25% fringe [Year 1, 2, 3]
- E) Library Resources - \$10,000 Year 1; \$5,000 Years 2, 3 for database access and reference textbooks
- F) Equipment – \$50,000 equipment and supplies for OT program in Year 1; \$35,000 Operating Expenses in Year 1; \$55,000/year in operating expenses for Year 2, Year 3
- G) Other - \$4,940/year Annual Accreditation fees; \$15,000/year Marketing expenses

Additional Budget Information:

ACOTE Accreditation requires the university to invest resources over a 2-year period of time prior to enrolling students in the M.S. Occupational Therapy program. Total expenses for 2023 – 2025, prior to program launch are itemized below and include re-assigned time for the Program Director who will also teach in another department during this time, re-assigned time for the Fieldwork Coordinator who will also teach in another department during this time, part-time University Assistant to assist with first-year admissions, ACOTE Initial Accreditation fees, and marketing expenses to recruit the first cohort of students.

PROJECTED Program Expenditures <sup>3</sup>  Planning Budget for Initial Accreditation (2023 – 2025)	Planning Year 1 (2023-24)	Planning Year 2 (2024-25)	Total Planning Budget
A) - Administration (Chair or Coord.) Program Director – 12-month Faculty @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE for planning year 1 and year 2]	82,500	82,500	
B)- Administration (Chair or Coord.) Fieldwork Coordinator – 10-month Faculty at @ \$110,000/year + 25% fringe [0.5 FTE for planning year 1; 0.25 FTE for planning year 2]	68,750	34,375	
C)- Support Staff (lab or grad assist, tutor) University Assistant (part-time @ 19 hours/week @ \$25/hour + 10% fringe) [0.5 FTE for planning year 2]		13,063	
D)- Other (Accreditation, Marketing) Accreditation initial fees \$24,670 in planning year 2; Marketing \$20,000 in planning year 2	0.00	44,670	
E)- -Estimated Indirect Costs (18%)	27,225	31,429	
Total Expenditures per Year	(178,475)	(206,037)	(384,512)

Program Budget Summary:

Total Expenses for first 5-years (2023 – 2028) = \$384,512 (planning) + \$856,601 (year 1) + \$1,032,784 (year 2) + \$1,032,784 (year 3) = \$3,306,681

Total Revenues for first 5-years (2023 – 2025) = \$877,212 (year 1) + \$1,694,952 (year 2) + \$1,694,952 (year 3) = \$4,267,116

Net Profit = \$960,436

Date: June 14, 2023  
To: Dr. Rai Kathuria  
Provost & Senior Vice President of Academic and Student Affairs  
From: Dr. Sandra Bulmer  
Dean, SCSU College of Health and Human Services  
RE: Additional Information for the SCSU M.S. Occupational Therapy proposal

**What planning steps that were completed prior to submitting this proposal:**

In 2019 the SCSU College of Health and Human Services made the decision to move forward with offering the M.S. in Occupational Therapy degree program. This decision was based on 1) the workforce need for Occupational Therapists, 2) the lack of affordable OT degree programs in our state, and 3) the opportunity to build a program that would increase enrollment at our institution and produce substantial net revenue. From a social justice perspective it was determined that a new M.S.O.T. program was a great fit for our institutional as it provides the state of Connecticut with its first public university M.S.O.T. program. In 2019 we submitted our proposal to Dr. Joe Bertolino (President), Mark Rozewski (VP Finance), and Dr. Prezant (Provost) and were granted permission to move forward. We were required to start the process this far in advance because the OT accreditation process requires 3-5 years from the date that an institution submits a letter of intent.

SCSU submitted a letter of intent in 2019 and it was accepted, securing us one of the 12 spaces per term that the Accreditation Council for Occupational Therapy Education (ACOTE) makes available for new program applications. Based on our letter of intent, ACOTE granted us the opportunity to move through the accreditation requirements in a manner that would allow us to enroll our first cohort of students as early as January 2025, pending successful acquisition of our accreditation.

Between 2019-2022 we assessed our capacity to offer an M.S.O.T. program, designed and built spaces that could accommodate an OT program in our new HHS building, built undergraduate feeder degree programs to the M.S.O.T. program, and identified cost effective ways to meet ACOTE standards and requirements. Our HHS building has been designed for a future OT program and it will share facilities that are currently being used for Athletic Training and Recreational Therapy. The College of Health and Human Services launched two undergraduate feeder programs: 1) B.S. Healthcare Studies, and 2) BHSc in Health Science. These highly successful undergraduate degree programs were approved by the CSCU Board of Regents and launched in fall 2019. Many of our current undergraduate students are planning to transition into the M.S.O.T. program once they complete their B.S. degree.

ACOTE accreditation is required in order to award OT degrees that qualify students for licensure. ACOTE awards accreditation to individual institutions and has very strict and challenging standards that must be met, according to very specific time schedules. In order to stay on track with our January 2025 admission date for new students we were required to: 1) designate a director who was required to be onsite as a full-time employee at our university no later than April 2023; and 2) hire a field coordinator who was required to be onsite as a full-time employee at our university no later than October 2023.

We were fortunate to hire a very experienced, exceptional OT Director, Dr. Heather Kuhaneck, away from Sacred Heart University to serve as our “Director” and simultaneously teach in our BHSc program. We were relieved to meet this hiring requirement because hiring a director with the proper OT credentials is among the most challenging hurdles for new programs to accomplish. There is a national shortage of



OT faculty. Dr. Kuhaneck has an outstanding reputation in her discipline and she has authored textbooks that OT students use nationally. Dr. Kuhaneck moved to SCSU in January 2023 to contribute to our goal of building the first public university program in CT. She shares our social justice vision and mission. Her leadership will enhance student demand and provide a strong network for hiring exceptional OT faculty who share our mission and vision.

We have also been fortunate to have met our second requirement to have an OT field coordinator onsite full-time by October 2023. We were able to identify a current faculty member, Dr Kyle O'Brien, who has the proper OT credentials. He has agreed to an internal department transfer into the OT program in fall 2023 and simultaneously will continue teaching undergraduate courses in healthcare studies and health science. Prior to obtaining accreditation, ACOTE requires SCSU to secure one MOU with a clinical placement host site for every enrolled OT student. Dr. O'Brien will complete this work in Fall 2023 prior to submitting our self-study document for ACOTE accreditation.

The M.S.O.T. program will not require SCSU to hire any additional faculty until our first semester when we have students enrolled and paying tuition.

#### **What is your required timeline for ACOTE approval:**

Led by Dr. Kuhaneck and Dr. O'Brien, the program planning committee spent the spring 2023 semester meeting ACOTE accreditation requirements for program and curriculum design. The program mission, objectives, and syllabus for each course was developed and approved by our SCSU Graduate Council. The CSCU program proposal and budget forms were completed. Our next steps are to achieve approval from the CSCU Academic Council and CSCU Board of Regents no later than September 2023. Our final steps will be the completion and approval of our ACOTE self-study document by April 2024, and completion of an accreditation site visit by August 2024. Once ACOTE accreditation is achieved we can begin marketing the M.S.O.T. program, enrolling students, and making preparations for our formal program launch.

