



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – June 11, 2021

9:30 a.m. – Conducted via Remote Participation

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery

Regents Absent: Colena Sesanker, Antonia Oglesby (Student Regent)

Staff Present: Jane Gates, Kathleen Ahern (HCMA/GPA), Licella Arboleda (HCMA/GPA), Gayle Barrett, Mike Buccilli, Alison Buckley, Kevin Corcoran, Tamika Davis, Michael Goemans (HCMA/GPA), Pam Heleen, Brian Kapinos (HCMA/GPA), Ken Klucznik, Lesley Mara, Fran Rosselli-Navarra, Pat Ryiz, Angelo Simoni, Mike Stefanowicz

Other Attendees: Missy Alexander (WCSU), Sarah Bement (NCCC), Donna Bontatibus (MxCC), Cindy Edgerton (COSC), Marianne Fallon (CCSU), David Ferreira (COSC), Teresa Foley (ACC), Connie Hotchkiss (NCCC), Erin Kennedy (NCCC), Daniel Kirby (CCSU), Kimberly Kostelis (CCSU), H. Justin Moore (NVCC), James Mulrooney (CCSU), Joan Palladino (WCSU), Robert Prezant (SCSU), Fatma Salman (MCC), Ravindra Thamma (CCSU), Jay Whitaker (NCCC)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Merle Harris – Present
- Regent Aviva Budd – Present
- Regent Naomi Cohen – Present
- Regent Holly Howery – Present
- Regent Colena Sesanker (ex officio) – No Response/Not Present
- Antonia Oglesby (Student Regent) – No Response/Not Present

A quorum was declared.

1. Approval of Minutes

a. May 7, 2021

On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the May 7, 2021, BOR ASA Committee meeting were approved.

2. Consent Items

a. Discontinuations

- i. Fitness Specialist Certification – C2 Certificate - Manchester Community College
- ii. Technology Studies: Engineering Technology Option – AS – Middlesex Community College

On a motion by N. Cohen and seconded by H. Howery a vote was taken, and the consent items were approved.

3. Action Items

a. Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information Policy

Dr. Gayle Barrett, AVP of Enrollment and Retention Services and Dr. Alison Buckley, VP Enrollment Services, presented this policy revision.

Dr. Barrett discussed the following recommendations to revise the FERPA Notice and Directory Information Policy:

- Tier 1: For purposes of access by school officials of the CT State Colleges and Universities as governed by the Board of Regents for Higher Education:
 - Update “awards” to state “Academic Honors and Awards”
- Tier 2: For purposes of access by military recruiters only
 - Inclusion of student email addresses
- Tier 3: For purposes of participation in any recognized activity or sports:
 - Update “awards” to state “Athletic Honors and Awards”
- Tier 4: For purposes of disclosure to/access by the general public.
 - Remove the student identification (ID) number, User ID, or other unique identifier for community college students from this category; and
 - Update “awards” to state “Academic Honors and Awards”

Chair Harris called for a motion to approve the recommended revisions to the Family Educational Rights and Privacy Act (FERPA) Notice and Directory Information policy. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote on the motion and the vote was unanimous.

b. Use of Gender Identity and Pronouns Policy

Angelo Simoni, Senior Executive Director Compliance, Equity and Student Relations presented this policy.

Chair Harris called for a motion to approve the Use of Gender Identity and Pronouns Policy. The motion was moved by H. Howery and seconded by N. Cohen.

Dr. Ken Klucznik reminded the Committee that on April 6, 2017, the BOR adopted the Use of Preferred First Name and Execution of Changes to Legal Name by Students Policy and the Policy on Access to Restrooms and Locker Rooms. Both policies address respect for a person’s gender identity. The Use of Gender Identity and Pronouns Policy that is before the Committee today also addresses respect for a person’s individual gender identity by allowing the identity to be listed alongside a person’s name and for a person to be addressed by their

personal pronoun of choice. Director Simoni discussed the composition of the working group that developed the policy. He stated that the policy establishes parameters to work but allows the CSCU institutions to develop procedures to implement the BOR policy. The workgroup used best practices in place, received feedback on the proposed policy from students, and, ensured that the proposed policy is in compliance with Federal and State law.

