

Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, March 25, 2021 Conducted Via Remote Participation

Meeting will stream live at: https://youtu.be/DC39BeD9NDY

- 1. Call to Order, Roll Call & Declaration of Quorum
- 2. Adoption of Agenda
- 3. Opportunity to Address the Board*
- **Executive Session** discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining
- 5. Return to Open Session
- 6. Appointment of Campus CEOs
 - Search Process and Overview –Dr. Alice Pritchard, Chief of Staff
 - Appointment of Capitol-East CEO Search Chair and Regional President Rob Steinmetz
 - Quinebaug Valley Community College
 - Appointment of Shoreline-West CEO Search Chair and Regional President Thomas Coley
 - Norwalk Community College
 - Appointment of North-West Region CEOs Search Chair and Regional President Jim Lombella
 - Asnuntuck Community College
 - Naugatuck Valley Community College
 - Tunxis Community College
- 7. Comments from CSCU Interim President Dr. Jane Gates
- 8. Comments from Board of Regents Chair Matt Fleury
- 9. Approval of Previous Meeting Minutes...... Page 1
 - February 18, 2021
- 10. Consent Agenda
 - . Academic Programs Discontinuations Page 126
 - i. Introduction to Manufacturing (Level 1) C2 Certificate Three Rivers CC
 - ii. Business Office Technology AS Tunxis CC
 - iii. Business Office Technology Medical Option AS Tunxis CC
 - iv. Business Office Technology-Medical Option-Health Information Technology C3 Certificate - Tunxis CC
 - v. Business Office Technology- Office Applications C2 Certificate Tunxis CC
 - vi. Business Skills C2 Certificate Middlesex CC

*Opportunity to Address the Board:

Anyone wishing to address the Board of Regents must sign up at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. 30 minutes in total; 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. Students will address the Board first, followed by faculty, staff and public.

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	c.	Academic Programs – Modifications	Page 142
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		Substitutions, Change of Program Name]	
		ii. Social Service – C2 Certificate – Manchester CC [Significant Modification of	
		Courses/Course Substitutions, Change of Program Name]	
		iii. Hospitality and Tourism – BS – Central CT State University [Change of Progr	am Name]
		iv. Recreation and Leisure – MS – Southern CT State University [Change/addition of the content o	on of
		Modality]	
	d.	Academic Programs - New Programs	Page 150
		i. Physical Activity and Chronic Disease – MS - Southern CT State University	
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BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGES AND UNIVERSITIES (CSCU) MINUTES OF REGULAR MEETING THURSDAY, FEBRUARY 18, 2021 CONDUCTED VIA REMOTE PARTICIPATION

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Υ
Richard J. Balducci	Υ
Aviva D. Budd	Υ
Naomi K. Cohen	Υ
Felice Gray-Kemp	Υ
Holly Howery	Υ
David R. Jimenez	Υ
Antonia Oglesby	Υ
Audrey Redpath	Y
JoAnn Ryan	Υ
Ari Santiago	N
Elease E. Wright	Υ
*David Blitz, FAC Chair	Υ
*Colena Sesanker, FAC Vice Chair	Υ
*Kurt Westby, Labor Commissioner	N
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*ex-officio, non-voting member	

CSCU STAFF:

Dr. Jane Gates, Interim CSCU President
Alice Pritchard, Chief of Staff/Chief of Operations
Andrew Kripp, VP Human Resources & Labor Relations
Ben Barnes, Chief Financial Officer
Ernestine Y. Weaver, Counsel
Ken Klucznik, VP of Academic Affairs
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Fleury called the meeting to order at 10:07 a.m.

Prior to roll call, Chair Fleury welcomed Audrey Redpath, the new Student Regent and Chair of the Student Advisory Committee. She attends WCSU as a Journalism Major, is President of the Student Publications Board, is Vice President of the Student Government Association, and is Editor and Investigative Lead of the Echo Newspaper.

Chair Fleury sent condolences to the family of President Bertolino on the passing of his mother.

Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as submitted; <u>on a motion by Regent Cohen, seconded by Regent Wright, the Agenda was unanimously adopted as presented.</u>

OPPORTUNITY TO ADDRESS THE BOARD

In addition to those requesting to speak during the Public Comment period, the Board has received two letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

The following individuals addressed the Board:

<u>Name</u>	Dept./Group
Tim Parrish	SCSU Faculty
Tess Buschmann	SCSU Student
Joshua Cam	SCSU Student
Eve Harrison	Parent of Former SCSU Student
Evan DeCarlo	Former SCSU Student
Theresa Marchant-Shapiro	SCSU Faculty
Michele Bacholle	ECSU Faculty
Cherie King	CCSU Faculty
Tricia Lin	SCSU Faculty
Christopher Trombly	SCSU Faculty
Christine Hegel-Cantarella	WCSU Faculty
Michele Ganon	WCSU Faculty
Seth Freeman	Capital Community College Faculty
Andrew Smith	SCSU Faculty
Lisa Lancor	SCSU Faculty

BOR CHAIR MATT FLEURY'S REMARKS

Chair Fleury thanked individuals for taking the time to speak today and reinforced the purpose of the public comment period is for the Regents to listen and not respond, to focus on the caring behind the message. He reminded all that the Board does not conduct collective bargaining in a public setting and continued by stating that this a negotiation environment under fraught conditions. Behind it is a great deal of caring and concern and an earnest need and desire to get this right. Chair Fleury stated that the Board has no confusion between profitability and sustainability; profit has no bearing in its consideration - only focused on service to our students and the communities we serve.

Chair Fleury noted that this is a starting off point, that negotiations take shape at the bargaining table. While we are far apart now, he is confident that we will reach a fair compromise. He also thanked each member of the board for their integrity and commitment to strengthening public higher education in Connecticut.

Update on the CSCU President search process:

- Pleased to report we have a strong candidate pool, diverse in all aspects including backgrounds, race, ethnicity, skill set, and geography.
- The Search Advisory Committee and the Board Search Committee have been busy reviewing applicants.
- Semi-finalist interviews are scheduled for February 25 and 26 and will be interviewed by members of the Search Advisory Committee and the Board Search Committee.
- We are on track with our dates so far and look forward to bringing forward the selected candidate late this spring.

Comments on Students First:

- The Board has asked the management team to work closely with and to amplify its work through the committee and Board process to assure a greater understanding and to allow for deeper conversations on our challenges and opportunities.
- Summary reports will be presented from Academic and Student Affairs and the Finance Committees.
- Dr. Levinson and his team have increased their communication (via email with links to reports) with the community colleges and the BOR on updates on key areas of work and opportunities for engagement.

Chair Fleury, Regent Harris, Interim President Dr. Gates and COO Dr. Pritchard have had very productive follow-up meetings with the Chair and Vice Chair of the FAC to build stronger lines of communication and collaboration. My appreciation to all for their willingness to participate in these discussions.

INTERIM CSCU PRESIDENT GATES' REMARKS

Spring Reopening Update:

- The start of the semester has been going very well for our 17 institutions during unprecedented challenges related to COVID.
- Community colleges reopened smoothly and have been working closely with their local departments of public health when positive cases emerge. To date, there have been a handful and in all cases, the colleges have been able to remain fully operational as contacts have been limited.
- At the universities, all the students have moved into the residence halls and are part of 100% weekly testing. In testing done over the first two weeks of February, we have 30 residential students who have tested positive out of more than 7200 tests given for positivity rate of 0.4% with the majority of cases at Southern and Western. We are monitoring these numbers closely with the state. The schools are providing dashboards with weekly and cumulative results and we are sharing that in our weekly COVID update.
- We have been working very closely with the Department of Public Health and the Governor's administration to monitor the virus and support our response.
- Our goal remains the health of our students, faculty, staff, and everyone who works on our campuses. My many thanks to all those who are working so hard to give our students the best educational experience we can during these challenging times.

Budget Update/Legislative Update:

• Ben Barnes will provide an overview of the current fiscal picture for the colleges and universities in the Finance Committee report.

- The appropriations committee hearing is scheduled for later this month (moved to March 4th) where there will be an opportunity to share the impact of the Governor's budget on the constituent units of CSCU and highlight the challenges and opportunities our students experience in their annual student panels.
- There are a number of bills introduced this year which impact CSCU ranging from monitoring sexual assaults on campus, promoting automatic admissions for students into the CSUs, as well as bills related to Students First. Sean Bradbury's weekly updates to the BOR and campus leadership highlight these bills and he will be monitoring them throughout the legislative session.
- An informational hearing March 11 will be held to present a progress report on establishing the CT State Community College. This will allow us to update the legislature on progress to date and address their concerns related to the merger.