In order to retain our January 2025 date for enrolling students we must meet all ACOTE deadlines or start over by submitting a new letter of intent and requesting a new cohort date. Since only 12 programs are accepted by ACOTE per term, it is likely that missing any deadline would delay program enrollment by 2 or more years.

#### **What financial risks are associated with the ACOTE approval process:**

The two SCSU faculty members who are working on ACOTE approval for the M.S.O.T. program will remain employed at SCSU regardless of whether the M.S.O.T. program is approved. Both faculty members are outstanding teachers and scholars and both are able to teach in our Healthcare Studies and Health Sciences degree programs - programs that have robust undergraduate enrollments. One of our two faculty members is already tenured.

Our HHS building facilities have been designed to accommodate the M.S.O.T. program but designed with flexibility to also serve our existing programs in Athletic Training, Recreational Therapy, and Adapted Physical Education.

# Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Ratification of Interim President Appointments

August 24, 2023 (Executive Committee)

September 21, 2023 (Board of Regents)

WHEREAS: Section 5.2 of the Human Resource Policies for Management Confidential Professional Personnel states that “Institution Presidents are appointed by the System President (the Chancellor) who, upon authorization by the Board of Regents, will ... extend temporary appointments for interim Institution Presidents, whose appointment will not exceed one year.”

WHEREAS: The Chancellor’s job description authorizes him to appoint interim Institution Presidents between regularly scheduled Board of Regents meetings with subsequent ratification by the Board of Regents.

WHEREAS: Pursuant to the Chancellor’s authority, the Chancellor appointed Dr. Dwayne Smith as the Interim President of Southern Connecticut State University effective June 1, 2023, at an annualized base salary of \$335,000.

WHEREAS: Pursuant to the Chancellor’s authority, the Chancellor appointed Dr. Manohar Singh as the Interim President of Western Connecticut State University effective August 25, 2023, at an annualized base salary of \$335,000.

RESOLVED: The Board of Regents hereby authorizes the Chancellor to extend or renew the one-year (1) term for interim Institutional President appointments as appropriate and necessary, provided that the Chancellor consults with the Executive Committee of the Board of Regents regarding any such interim appointment term extension or renewal.

RESOLVED: The Executive Committee of the Board of Regents hereby ratifies the interim appointments of Dr. Dwayne Smith and Dr. Manohar Singh as provided in the respective employment agreements and forwards this Resolution to the full Board of Regents for ratification at the September 21, 2023 meeting.

**To: Board of Regents**  
**From: Terrence Cheng, Chancellor**  
**Re: Interim Institution President Appointments**

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## **SUMMARY**

1. Section 5.2 of the Human Resource Policies for Management Confidential Professional Personnel (“HR Policies”) states that “Institution Presidents are appointed by the System President who, upon authorization by the Board of Regents, will conduct reasonable searches, negotiate offers and appoint Institution Presidents as well as extend temporary appointments for interim Institution Presidents, whose appointment will not exceed one year.”

Clarity is required regarding whether the Chancellor has authority to extend temporary appointments for an interim Institutional President without the “authorization by the Board of Regents” under Section 5.2 of HR Policies. Arguably, the “upon authorization by the Board of Regents” clause only applies to permanent Institution President appointments that require a reasonable search, an offer of a negotiation and a permanent appointment letter. On the other hand, the HR Policies could also be interpreted that the System President must appoint interim Institutional Presidents only “upon authorization by the Board of Regents.” Section 5.2 of the HR Policies, as currently written, is not sufficiently clear on this point.

2. Clarification is also needed on whether current HR Policies include any flexibility for the one-year term limit for interim Institutional President appointments given the foreseeable possibility of having to conduct simultaneous searches for multiple CSU presidents in the near future.

The following is provided to the Board of Regents for historical context and options on how to move forward.

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## **HISTORICAL CONTEXT**

Prior to the June 15, 2022 revision of the HR Policies, the Board of Regents was the appointing authority for all CSU Institution Presidents (as shown below):

### **“5.2 University Presidents**

University Presidents are appointed by the Board. Temporary appointments, as defined in Section 2.13, end on the date specified. Non-temporary appointments are without term and may be terminated by the Board pursuant to Article 8.

### **5.3 College Presidents**

College Presidents are appointed by the Board. Temporary appointments, as defined in Section 2.13, end on the date specified. Non-temporary appointments are for a term of one year or less and expire June 30 of each year. Non-temporary appointments are subject to annual renewal.”

On June 15, 2022, modifications were made to the HR Policies giving the System President (currently, CSCU Chancellor) appointment authority for all CSCU Institution Presidents, including temporary appointments for interim Institution Presidents (as shown below):

#### **“5.2 Institution Presidents.**

Institution Presidents are appointed by the System President who, upon authorization by the Board of Regents, will conduct reasonable searches, negotiate offers and appoint Institution Presidents as well as extend temporary appointments for interim Institution Presidents, whose appointment will not exceed one year. Temporary appointment as defined in Section 2.14, end on the date specified. Non-temporary appointments may be terminated by the System President pursuant to Article 8 unless modified by the terms and conditions which may be provided in an Employment Agreement between the Institution President and the System President, in which instance the Employment Agreement will supersede Article 8 of this policy.”

#### **Authorization**

Since the implementation of the revised HR policies on June 15, 2022, there have been two (2) temporary appointments of an interim Institution President at SCSU and WCSU, which occurred without a written (via a BOR resolution) “authorization by the Board of Regents.” The Chancellor engaged in confidential discussions with the BOR Executive Committee and received verbal authorization. It is important to note that the Chancellor’s job description authorizes him to appoint interim Institution Presidents between regularly scheduled BOR meetings with subsequent ratification by the BOR.

#### **Interim Appointment Term Limit**

There is also a question regarding the practical implications under Section 5.2 related to the one-year term limit for interim Institutional President appointments. Given the foreseeable need to conduct searches for multiple permanent appointments of CSU Presidents, the one-year term limit for interim Institutional President appointments could create circumstances potentially disruptive to each CSU.

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### **RECOMMENDATIONS**

After thorough review, the following steps are recommended to ensure clarity related to the following interim Institutional President appointments:

1. *Interim Appointment of Dr. Dwayne Smith as the Interim President of SCSU:* The addition of a resolution for the August 24<sup>th</sup> Executive Committee meeting agenda, with subsequent ratification at the September 21<sup>st</sup> BOR meeting. Such resolution shall describe the general terms of the appointment and authorize the Chancellor to extend the one-year term limit for interim Institutional President appointments as appropriate and necessary.
2. *Interim Appointment of Dr. Manohar Singh as the Interim President of WCSU:* The addition of a resolution to the August 24<sup>th</sup> Executive Committee meeting agenda, with subsequent ratification at the September 21<sup>st</sup> BOR meeting. Such resolution shall describe the general terms of the interim Institution President appointment and authorize the Chancellor to extend the one-year term limit for interim Institutional President appointments as appropriate and necessary.

It is also recommended that in the coming months, executive leadership should conduct a thorough review of the HR Policies to identify required revisions aimed at ensuring alignment with BOR expectations, improving clarity, and increasing operational efficiency.