Questions/Recommendations from the Committee included:

- i. *Can you give me an example of how this policy would be applied differently at different campuses?* Response: Director Simoni gave three examples. The CSU's have residence halls vs. the community colleges which have none. Residence halls may require the policy to be implemented differently. CSUs have VPs of Equity and Diversity who will implement the policy and train faculty and staff. At the community colleges, the implementation and training would be handled by different resources on campus. At Charter Oak State College, CT's online college, implementation would be different than at the CSUs or the community colleges.

Chair Harris called for a vote on the motion to approve the Use of Gender Identity and Pronouns Policy and the vote was unanimous.

c. ~~Southern CT State University Institute for Justice and Social Change~~ – **Withdrawn**

d. Academic Programming Approval Policy

Chair Harris called for a motion to approve the modifications to the Academic Programming Approval Policy. The motion was moved by N. Cohen and seconded by A. Budd.

Dr. Ken Klucznik presented the modifications to the Academic Programming Approval Policy. The first modification is a change to the approval process to establish CSCU Centers and Institutes. Institutions no longer are required to have action by the Academic Council prior to ASA action. The other two changes involve aligning policy language with current practice.

Questions/Recommendations from the Committee included:

- i. *Can you clarify the approval process for Centers and Institutes?* Response: Institutions send their proposals to establish a new CSCU Center or Institute to the System Office Provost three weeks before the BOR ASAC Meeting at which the Center or Institute will be considered. If the System Office Provost approves, the application is added to the agenda for the appropriate BOR ASAC Meeting. The institutions' policy for establishing a Center or Institute is not affected by these policy modifications.
- ii. *Will we have clear definitions for a Center and an Institute?* Response: The definitions of a Center and an Institute will remain as is for now; but we will review the policy within the next few months and will establish criteria for defining Centers and Institutes.

Chair Harris called for a vote on the motion to approve the modifications to the Academic Programming Approval Policy and the vote was unanimous.

e. Modifications

- i. Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) – Doctorate of Education and Advanced Certification #092 – Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]

Chair Harris called for a motion to approve the modification to the Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) – Doctorate of Education and Advanced Certification #092, namely the replacement of the on-ground instructional modality with a fully online instructional modality. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Klucznik introduced all three Western CSU modifications 3.e.i., 3.e.ii., and 3.e.iii., by stating that the modification for these three programs is to replace the on-ground instructional modality with a fully online instructional modality. Provost Alexander and Dr. Joan Palladino, Interim Dean, School of Professional Studies, presented the programs. Provost Alexander noted that students and faculty determined that this program would be better offered fully online which would enable WCSU to expand its audience beyond CT. Chair Harris pointed out that in another state students may not be eligible to be certified. Provost Alexander noted that the 092 Endorsement is a certification; but the Doctorate of Education (EdD) is not. She further stated that WCSU has put in place policies to notify out-of-state students about certification rules.

Chair Harris called for a vote to approve the motion and the vote was unanimous.

- ii. Health Administration – Master of Health Administration- Western CT State University [Replacement of Hybrid Instructional Modality with Online Instructional Modality]

Chair Harris called for a motion to approve the modification to the Western CT State University Master of Health Administration, namely the replacement of the on-ground program with a fully online program. The motion was moved by N. Cohen and seconded by A. Budd. Chair Harris called for a vote to approve the motion and the vote was unanimous.

- iii. RN to BS in Nursing – BS in Nursing – Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]

Chair Harris called for a motion to approve the modification to the Western CT State University RN to BS in Nursing program, namely the replacement of the on-ground instructional modality with a fully online instructional modality. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote to approve the motion and the vote was unanimous.

- iv. Medical Coding Certificate – C2 Certificate – Charter Oak State College [Significant Modification of Courses/Course Substitutions]

Chair Harris called for a motion to approve the curricular modifications to the Charter Oak State College Medical Coding C2 Certificate. The motion was moved by H. Howery and seconded by A. Budd.

Provost David Ferreira and Cindy Edgerton, Director, Health Information Management Program, presented the program modification. The primary purpose of the curricular

modifications to the COSC Medical Coding C2 Certificate is to meet the qualifications for external accreditation of the program. COSC is adding three courses in advanced coding and a practicum.

Chair Harris questioned the budget and asked why the costs have decreased in the middle year while the number of students increased. Director Edgerton stated that the first year of the program budget includes the cost of developing the additional courses.

Chair Harris called for a vote to approve the motion and the vote was unanimous.

- v. Industrial Technology – BS - Central CT State University [Name change to Technology Management and Minor Curricular Modifications]

Chair Harris called for an amended motion to approve modifications to the Central CT State University BS in Industrial Technology, specifically a name change to Technology Management, and minor curricular modifications. The amended motion was moved by N. Cohen and seconded by A. Budd.

Dr. Kimberly Kostelis, Interim Provost and VP for Academic Affairs, Dr. Marianne Fallon, AVP for Academic Affairs, Dr. Ravindra Thamma, Professor and Department Chair, Manufacturing and Construction Management, and Dr. Daniel Kirby, Associate Professor, Manufacturing and Construction Management, presented the program modifications. The program changes are supported by CCSU's Industry Advisory Board, and the proposed name change will better meet student needs. Interim Provost Kostelis noted that the BS in Industrial Technology originally had five concentrations, four of which have become either standalone programs or incorporated into other programs. The remaining concentration is Industrial Technology. CCSU seeks to change the name of the BS in Industrial Technology to the BS in Technology Management to reflect the focus on Technology Management and to make the link to the MS in Technology Management clearer for students who wish to pursue the MS degree.

Chair Harris called for a vote to approve the amended motion and the vote was unanimous.

- f. Suspensions

- i. Early Childhood Education – MS – Central CT State University

Chair Harris called for a motion to approve the suspension of the Central CT State University MS in Early Childhood Education. The motion was moved by A. Budd and seconded by N. Cohen.

Dr. Klucznik noted that CCSU seeks approval to suspend the MS in Early Childhood Education and the MS in Elementary Education in order to restructure the programs as a result of declining enrollments.

Interim Provost Kostelis, Dr. Marianne Fallon, and, Dr. James Mulrooney, Interim Associate Dean, School of Education and Professional Studies, presented the two program suspensions. Interim Provost Kostelis noted that CCSU seeks to redesign the MS in Early Childhood Education to align it more closely with CCSU's Early Childhood and Infant/Toddler Mental Health undergraduate degree and to provide students with the opportunity for teacher certification. CCSU is also seeking to suspend the MS in Elementary Education to restructure the program curriculum to qualify students for state teacher certification.

Chair Harris called for a vote to approve the motion to suspend the MS in Early Childhood Education and the vote was unanimous.

ii. Elementary Education – MS – Central CT State University

Chair Harris called for a motion to approve the suspension of the Central CT State University MS in Elementary Education. The motion was moved by N. Cohen and seconded by H. Howery.

Chair Harris called for a vote to approve the motion to suspend the MS in Elementary Education and the vote was unanimous.

g. New Programs

i. Emergency Medical Technician – C2 Certificate – Northwestern CT Community College

Chair Harris called for a motion to approve the licensure of a program in Emergency Medical Technician leading to a C2 Certificate at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Klucznik stated that students who receive the Emergency Medical Technician C2 Certificate are eligible to sit for the National Emergency Medical Technician Basic Certification Exam and are eligible for entry into Capital Community College's Paramedic Certificate and AS Degree programs. With the change to a credit-bearing certificate, students will be eligible for financial aid.