## **Dwayne Smith, Ph.D.**

### **Bio**



As the grandson of Mississippi sharecroppers, Dwayne Smith, Ph.D. is a firm believer in the transformative power of education and the importance of higher education in shaping the trajectory of individuals' socioeconomic lives.

With nearly 40 years of progressive leadership experience in higher education as an administrator and as faculty, Dr. Smith professional agenda is focused on student access and success, strategic planning, faculty and staff development, enrollment management, curriculum development, accreditation, increasing the STEM pipeline, procuring external funding, and equity in higher education. He has worked in diverse public and private institutional types: Research I, comprehensive, highly selective, independent, two-year, minority and religious serving, with student populations as high as 30,000 and as low as 1,700. Since 2008, he has secured more than \$16 million in external funding for a variety of institutional priorities.

Dr. Smith currently serves as the Chief Executive Officer of Housatonic Community College, a nationally recognized institution of excellence and an Achieving the Dream leader institution in Bridgeport, Connecticut. As CEO, he has established more than 20 institutional collaborations and partnerships with local and regional organizations and companies.

Under his leadership, external funding has increased significantly. Housatonic received its largest private gift—one million dollars to establish the Housatonic Community College Peter Werth Entrepreneurship and Innovation Center, one of only two entrepreneurship centers at the community college level in Connecticut; The Equity Project was launched at Housatonic with a personal \$10,000 commitment from Dr. Smith to aid under-resourced scholars. Taking his lead, individuals, foundations, and companies are donors and the fund now exceeds \$400,000; Housatonic was awarded a one-million-dollar grant from the National Science Foundation to increase STEM transfer rates to four-year institutions (Dr. Smith is the Principal Investigator); The U.S. Department of Education awarded Housatonic one million dollars to expand its Advanced Manufacturing Technology Center.

Under his guidance, enrollment and retention has increased, specifically for underrepresented males. In addition, Housatonic was selected by the Department of Education as a Second Chance Pell Institution, partnering with Gardner Correctional Facility in Newton, Connecticut to provide educational opportunities to incarcerated citizens. He serves on nine boards in the Connecticut region to support philanthropy, workforce development, mental health, economic and educational endeavors.

Prior to Housatonic, Dr. Smith served as the provost and interim President of Harris-Stowe State University (HSSU) in St. Louis, Missouri. He successfully led the institution through six major accreditations and secured a \$5 million NSF grant, the largest award in the institution's history.

Under his leadership HSSU was designated by the Missouri Coordinating Board of Higher Education with a Statewide Mission in STEM for underrepresented students, the only HBCU in the nation with this designation. The University increased its degree offerings by more than 75%, established undergraduate research opportunities, added STEM degrees, and increased its yearly degree production by more than 40%.

During his tenure, Harris-Stowe achieved multiple national college rankings including, U.S. News and World Report Best Regional Midwest Colleges, the Washington Monthly College Guide Ranking, the Economist College Ranking, Niche College Ranking, Diverse Issues Annual Degree Producers, and the National STEM HBCU of the Year Award by HBCU Digest.

Other higher education experiences include an Assistant Vice President for Academic Affairs at Avila University, an Associate Vice President of Enrollment Management at Park University, a faculty member at the University of Missouri, Columbia, the state's flagship institution, and an Associate Dean in the area of multicultural affairs at Truman State University, where he created and launched the university's first diversity department. Dr. Smith is a sought-after speaker and workshop facilitator and has lectured nationally and globally on various educational issues.

He serves as a grant reviewer for the National Science Foundation and is a peer reviewer for the Higher Learning Commission, the largest regional accreditation body in the U.S. and a peer evaluator for the New England Commission of Higher Education.

Dr. Smith is a Fulbright Scholar, and throughout his career has served on numerous boards, committees and task forces. He currently serves on the boards of Habitat for Humanity of Coastal Fairfield County, The Workplace, the Bridgeport Regional Business Council, and Home and for the Braves, a veterans advocacy organization. Dr. Smith is one of the co-founders and a board member of Sawubona, a nonprofit which addresses the underserved mental health needs and supports the resiliency of youth and their families in the Bridgeport region. He was the previous Board Chair of the Higher Education Consortium, a higher education advocacy organization in the St. Louis region which represented 20 higher education and civic organizations and 98,000 enrolled students and served on the St. Louis Community Foundation Degrees With Less Debt Task Force.

He is a recipient of the Chair Academy International Exemplary Leadership Award, One Hundred Influential Men of Color in Connecticut, Deluxe Magazine St. Louis Power 100, and Truman State University Distinguished Service Alumni Award. Additional honors include Who's Who in the Midwest, Who's Who in American Education and a member Sigma Pi Phi Fraternity (Boule), Alpha Phi Alpha Fraternity, Inc., and the national honor societies, Phi Kappa Phi and Kappa Delta Pi.

Dr. Smith earned a Ph.D. in Educational Leadership and Policy Analysis from the University of Missouri, Columbia, an M.A. in Education Administration, and a B.S. degree in Psychology from Truman State University. He completed the Management Development Program at Harvard University and the Executive Leadership Academy for emerging University Presidents sponsored by the American Association of State Colleges and Universities and the American Academic Leadership Institute.

**Manohar Singh, Ph.D.**  
Dean  
School of Graduate and Professional  
Studies Southern Connecticut State  
University Phone: 971 322 5733  
American Council on Education (ACE) Fellow 2022-23  
Lafayette College - Easton, PA  
Email: [singhm6@southernct.edu](mailto:singhm6@southernct.edu)

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## **EXECUTIVE SUMMARY**

### **Education and Executive Leadership Training Programs**

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- 2016 Management Development Program  
Harvard University Graduate School of Education-Cambridge, USA
- 1999 Ph.D. in Finance  
Southern Illinois University-Carbondale, USA
- 1991 M.A. in Economics  
University of Waterloo-Ontario, Canada
- 1987 M.A. Honors in Economics  
Punjab University-Chandigarh, India
- 1986 B.A. Honors in Economics  
Punjab University-Chandigarh, India

### **Administrative and Professional Development Programs**

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- 2022 American Council on Education (ACE) Fellowship
- 2018 Advanced Development for Deans and Academic Leaders  
The Council for Advancement and Support of Education
- 2017 Planned Giving Conference  
The Council for Advancement and Support of Education
- 2015 Deans' Conference Attendee  
Association to Advance Collegiate Schools of Business (AACSB)
- 2014 Deans' Conference (Accreditation)  
Association to Advance Collegiate Schools of Business (AACSB)
- 2010 Case Method Teaching Seminar  
Harvard Business School, Harvard University-Cambridge, USA
- 2007 Master Teacher Program  
Georgia State University, Atlanta, USA

### **Academic and Administrative Experience**

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#### ***Academic Administration***

- February 2019 -present Dean, School of Graduate and Professional Studies, Southern  
Connecticut State University, New Haven, CT  
American Council on Education (ACE) Fellow at Lafayette college - 2022-23
- 2017- January 2019 Dean, College of Professional Studies, Humboldt State University, Arcata,  
CA
- 2013- 2016 Penn State Abington  
2014-2016: Division Head, Division of Business and Social Sciences, Penn