Dr. Jay Whitaker, Interim Dean of Academic and Student Affairs, Connie Hotchkiss, Director of Nursing, Allied Health and Veterinary Technology, and, Erin Kennedy, SNAP and Continuing Education Coordinator, presented the program. NCCC had previously offered free EMT Training under the Governor Cares Act Grant. The program attracted twice the number of students than the institution could accommodate. There is a high demand for EMT's and ambulance companies are constantly looking for new employees. The program's switch from non-credit to credit-bearing provides affordable training to students who qualify for financial aid.

Chair Harris called for a vote to approve the motion to grant the licensure and accreditation of the Emergency Medical Technician C2 Certificate at Northwestern Connecticut Community College and the vote was unanimous.

ii. Interpreting ASL/English – BS – Charter Oak State College

Chair Harris called for a motion to approve the licensure of a program in Interpreting ASL/English leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. The motion was moved by H. Howery and seconded by A. Budd.

Provost David Ferreira, COSC, and Dr. Sarah Bement, Program Coordinator, Deaf Studies, Northwestern CT Community College, presented the program which allows graduates from the recently approved AS degree in Interpreter Training at Northwestern CT Community College to transfer into COSC's BS in Interpreting ASL/English. The program is 100% online. There are only two other online baccalaureate degrees in basic interpreting in the country. A 35% job growth is anticipated in the interpreting area over

the next five years. COSC is also looking to form articulation agreements with other community colleges, across the country, with interpreting programs to help students prepare for baccalaureate degrees and become fully certified.

Chair Harris called for a vote to approve the motion to grant the licensure and accreditation of the Charter Oak State College BS in Interpreting ASL/English and the vote was unanimous.

h. CT State Community College Aligned Degrees and Certificates

Chair Harris noted that this is the first set of aligned programs to come before the BOR ASA Committee for approval. There are 32 programs in this set. The process used the Transfer and Articulation Policy (TAP) transfer pathways endorsement approach to align programs for the CT State Community College (CSCC).

Chair Harris called for a motion to approve the licensure and accreditation of the degrees and certificates listed in the resolution for Connecticut State Community College. These programs have been developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. These degrees and certificates 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 degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted below (in the resolution). The motion was moved by A. Budd and seconded by H. Howery.

Dr. Francine Rosselli-Navarra, Interim AVP of Academic Programs and Curriculum, and Mike Stefanowicz, Interim CSU AVP for Academic and Student Affairs, presented the CSCC Aligned Degrees and Certificates. Dr. Klucznik noted that AVP Stefanowicz worked on the process since its inception, in Fall 2019, as the Co-Chair of the Students First ASA CC Committee. Dr. Rosselli-Navarra is the team leader for the curriculum alignment groups. Dr. Rosselli-Navarra noted that the first 32 aligned programs were previously approved by the BOR as a single program on one campus or as programs offered on many campuses. An example of the latter is the Criminal Justice program which was merged into a single degree from 30 different degrees. In the curriculum alignment process, faculty and program coordinators work together to merge programs into a single degree.

Dr. Rosselli-Navarra discussed the alignment process. The process starts with the faculty which discusses what classes needed to be included in a program. The only requirements were that each program had to include CCS 101 and the 21-credit Gen. Ed. Core. Multiple programs had to be merged into a single program with the new format. All faculty had the opportunity to weigh in during a 30-day review period. The programs then moved to the Aligned Program Review Committee (APRC). Dr. Rosselli-Navarra described the APRC as a transitional curriculum committee which performed a thorough review of all program proposals. The APRC returned the proposals to the faculty or, when they considered the program ready, submitted it to the campuses for endorsement. The campuses were given a 30-day review period to provide feedback to the APRC which determined which feedback was actionable and which wasn't. Feedback was sent back to the faculty for additional review. When the APRC was satisfied with the programs, they were sent to the SF ASA CC and the CCIC for review and approval. BOR ASAC approval is the next step in the process.