	State University -Abington, Abington, PA
	2013-2014: Co-coordinator, Business Program, Penn State University- Abington, Abington, PA
2001-2002	Interim Chair, Department of Finance, Long Island University – C.W. Post, Brookville, NY (Summer and Fall Semesters)
<b><i>Shared Governance Leadership</i></b>	
2013-2014	Chair, Faculty Senate, Great Valley School of Graduate and Professional Studies, Penn State University – Malvern, PA
2012-2013	Vice Chair, Faculty Senate, Great Valley School of Graduate and Professional Studies, Penn State University – Malvern, PA
<b><i>Faculty Appointments</i></b>	
2017- 2019	Tenured Full Professor of Finance, Humboldt State University-Arcata, CA
2009-2017	Penn State University
2016- 2017	Tenured Full Professor of Finance, Penn State University -Abington, PA
2014-2016	Tenured Associate Professor of Finance, Penn State University - Abington, PA
2013-2014	Tenured Associate Professor of Finance, Great Valley School of Graduate Professional Studies, Penn State -Malvern, PA
2009-2013	Associate Professor of Finance, Great Valley School of Graduate Professional Studies, Penn State -Malvern, PA
2005-2009	Associate Professor of Finance, Atkinson Graduate School of Management, Willamette University-Portland, OR
2002-2005	Assistant Professor of Finance, University of Nevada-Reno, NV
1999-2002	Assistant Professor of Finance, Long Island University Brookville, NY
1999-2000	Visiting Assistant Professor of Finance, University of New Hampshire-Durham, NH
1998-1999	Assistant Professor of Finance, University of New South Wales -Sydney, Australia

## **QUALIFICATIONS AND SKILLS**

- Innovative and collaborative strategic leader with an entrepreneurial mindset, extensive shared governance skills, a large and growing global network, international executive and academic administrative experience
- Professor of Finance with widely recognized research and teaching record spanning over 25 years in diverse academic settings
- Team player, with a demonstrated commitment to the principles of inclusivity and transparency, having a strong track record in:
  - o Data-driven strategic planning, new innovative program development, and change management
  - o Designing and implementing fundraising and community engagement campaigns
  - o Forging corporate partnerships for faculty development, student success, and community building
  - o Establishing international exchange programs and partnerships
  - o Academic operations planning, program assessment, curriculum development and reviews, and regional and programmatic accreditation
  - o Revenue growth, budgeting, resource allocation, and creating sustainable financial model
  - o Faculty recruitment, performance evaluation and management of P&T process, and faculty development
  - o Advancing inclusive decision making within the shared governance model
  - o Promoting diversity, inclusivity, and equity among all stakeholders

**Manohar Singh, Ph.D.**  
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## **CAREER OBJECTIVE**

To lead, through a collaborative and inclusive decision-making approach, an institution advancing higher education to prepare students as future leaders and socially responsible global citizens while also actively engaging in original scholarship and teaching in Finance, Strategy, and Economics.

## **PROFESSIONAL ACCOMPLISHMENTS**

### *Fundraising, Friendraising, Alumni Development, Community Outreach, and Corporate Partnerships*

- Instituted the School of Graduate and Professional Studies inaugural 22-member Advisory Board
- Developed a comprehensive, Graduate and Professional Studies school-wide fundraising and alumni development plan in collaboration with Institutional Advancement team, and established SGPS fundraising priorities
- Launched the school newsletter to reach stakeholders for outreach and networking purposes
- Successfully raised graduate student support funding from alums and donors
- Partnered with the City of New Haven's iHaven entrepreneurship program and placed students in their training programs
- Established collaboration with Milford Regional Chamber of Commerce to create programs to support businesses and enhance student professional opportunities
- Launched new initiatives to serve the training and skill development needs of community organizations, including local police and fire department personnel, local Chambers of Commerce, economic development agencies, and social services organizations
- Successfully launched -in collaboration with the University Development Office- the largest fundraising campaign in Humboldt State University's history to raise \$10 million for an endowed R.N. to B.S. Nursing program
- In 2017-18 the College of Professional Studies faculty secured external grant awards worth ~\$4 million
- Secured several new philanthropic contributions for the College of Professional Studies, including funding for student success and basic needs initiatives from a variety of foundations, trusts, and other not-for-profit organizations and individuals
- Significantly expanded the School of Business Trust with grants from the local foundations for the purpose of augmenting experiential learning and internship opportunities
- Substantially advanced alumni development and engagement outreach activities
- Instituted the first-ever Advisory Board for the College of Professional Studies
- Partnered with the Penn State University – Abington Development Office to help project-specific fundraising and building endowments and engage the campus advisory board members in faculty and student initiatives
- Organized the inaugural Abington Business Challenge, sponsored by corporate partnership

- Appointed the first-ever Divisional Advisory Board composed of twenty prominent business and civic leaders from the Philadelphia metro region

### *Data-driven Strategic Planning and Innovative New Program Development and Enrollment Growth*

- Successfully launched our new Strategic Plan for 2021-2026, “*Aspire, Aim, Achieve*” for the School of Graduate and Professional Studies
- Instituted improvements in Student Enrollment Management practices
  - o The School of Graduate and Professional Studies has emerged as the largest graduate school among the four Connecticut State Colleges and Universities with a **12.7% increase in enrollments** as of Fall 2022 compared to Fall 2019. This growth **reverses an 19.7% declining trend** for the previous 3- year period.
  - o Led successful recruitment strategies **yielding over 9% annual increase in the size of incoming** Graduate School class over the last four years. Overall, **the past four years’ growth in the size of incoming graduate class stands at ~40%**
  - o International recruitment and joint program development **efforts have led to a more than doubling the number of incoming international students** this year.
- Facilitated launching of over 40 new graduate and continuing education on-campus and online programs in collaboration with the Provost’s office, school deans, and various faculty colleagues
  - o Twenty-one new Accelerated Pathways (4+1) programs launched since Spring 2019
  - o Eleven new MAT concentrations launched since Spring 2019
  - o Five new Masters’ Degree program launched since Fall 2019
  - o Eight new Masters’ Degree program being launched Fall 2022/Spring 2023
  - o Six new Continuing Education Certificate programs launched since Spring 2019
- Previously, at Humboldt State, led several initiatives for introducing new degree/certificate programs, notably an R.N. to B.S. degree in Nursing
- Successfully launched the 4-year Integrated Teacher Preparation Program
- At Penn State University, led my divisional team in curriculum design, course development, and the successful launch of two new degree programs: the Bachelor of Science in Accounting and the Bachelor of Science in Rehabilitation and Human Services Two additional degree programs in Finance and Tourism Management were initiated and have since been launched
- Headed our divisional team in launching the new accelerated 4+1 MBA program in collaboration with Penn State Great Valley.
  - o Guided the marketing campaigns and organized the launch events in collaboration with the university relations, student affairs, and enrollment management teams
- Launched four new minors in my division and collaborated across divisions in designing and implementing an intercollegiate entrepreneurship minor at Penn State
- At the University of Nevada-Reno, collaboratively planned, designed, and launched the Master of Finance (MSF) program
- At Willamette University, engaged in designing, planning, and implementation of the new Professional MBA program
- At Penn State Great Valley, significantly contributed to the course content development and the management of delivery platform for the new online Master of Finance (MFIN) program offered in collaboration with the Penn State World Campus

### *Financial Planning, Budgeting, and Resource Allocation for Effective Academic Operations*

- At Southern, rebalanced the SGPS budget to create additional campus employment opportunities for graduate students and reconfigured graduate student financial aid packages to make graduate education more

accessible and financial support more equitable. As a result, the overall number of students supported financially **increased in the last two years by 90%.**

- Reorganized governance structures and mechanisms, including integrating Graduate Admissions Office back within the School of Graduate and Professional Studies and building and restructuring the graduate school team and re-assigning roles to make operations more effective, agile, and client-service oriented
- Improved the work-flow and communication channels across various offices within SGPS and SCSU to improve the academic journey experience of students from admissions to graduation
- Previously, at Humboldt State, successfully managed the budget deficit reduction of the college by ~\$450,000 in the first year, and identified ~\$500,000 cost savings for the second year to eliminate ~\$1 million deficit by strategically managing program revenues and cost efficiencies
- As the Chief Administrative Officer of the College of Professional Studies, led a team of the Associate Dean, seven Department Chairs, Budget Director, Director of Project Development, and several staff colleagues in managing academic operations, budget, human resources, community outreach, fundraising and development, and the long-term strategic positioning of the college
- Directed the program chairs in their coordination and planning activities for scheduling, staffing, and space allocation for courses and academic programs in the six departments within my division at Penn State
- Led the development of Recommended Academic Plans (RAP) and rollout schedules for the new degree programs
- Managed the divisional budget by efficiently allocating funds across faculty salaries, faculty and staff travel, computing equipment, special projects and events, and divisional teaching and research grants

#### *Accreditation, Program Assessment, and Curriculum Development*

- Led the SGPS team for Southern's New England Commission of Higher Education (NECHE) reaccreditation and co-chaired the Organization and Governance sub-committee
- Previously, led the Humboldt State's College of Professional Studies team in working with the Vice President of Academic Affairs for Humboldt State's Western Senior College & University Commission (WSCUC) reaccreditation affirmation
- At Humboldt, worked with department chairs to ensure regular periodic program assessment and successfully maintain field specific accreditations for programs in Child Development, Social Work, Education, Business, Kinesiology, and Psychology
- At Penn State, collaborated with the Associate Dean for Planning and Assessment for the successful five- year program reviews of the Business Administration and the Criminal Justice programs at Penn State Abington
- Led the design and adoption of a new action plan for program improvement incorporating the program review recommendations at Penn State Abington
- Led the foundational AACSB accreditation efforts and established a faculty task force for the purpose at Penn State Abington
- Collaboratively managed the Assurance of Learning (AOL) mechanisms, processes, and documentation for the AACSB re-accreditation at Penn State Great Valley School of Graduate Professional Studies
- Prepared the final report documenting effective curriculum management process as part of the successful AACSB re-accreditation bid at Penn State Great Valley
- Prepared faculty scholarship rubrics and developed research productivity measures for the AACSB re-accreditation bid at the University of Nevada-Reno and at the Long Island University –C.W. Post
- Contributed to establishing processes and standards for outcomes assessment and continuous curriculum improvement at Penn State Great Valley and at the Long Island University –C.W. Post
- Chaired the curriculum committee for the MBA curriculum redesign to incorporate the AACSB mandated emphasis on ethics and globalization at Penn State Great Valley
- Served on the curriculum committee responsible for improving experiential learning focus of the MBA

program at Willamette University's Atkinson Graduate School of Management

- Prepared the report documenting resources and support for faculty development and faculty research qualifications for meeting the AACSB accreditation standards at the University of Nevada-Reno

#### *Faculty Affairs, Performance Reviews, and P&T Process*

- At Humboldt, as the Chief Academic Officer of the College of Professional Studies, responsible for hiring faculty, and developing faculty professional development plans and faculty performance evaluation for retention, promotion, and tenure
- At Penn State, led the hiring of 15 new diverse full-time faculty colleagues to support new programs
- Conducted annual performance reviews and managed the promotion and tenure (P&T) process at Penn State
- Mentored faculty colleagues in their research, teaching, and grant writing activities at Penn State

#### *Collaborations Across Campus on Academic and Student Success Initiatives*

- At Southern, I led several student success initiatives to increase retention, promote timely graduation, and further career progression of our graduate students. In collaboration with School/College deans, Academic Affairs Office, Financial Aid Office, Office of Institutional Advancement, Faculty Senate, Graduate Council, and Enrollment Management, we have:
  - Streamlined processes, procedures, and policies for students' academic success
  - Fundraised for improved financial support
  - Supported collaborative student-faculty research
  - Expanded Statistical Research and Writing Center services for graduate students
- Engaged in international recruitment and offering of innovative collaborative programs abroad in collaboration with the Office of International Education
- Worked with numerous regional and national institutions for programmatic and financial collaboration to launch a self-supported and endowment funded Nursing program to offer a R.N. to B.S. degree at Humboldt State
- Collaborated with several Directors and Deans to devise strategies for improving retention and graduation among HSU students
- Led the college efforts to work with the Office of Institutional Effectiveness to arrive at data-informed strategic decisions aimed at students' academic and professional success as well as their overall well-being
- Serve on the Strategic Enrollment Management team's multi-departmental Recruitment Council to strategically align student recruitment efforts with the University Strategic Plan
- Previously, at Penn State, coordinated and managed the adoption of the CANVAS learning management system and rollout of LionPath, our new registration and course scheduling system at the divisional level
- Established a new Strategic Initiatives Group at Penn State, composed of three division heads and the heads of Admissions and Enrollments, Student Affairs, Advising, and Career Services for reorienting our strategies for recruitment, retention, and student success in terms of timely graduation and higher job placement rates

#### *Partnerships with Professional Organizations for Student Success*

- Founded the Financial Management Association (FMA) Student Chapter at Willamette University and served as its faculty advisor
- Established partnership with the Association of Finance Professionals to enable students to earn the Certified Treasury Professional (CTP) certification at the University of Nevada-Reno
- Designed the Master's in Finance course content, specifically geared towards Certified Financial Analyst (CFA) certification at Penn State Great Valley
- Collaborated with the Pennsylvania Institute of Certified Public Accountants (PICPA) to promote

student success through networking, education, and training at Penn State Abington

## *Research and Teaching*

- Published over 40 manuscripts appearing in the leading journals in finance, marketing, and economics. Attended over 100 professional conference presentations, achieved several recognitions including the *2004 Researcher of the Year Award* at the University Nevada-Reno, and currently serving on the editorial boards of two finance journals.
- Designed and delivered a wide variety of graduate, honors, and undergraduate traditional and case-based courses in all major areas of finance and also managerial and financial economics. Have planned study abroad courses, taken students on educational trips abroad, and delivered courses abroad in India, Australia, and Singapore. Received the *2011 Teaching Excellence Award* at Penn State -Great Valley.