Questions/Recommendations from the Committee included:

- i. *Did you receive a response from all the community colleges?* Response: Yes, through the endorsement process.
- ii. *How many institutions passed?* Response: Two community colleges refused to vote and four voted “not to endorse”.
- iii. *Did those colleges who didn’t vote or voted “not to endorse” have representation on the APRC?* Response: Yes. Sometimes the APRC representative worked with the campus leadership. In other instances, the campus curriculum committees reviewed the proposals. And we did receive individual feedback through the website. Collectively, we did get responses from all campuses.
- iv. *Chair Harris commented that some programs, for example, Communications, have a number of options. This is a way of allowing community colleges to continue their current programs and still align with the CSCC curriculum.* Response: Dr. Rosselli-Navarra agreed. It allows faculty experts to continue to offer their programs and for the institution to serve the needs of their local community. The institutions can offer one degree with multiple tracks. AVP Stefanowicz noted that this is one of the major benefits of CSCC. Students will have one catalogue with all the options. Students can start their programs at any campus by taking their Gen Ed courses. They can take courses specific to their majors online or at the specific campuses that offer their courses. Program options can be expanded. This opens up opportunities for students. We’re moving from offering different programs to one parent degree with different options. This will be helpful to students and will lead to retention and completion.
- v. *Are a lot of these courses online?* Response: Yes, especially, post pandemic.

Chair Harris and the ASA Committee thanked Dr. Rosselli-Navarra, AVP Stefanowicz, and all the faculty members who worked on the curriculum alignment initiative. She stated that this will increase student options across the state while allowing students to specialize in their area of interest. Regent Budd commented that the success of the curriculum alignment work may show that it can be done and done successfully.

Chair Harris called for a vote to approve the licensure and accreditation of the degrees and certificates (listed in the resolution) for Connecticut State Community College. A vote was taken and it was unanimous.

i. Appointment of CSU Professor

i. Dr. Troy Paddock – Southern CT State University

Chair Harris called for a motion to approve the nomination of Dr. Troy Paddock as the CSU Professor from Southern CT State University.

Provost Bob Prezant discussed Dr. Paddock’s professional experience and his accomplishments in teaching, research and service that qualify him for the title of CSU Professor.

Chair Harris called for a vote to approve the nomination of Dr. Troy Paddock as the CSU Professor from Southern CT State University and the vote was unanimous.

4. Informational Items

a. Below Threshold

- i. Business Administration-BS- Eastern CT State University [Program Modification]
- ii. Finance – BA - Eastern CT State University [Program Modification]
- iii. Applied Behavior Analysis – Undergraduate Minor – Southern CT State University [New Academic Offering]
- iv. Human Resource Management – Minor - Southern CT State University [New Academic Offering]
- v. Racial and Intersectional Justice Studies – Minor - Southern CT State University [New Academic Offering]
- vi. Business Administration – Human Resource Management Concentration – BS - Southern CT State University [New Academic Offering]
- vii. Engineering Science – AS – Quinebaug Valley Community College [Program Modification]
- viii. Human Services – AS - Quinebaug Valley Community College [Program Modification]
- ix. Medical Assisting – AS – Quinebaug Valley Community College [Program Modification]
- x. African American Studies – Minor – Central CT State University [Program Modification]
- xi. Anthropology – BA – Central CT State University [Program Modification]
- xii. Biology – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xiii. Chemistry – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xiv. Computer Science – BS - Central CT State University [Program Modification]
- xv. Earth Sciences – BS Education – Teacher Preparation - Central CT State University [Program Modification]
- xvi. Educational Leadership – Doctor of Education (EdD) - Central CT State University [Program Modification]
- xvii. English – BS - Central CT State University [Program Modification]
- xviii. Finance – BS - Central CT State University [Program Modification]
- xix. Environmental Geography and Sustainability – Minor - Central CT State University [Program Modification]
- xx. Geography – BA - Central CT State University [Program Modification]
- xxi. Geography with Specialization in Global Sustainability – MS - Central CT State University [Program Modification]
- xxii. History – BS – Teacher Preparation - Central CT State University [Program Modification]
- xxiii. Management Information Systems – BS - Central CT State University [Program Modification]
- xxiv. Manufacturing Management – BS - Central CT State University [Program Modification]
- xxv. Physics - BS – Teacher Preparation - Central CT State University [Program Modification]
- xxvi. Social Justice – Minor - Central CT State University [Program Modification]

xxvii. Spanish - BS – Teacher Preparation - Central CT State University [Program Modification]

xxviii. Theatre – BA - Central CT State University [Program Modification]

No vote is taken on Below Threshold Programs.

ADDED:

CSCU Criminal Justice Task Force – Update – Dr. Jane Gates, Interim CSCU President, Provost and SVP, Academic and Student Affairs

Dr. Gates reported on the status of the CSCU Criminal Justice Task Force which was convened and has been meeting over the past nine months to fulfill its charge to identify, review, and make recommendations concerning issues of racism, policies and practices which impact the status and advancement of Criminal Justice studies at CSCU. The Task Force collected data and initiated four distinct surveys distributed to: 1. CSCU Criminal Justice faculty; 2. CSCU Students; 3. CT Law Enforcement Recruits; and 4. CT Law Enforcement Trainers.

Additionally, the Task Force held focus groups with current and retired law enforcement agents. Criminal Justice programs and curriculum have been reviewed and the Task Force found little evidence of intentionally anti-racist frameworks and content in Criminal Justice programs. In addition, the Task Force explored and adopted definitions, examined websites and curriculum outside of CSCU, and met with constituency groups inside CSCU to gather additional data.

The data collected thus far shows:

1. CSCU Criminal Justice programs incorporated some aspect of diversity in their curriculum;
2. Criminal Justice faculty and CSCU students are in support of having intentionally anti-racist curriculum, programs and practices;
3. Greater retention and mentoring are needed for faculty and students of color;
4. While Internships are important to the learning process, they appear to be barriers that keep students from having a successful experience during the internship. Many students work and can't afford to take unpaid internships. Scheduling of internships also creates a barrier for working students.

A full and final report from the Criminal Justice Task Force is planned for the September 2021 BOR Meeting.

b. Other Business

i. Fully Online Programs Update

Kevin Corcoran, Executive Director, Digital Learning. Due to technical difficulties, this presentation will be rescheduled to the September 10, 2021, BOR Academic and Student Affairs Committee Meeting. Chair Harris asked that the presentation address what the Committee does with the information that will be presented. Are there policies that need to be discussed that will help with the transition to online learning? Will training be provided for online learning? Is there a need for a task force to study and solve these issues?

Dr. Klucznik responded that recently Provost Gates signed a charge to establish a systemwide Online Learning Council. Director Corcoran will be the co-chair of the Council along with two additional co-chairs, one community college member and one CSU member. The purpose of the Online Learning Council is to put systemwide

procedures in place to explore and expand online education and generate broad participation in online learning.

Regent Cohen asked that the PowerPoint presentation that Director Corcoran was to present be distributed to the BOR ASA Committee members before the September BOR ASAC Meeting. Regent Howery stated that she is encouraged by the formation of the Online Learning Council and looks forward to the Council's findings and recommendations.

ii. Update to the Holistic Case Management Advising Policy

Mike Buccilli, AVP of Student Success, introduced his leadership team: Kathleen Ahern, Licella Arborleda, Michael Goemans, and Brian Kapinos. AVP Buccilli provided an update to the Holistic Case Management Advising (HCMA) Policy and the Guided Pathways Advising (GPA) Program. He stated that the HCMA Policy was adopted in Spring 2020. He described it as a policy to redesign/reimagine advising. Students will be assigned to a Guided Pathways Advisor, from entry to completion, to create a personalized academic and career plan which lays out the steps to transfer or completion.

AVP Buccilli discussed the three phases of the GPA program and the status of each:

- Phase 1 (2021): Housatonic, Middlesex, Northwestern – Status: The GPA Team is fully staffed in NCCC and MxCC. HCC will be fully staffed in a few weeks.
- Phase 2 (2021-2022): Asnuntuck, Gateway, Manchester, Quinebaug Valley, Tunxis
- Phase 3 (2022): Capital, Naugatuck Valley, Norwalk, Three Rivers

CSCU has received financial support from the Federal Government and the State of CT to accelerate the GPA Program. The next step is to hire Campus Advising Leads by the end of summer where there are vacancies. The goal is to have all 12 campuses to scale by 2022.