## *Collaborative and Inclusive Shared Governance*

- Elected unanimously to serve as the Vice Chair (2012), and later, as the Chair (2013) of the Faculty Senate at Penn State Great Valley. Invited by the Chancellor of Penn State Abington to apply for position of the Division Head of Social Sciences and Business. Serving as the Senate Chair and as the Division Head, I embraced the principles of shared governance based on consultation, persuasion, inclusiveness, and broad consensus and remain committed to those

## **Administrative Experience**

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### *Academic Administration*

February 2019 -present Dean, School of Graduate and Professional Studies, Southern Connecticut State University, New Haven, CT

Leadership role as the Chief Administrative Officer of the School of Graduate and Professional Studies. Responsible for dynamic strategic positioning and effective and efficient operations of the Graduate School, developing new degree and continuing education programs, establishing community and corporate partnerships, enrollment management and growth, promoting student-faculty collaborative research and scholarship, expanding global footprint and forming international partnerships, supporting institutional advancement through fundraising and friendraising, and supporting Southern's mission of community service and social justice through academic and extra- academic initiatives.

- Serve as the Chief Administrative Officer of the School of Graduate and Professional Studies with 1970 students and over 100 graduate programs, including 4 professional doctoral degree programs
- Led the launch of the 2021-26 SGPS Strategic Plan, *Aspire . Aim . Achieve*
- Led SGPS team in collaborating with various colleges/schools, Graduate Council, and Academic affairs, in introducing 13 new graduate degree program, 21 new Accelerated Pathway programs, and 11 new concentrations within the Master of Art in Teaching (MAT)
- Establishing several new Continuing Education (CE) programs and expanding existing CE programs to serve more clients
- Led major reorganization and restructuring of office organization, personnel, policies, and procedures for more effective and efficient operations of SGPS
- Instituted improvements in Student Enrollment Management practices with significant improvements in admissions and enrollment statistics

- o For the last 3 years, overall graduate enrollments and the size of the incoming graduate class have grown every year, reversing previous significant declines and bucking the trend faced by sister institutions within the system
- Promoted diversity and inclusivity with deliberate and intentional hiring practices to promote staff, students, and employee diversity
- Assisted university administration to successfully make a case before the CSCU administration for 25% increase in graduate student stipend as well as grant of tuition fee waivers
- Redesigned and repurposed GSGA and GRF awards with a new evaluative rubric to attract promising researcher as graduate students, thereby supporting high quality research among graduate scholars and their faculty mentors
- Developed a comprehensive, school-wide strategic fundraising and alumni development plan in collaboration with Institutional Advancement team
- Established alliances with the local community for student engagement and serving community needs
  - o Partnered with iHaven entrepreneurship program and placed students in their training program
  - o Launched new initiatives to serve the training and skill development needs of community organizations, including local police and fire department personnel
  - o Formed partnership with Data Intelligence Tech for Cybersecurity Maturity Model Certification (CMMC) training – a multiyear program

2017-2019

Dean, College of Professional Studies, Humboldt State University, Arcata, CA

Leadership role as the Chief Administrative Officer of the College of Professional Studies. Responsible for strategic and academic operations planning, personnel management, faculty and staff recruitment, retention, development, and promotion, academic and financial resource management—including budget formulation and implementation and innovative revenue generation—supporting excellence in teaching, research, and sponsored grant writing, fundraising, development, and alumni relations, program development, curriculum design, review, and assessment, and program accreditation. The multidisciplinary College of Professional Studies consists of two schools (School of Business and School of Education) and six departments (Leadership Studies, Economic, Kinesiology and Recreation Administration, Psychology, Social Work, and Child Development)

- Served as the Chief Academic and Administrative Officer of the College of Professional Studies with over 2,750 students and 61 full-time faculty, offering 9 undergraduate degrees, 5 graduate degrees, and 4 credentials programs
- Led new program development including R.N. to B.S. degree in Nursing, Integrated Teacher Preparation Program, and Online programs in Education in collaboration with CalState Teach
- Initiated college-wide budget priorities and streamlining of processes across various departments to ensure long-term financial viability, sustainability, uniformity, and equity
- Implemented clearly defined policy guidelines for course offerings based on scheduling efficiency, optimum class size, and student success considerations
- Launched academic and extra-curricular initiatives for student success in terms of



increased graduation and retention rates, including identifying bottleneck and barrier courses and allocating additional resources to the areas of concern

- Instituted a student support system including establishing a student emergency fund, direct communication line to Dean's office, and set up a faculty-led and student supported student success team
- Collaborated with various university organizations to design, and implement strategies to meet students' basic needs including food and shelter
- Launched projects to engage alumni, donors, and the broader community stakeholders to establish mutually supportive initiatives aimed at student success and community development
- Collaborated with the College of Extended Education & Global Engagement to introduce new faculty and student exchange programs, offer new degree, certificate, and executive training programs to students from India and China

2014-2016

Division Head, Division of Business and Social Sciences, Penn State University  
Abington, Abington, PA

Leadership role as the Chief Administrative Officer of the Division of Social Sciences and Business, responsible for strategic planning, program development, curriculum design and review, alumni relations, community outreach, academic leadership, budget formulation and execution, revenue generation, faculty development and performance review, and personnel management. The multidisciplinary division consists of (Business, Accounting, Psychological and Social Sciences, Criminal Justice, Education, Nursing, Rehabilitation and Human Services).

- Served as the Chief Academic and Administrative Officer of the largest of the three divisions at Penn State Abington with 1150 declared majors, 450 undecided majors, and 51 full time faculty
- Led 6 academic programs (departments) headed by 5 program (department) chairs and one program coordinator
- Established Fast Track MBA (4+1) program in collaboration with Penn State Great Valley
- Launched the B.S. in Accounting degree
- Launched the B.S. in Rehabilitation and Human Services degree
- Led successful proposal submission for the B.S. in Finance degree
- Prepared for launching the B.S. in Recreation, Park, and Tourism Management
- Introduced four new minors, namely, Finance, Accounting, Business Administration, and Management
- Appointed the first ever Divisional Advisory Board that includes accomplished professional experts and civic and community leaders with a mission to promote student success
- Raised funding and organized the inaugural Abington Business Challenge with corporate sponsorship
- Worked with potential donors to raise funding for an endowed Center for Women Empowerment Through Social Enterprise
- Served on Chancellor's Cabinet for campus strategic planning
- Conducted annual faculty performance reviews
- Managed Promotion and Tenure (P&T) process for the divisional faculty
- Introduced faculty development initiative to facilitate faculty attendance at teaching

workshops, conferences, and symposiums

- Implemented new faculty performance review process for the part-time faculty in collaboration with the Abington Faculty Senate
- Initiated foundational work towards AACSB accreditation
- Expanded internship and career placement opportunities with new initiatives in collaboration with the 600,000 strong Penn State Alumni
- Built a strong faculty group by hiring 15 new tenure track and full-time faculty colleagues
- Collaborated with the Office of the Global Programs to launch new faculty and student exchange programs and study abroad courses
- Launched CPA certification completion program
- Collaborated with the University Development Office for fundraising and fundraising campaigns

2013-2014      Co-coordinator, Business Program, Penn State University-Abington, Abington, PA

Leadership role with responsibility for the long-term strategic planning for the Business Program's expansion of its portfolio of majors and minors.