AVP Buccilli stated that the focus is on professional learning and training which is at the center of the GPA model. He summarized the advising technology, Ellucian CRM Advise Platform, and noted that it will go live in Spring 2022. He discussed the case load model where each Guided Pathways Advisor 1 (GPA 1) will have 250 students which will provide the ability to adapt to student needs.

Questions/Recommendations from the Committee included:

- Can you move up the timeline for the community colleges in Phases II and III?*
Response: The original plan was to complete each phase of the GPA program in a year; therefore, the three phases would take three years to complete. Our goal is to complete hiring by June 2022. Our timeline is now half the original time, 18 months, of the initial goal of three years. We were able to accelerate the timeline to 18 months with the financial support of the Federal and State governments as well as the BOR's.
- What measures are in place for internal accountability to test how the program is going?* Response: We have Key Performance Indicators (KPIs) as a starting point to see if we are having the impacts on students we hoped to have. We also have feedback loops and surveys to see what is working. We will track data, on many levels, to see the impact of the program.
- KPIs are long term. Do you have any short-term measures, on a semester basis, to determine how things are going?* Response: Yes. We plan to measure Fall to Spring retention and determine the percentage of students who persist to the Spring semester.

Some KPIs are tied to the first semester; for example, did the student complete Math and English?

- iv. *Do you review each of the Guided Pathways Advisors? How are they evaluated?* Response: Yes. There is the traditional annual review, regular supervision, team meetings and the Professional Learning Plan. Reviews will take place throughout the year.
- v. *Advisement was previously done by faculty. How do GPAs interact with faculty advisors to make sure information is exchanged? Sometimes, faculty is the first to know that there's a problem.* Response: The GP Advisory model does not replace faculty advising, it partners with it. Faculty can focus on their discipline and program needs and mentor students. The Ellucian CRM Advise technology has a system of flags and alerts. Faculty can also raise an alert about a student. This information is sent to the GP Advisor who can connect with the student. There are also a series of automated alerts, at the student level, which are built into the Ellucian CRM Advise system; for example, if the student failed to register for classes or if the student has withdrawn from classes. The Ellucian CRM Advise system has dedicated training for faculty.
- vi. *What educational background and skill sets are required in the job description for Guided Pathways Advisors?* Response: For the GPA 1 position, we opened up the candidate pool to get a more diverse workforce. The position requires a bachelor's degree. We can hire candidates without college advising experience. Other counseling or advising experience is considered. The GPA 2 is the equivalent of an Associate/Assistant Director. This position never existed in Advising. This is a mid-manager supervisory position. At larger campuses, the GPA 2 position will supervise several GPA 1's. This position requires a Masters' degree and advising experience. The Campus Advising Lead is the point person for the campus and leads the GPA Program on campus.
- vii. *Do you provide guidance for GPAs on reaching out to faculty advisors early to show that they are a help not a hindrance or substitute?* Response: We communicate as much as possible. The campus implementation work included faculty and academic leadership. The Advising Leads and Academic Leads have met. We are constantly building and strengthening the relationship between Advising and Academics. We are assigning GP Advisors by area of study to build trust and knowledge with the faculty. *Chair Harris noted that Charter Oak State College has used this model for many years.*
- viii. *Will each of the levels of GPA's, including the Campus Advising Leads, have a caseload?* Response: GPA 1s will have a caseload of 250. GPA 2s will have half that caseload, approximately 125. Campus Advising Leads will not be assigned caseloads but can take over for GPA 1s or GPA 2s in case of illness, vacation, or emergency. At peak times, it's "all hands on deck".

Chair Harris noted that the September 10, 2021, meeting of the BOR Academic and Student Affairs Committee will be held in person with an online option.

On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the June 11, 2021, BOR Academic and Student Affairs Committee at 11:31 a.m.