- Prepared the new degree program proposal for the B.S. degree in Accounting
- Helped hiring accounting area faculty in preparation for the launch of the B.S. degree in Accounting
- Contributed to the Business Program review
- Prepared the Recommended Academic Plan for the Bachelor of Science in Accounting degree
- Initiated foundational steps for the pursuit of AACSB accreditation

#### *Academic Administration*

#### *Long Island University-C.W. Post 2001-2002*

2001-2002      Interim Chair, Department of Finance, Long Island University – C.W. Post, Brookville, NY (Summer and Fall Semesters)

Leadership role with responsibilities for maintaining departmental standards for AACSB accreditation, faculty performance evaluation, financial management and budgeting, faculty recruitment, planning and overseeing of course scheduling, managing department administrative staff, and serving as a liaison with other departments and with the university administration.

#### **Honors and Awards**

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Penn State University-Great Valley, Award for Teaching Excellence (2011)

Academy of Finance, Distinguished Paper Award (2005)

University of Nevada-Reno, College of Business Researcher of the Year Award (2004)

University of Waterloo, Faculty of Arts Graduate Fellowship (1990)

The University Grants Commission-India, National Research Fellowship (1988-89)

The Department of Economics-Punjab University Graduate Scholarship (1986-87)

Membership of Beta Gamma Sigma Honor Society

## **Publications: Refereed Articles**

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Chatjuthamard, P., Jiraporn, P., Sarajoti, P., Singh, M. (2020). The effect of political risk on shareholder value and the mitigating role of corporate social responsibility, *Managerial Finance*, Vol. 46 (10). 1217-1230.

Subramanian, V., Singh, M., & Pennathur A. (2020). CEO characteristics, firm performance, and corporate political contributions, *The Review of Financial Economics*, Volume 38, Issue 2. 379-404.

Nejadmalayeri, A., Iyer, S., & Singh, Manohar. (2017). Is There an Optimally Diversified Conglomerate? Gleaning Answers from Capital Markets, *Review of Quantitative Finance and Accounting*, Volume 47(1).

Jiraporn, P., Kitsabunnarat, P., Tong, S., and Singh, Manohar. (2016). Managerial Talent and Corporate Social Responsibility (CSR): How Do Talented Managers View Corporate Social Responsibility? *International Review of Finance*, Volume 16(2). 265–276.

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Chalermchatvichien, P., Jumreornvong S., Jiraporn, P., & Singh, M. (2014). The Impact of Bank Ownership on Capital Adequacy, Liquidity, and Capital Stability, *Journal of Financial Services Research*, Volume 45 (2). 219-240.

Chintrakarn P., Jiraporn P., & Singh M. (2014). Powerful CEOs and Capital Structure Decisions: Evidence from the CEO Pay Slice (CPS), *Applied Economics Letters*, Volume 21 (8). 564-568.

Wang Z., Gilbert S., Singh M., Jia Y. (2014). Financing Costs: Does the Degree of Internationalization Matter? *Journal of Academy of Business and Economics*, Volume 14(1).

Nejadmalayeri, A., Singh, M., & Lucey, B. (2013). Do U.S. Macroeconomic Surprises Influence Equity Returns? An Exploratory Analysis of Developed Economies, *Quarterly Review of Economics and Finance*, Volume 53. 476-485.

Nejadmalayeri, A., Mathur I., & Singh, M. (2013). Product Market Advertising and Corporate Bonds, *Journal of Corporate Finance*, Volume 19. 78-94.

Mathur I., Singh, M., Thompson, F., & Nejadmalayeri, A. (2013). Corporate Governance and Lobbying Strategies, *Journal of Business Research*, Volume 66, Issue 4. 547–553.

Mathur, I., Singh, M., Nejadmalayeri, A., & Jiraporn, P. (2013). How Do Bond Investors Perceive Dividend Payouts?, *Research in International Business and Finance*, Volume 27. 92-105.

- Nejadmalayeri, A., & Singh, M. (2012). Corporate Taxes, Strategic Default, and the Cost of Debt, *Journal of Banking and Finance*, Volume 36, Issue 11. 2900-2916.
- Mathur, I., & Singh, M. (2011). Corporate Political Strategies, *Accounting and Finance*, Volume 51. 252-27.
- Jiraporn P., Singh, M., & Lee C. (2009). On Ineffective Corporate Governance: Director Busyness and Board Committee Memberships, *Journal of Banking and Finance*, Volume 33, Issue 5. 819-828.
- Singh, M., Nejadmalayeri, A., & Mathur, I. (2007). Performance Impact of Business Group Affiliation: An Analysis of the Diversification-Performance Link in a Developing Economy, *Journal of Business Research*, Volume 60. 339-347.
- Suchard, J., & Singh, M. (2007). Determinants of the Pricing of Privatization IPOs in the UK and Australia, *International Journal of Business*, Volume 12, Issue 3. 361-384.
- Singh, M., & Goodrich, J. (2006). Succession in Family-owned Businesses: The Case of Reliance Industries-India, *Cases in Business Management*, B.S. Sahay, Roger Stough, and A.D. Sardana, ed., Allied Publishers Pvt. Mumbai. 3-22.
- Suchard, J., & Singh, M. (2006). The Determinants of the Hybrid Security Issuance Decision for Australian Firms, *Pacific Basin Finance Journal*, Volume 14, Issue 3. 269-290.
- Jiraporn, P., Kim, Y. S., Davidson, W. N., & Singh, M. (2006). Corporate Governance, Shareholder Rights, and Firm Diversification: An Empirical Analysis, *Journal of Banking and Finance*, Volume 30, Issue 3. 947-963.
- Davidson, W. N., Bouresli, A. K., and Singh, M. (2006). Agency Costs, Ownership Structure, and Corporate Governance in Pre-And Post-IPO Firms, *Journal of Corporate Ownership & Control*, Volume 3, Issue 3. 89-97.
- Singh, M., Faircloth, S., & Nejadmalayeri, A. (2005). Capital Market Impact of Product Marketing Strategy: Evidence from the Relationship between Advertising Expenses and Cost of Capital, *Journal of the Academy of Marketing Science*, Volume 33, Issue 4. 432- 444.
- Faircloth, S., Singh, M., & Nejadmalayeri, A. (2005). Corporate Ownership Structure and Governance: Is There a Link? *Journal of Academy of Finance*, Volume 4, 2005.
- Singh, M., & Faircloth, S. (2005). The Impact of Corporate Debt on Long Term Investment and Firm Performance, *Applied Economics*, Volume 37, Issue 8/10. 875-883.
- Singh, M., Mathur, I., & Gleason, K. (2004). An Analysis of Interrelationship among Corporate Governance, Ownership Structure, and Diversification Strategies, *Financial Review*, Volume 39, Issue 4. 489-526.
- Singh, M., Mathur, I., & Gleason, K. (2004). Multinational Diversification and Corporate Performance: Evidence from European Firms, *European Financial Management*, Volume 10, Issue 3. 439-464.
- Singh, M., & Nejadmalayeri, A. (2004). Internationalization, Capital Structure, and Cost of Capital: Evidence from French Corporations, *Journal of Multinational Financial Management*, Volume 14, Issue 2. 153-169.

Singh, M. & Davidson, W. N. (2003). Agency Costs and Ownership Structure in Large American Corporations, with Wallace N. Davidson III, *Journal of Banking and Finance*, Volume 27, Issue 5, 2003: 793-816. (Most requested paper at the Elsevier Science web site for 2003).

Singh, M. & Davidson, W. N., & Suchard, J. (2003). Corporate Diversification Strategies and Capital Structure, *Quarterly Review of Economics and Finance*, Volume 43, Issue 1.147-167.

Singh, M., Mathur, I., & Gleason, K. (2002). Multinational Operations and Corporate Profitability: Implications of European Unification, *Corporate Finance Review*, Volume 7, Issue 1. 27-39.

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Suchard, J., Singh, M. & Barr, R. (2001). The Market Effects of CEO Turnover in Australian Firms, *Pacific Basin Finance Journal*, Volume 9, Issue 1. 1-27.

Singh, M., Mathur, I., Gleason, K., & Etebari, A. (2001). An Empirical Examination of the Trend and Performance Implications of Business Diversification, *Journal of Business and Economic Studies*, Volume 7, Issue 2. 41-57.

Gleason, K., Mathur, I., & Singh, M. (2001). Value Creation Through Increase in Focus: The Evidence from Foreign Divestments, *Research in International Business and Finance*, Volume 15, Issue 1. 49-68.

Gleason, K., Singh, M., & Mathur, I. (2000). Wealth Effects of Acquirers and Divestors Related to Foreign Divested Assets, *International Review of Financial Analysis*, Volume 9, Issue 1. 5-20.

Mathur, I., Gleason, K., & Singh, M. (2000). Operational Characteristics and Performance Gains Associated with Licensing Agreements: The US Evidence, *International Business Review*, Volume 9, Issue 4. 431-452.

Mathur, I., Gleason, K., & Singh, M. (1998), Did the Market React Efficiently to the 1994 Mexican Peso Crisis: Evidence from Mexican ADRs, *Journal of Multinational Financial Management*, Volume 7, Issue 4. 39- 48.

## **Papers Presented at Professional Meetings**

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Over 100 papers presented at professional conferences and meetings. Detailed list available on request.

## **Grants**

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The Political Economics of Corporate Governance-II, with Fredrick Thompson, *Hewlett Foundation Grant*, Willamette University, 2008-2009.

The Political Economics of Corporate Governance-I, with Fredrick Thompson, *Hewlett Foundation Grant*, Willamette University, 2007.

Corporate Governance and Agency Cost of Debt: Relating Corporate Governance, Debt Covenants, and Pricing of Private Debt to Firm Value, *Atkinson Graduate School of Management Faculty Research Grant*, Willamette University, 2005.

Corporate Ownership Structure and Board Composition, faculty mentor of the recipient of the *Undergraduate Student Research Grant*, University of Nevada-Reno, 2004.

Corporate Capital Structure of MNCs, *College of Business Faculty Research Grant*, University of Nevada- Reno, 2004.

Operational vs. Financial Hedging: Substitutes or Complements? with Ali Nejadmalayeri, *University Faculty Research Grant*, University of Nevada-Reno, 2004.

The Choice and Performance Implications of Corporate Diversification Strategies, *Faculty of Commerce and Economics, Small Research Grants Scheme*, University of New South Wales, 1998.

A Comparative Analysis of Capital Structure Decisions of International and Product Diversified Firms, *Faculty of Commerce and Economics, Small Research Grants Scheme*, University of New South Wales, 1998.

Information Technology Augmentation Strategies- Assessment of Comparative Gains, *Pontikes Center for Management of Information Systems*, Southern Illinois University- Carbondale, 1997.

Performance Impact of Information Systems Investment: Role of Market Context and Firm Characteristics, *Pontikes Center for Management of Information Systems*, Southern Illinois University-Carbondale, 1996.

## University Service Activities

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### *Southern Connecticut State University*

Member, President's Strategic Advisory Council responsible for crafting 2023 Strategic Plan

Member, Open Educational Resources Coordinating Council, Office of Higher Education, State of Connecticut (2019- 2022)

Member, Southern Connecticut State University's New England Commission on Higher Education (NECHE) Accreditation Subcommittee on Organization and Governance (2019-present)

Member, VP Enrollment Search Committee (2019)

### *Humboldt State University*

Member, Committee on Faculty Retention, Tenure, and Promotion (RTP) Criteria and Standards (2017-2019)

Member, Recruitment Council of the Strategic Enrolment Management Group (2017-2019)

### *Penn State University: Great Valley and Abington Campuses* Member,

Faculty Review Committee (2014-2016) Abington

Curricular Affairs Committee (2014-2016)

Chair, Finance Faculty (Abington) Search Committee (2014)

Member, Accounting Faculty (Abington) Search Committee (2014)

Member, Chancellor's AD-14 Review Committee (2013-2014)

Chair, Divisional Faculty Development Committee, (2012-2013)

Chair, Divisional Curriculum (AACSB) Committee, (2010-2011)  
Chair, Divisional Curriculum (AACSB) Committee, (2011-2012)  
Chair, Campus Awards Committee, (2010-11)  
Member, Administrative Review Committee (2014)  
Member, Faculty Development Committee (2012-2013)  
Member, Strategic Planning Committee (2012-2013)  
Member, Graduate Council Committee on Fellowships and Awards (2012-2013)  
Member, Strategic Planning Committee (2011-2012)  
Member, Strategic Planning Committee (2010-11)  
Member, Graduate Council Committee on Fellowships and Awards (2011-2012)  
Member, AACSB Assurance of Learning Committee (2009-10)  
Member, Diversity Action Council (2009-2011)

***Willamette University***

Founding Member of the team that led the establishment of the “Center For Governance and Public Policy” a Center of Excellence at Willamette University.  
Member, Research Committee (2007-08)  
Member, Curriculum Committee (2006-07)  
Member, Technology Committee (2005-06)

***University of Nevada-Reno***

Member, College Strategic Planning Committee (2004-05)  
Member, Scholarship (AACSB) Committee (2003-04)  
Member, Finance Area Recruitment Committee (2003-04)  
Member, Committee on Faculty Merit Evaluation (2002-03)  
Faculty Advisor, Financial Management Association (2004-05)  
Faculty Liaison, Association of Finance Professionals (AFP) (2003-2005)

***Long Island University-CW Post***

Member, Strategic Planning Committee (2001-2002)  
Member, AACSB Scholarly Activities and Service Committee (2001-2002)  
Member, AACSB Outcomes and Assessment Committee (2000-2001)  
Member, Departmental Personnel Committee (2000-2001)

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**Service to Profession and Community**

***Editorial Boards***

Review of Financial Economics (2013-present)  
Afro-Asian Journal of Finance and Accounting (2012-present)  
Journal of Business Thought (2020-present)

***Board Membership***

Willamette University Center for Corporate Governance and Policy (2005-2007)  
iHaven, Health Industry Entrepreneurship Collaborative with the city of New Haven, CT (2019-present)  
Milford Chamber of Commerce – Milford, CT (2021-present)

*Program Committees*

Southern Finance Association Meeting (2011) Financial Management Association (2011-2012)

Paradigm, the Journal of the Institute of Management Technology (2008)

*Academic Reviewer*

Journal of Multinational Financial Management, Journal of International Business Studies Journal of Banking and Finance, Financial Management, and Journal of Business Research