CEO Search:

- Names and information on the finalists for the 5 campuses will be released on February 22.
- The 3 Regional Presidents are serving as search chairs and have been joined by Regents
 and system office executive staff on the CSCU search committee. They are working very
 closely with the Campus Advisory Committees to identify the best candidates for each
 campus.
- Campus Advisory Committees representing faculty, staff, students, foundation members
 and administrators have been very engaged in the process reviewing resumes,
 interviewing semi-finalists and now making plans for virtual campus visits for the finalists
 the weeks of March 1 and March 8.
- Final candidates are still slated for approval at the Board's March meeting if possible. System Initiatives:

Criminal Justice Taskforce:

- The CSCU Criminal Justice Taskforce [composed of 18 members reflective of balancing the interests of the community colleges, four-year colleges, the larger CSCU system and the community at large] released the Mid-Year Report on December 24, 2020.
- It is incumbent upon higher education to take responsibility for our own criminal justice curricula and to determine how we can strengthen efforts to erode systemic inequity that is keeping us from our full promise as a nation. This Task Force through subcommittees is responding to this clarion call.
- A second report will be released in May 2021 with final recommendations in Summer 2021. A special note of thanks to the co-chairs, Dr. William Lugo and Dr. Tuesday Cooper, and to the 18 scholars who serve on the CSCU Criminal Justice Taskforce.

Connecticut State Colleges & Universities Library Consortium:

- The consortium includes the libraries of Connecticut's twelve community colleges, four state universities, Charter Oak State College, and the Connecticut State Library.
- The CSCU Library Consortium provides a beacon of hope amidst unprecedented challenges.
- The 2020-2023 Strategic Framework sets forth the strategic direction to empower
 member libraries "to collaborate in support of success, equity, diversity, social justice,
 and access to resources that spark creativity and intellectual enrichment." One of the
 pillars of the strategic plan focuses on equity, as well as a statement on diversity and
 social justice.

• It is critical that we commit to policies and practices that ensure the success of every student regardless of their starting point in life. The dedicated and collaborative professionals and staff at these libraries provide a place that fosters pride and nurtures the dreams of students and their families. Libraries are inextricably linked to our community, region and state in which we are located. Special note of thanks to Dr. Patrick Carr and the Library Directors.

Students First and NECHE:

- Discussions are ongoing with NECHE about progress toward accreditation.
- Annual update will be submitted in June 2021 rather than April as originally planned to give us a full year of work to report.
- BOR committees have had several updates on Students First and the merged college at their most recent meetings and this will continue throughout the spring meetings to ensure transparency.
- Continue to watch your email for updates between meetings as the pace of change accelerates.

Collective Bargaining:

• Based on comments today before the BOR, please note that after several meetings, the AAUP has not raised any concerns related to risk to accreditation as a result of our proposal at the bargaining table. We urge the concerned members to be in contact with the AAUP leadership about these matters.

CSCU remains strongly committed to stewarding and protecting the American ideal of the University and Colleges as places where learning is transformed into dreams and opportunity through access and quality education.

APPROVAL OF PREVIOUS MEETING MINUTES

Chair Fleury made a friendly amendment to the minutes of the December 2020 BOR meeting as requested by Prof. David Blitz to better clarify the content of the Faculty Advisory Committee (FAC) report presented at the December meeting. The following addition was read into the record:

"FAC Chair Blitz and FAC Vice-Chair Sesanker reported on FAC concerns on a number of issues, including the doubling of levels of management at the community college level, doubling of the System Office controlled budget, reduction of faculty role in curriculum and shared governance, micromanagement by the Board (budget amendment, college and career success course), and lack of review and revision of major policies by the Board (students first). Suggestions for improvement of the relations between the FAC and the Board were proposed (joint meetings and regular reports), and a set of 10 guiding principles for public higher education was presented."

The December minutes have been updated to include this paragraph and the FAC report is included as Attachment B.

On a motion by Regent Cohen, and seconded by Regent Harris, the December 17, 2020 meeting minutes as amended were approved (11 votes in favor and 1 abstention by Student Regent Redpath).

CONSENT AGENDA

Chair Fleury called for a motion on the Consent Agenda. <u>On a motion by Regent Cohen, seconded by Regent Wright, the Consent Agenda was unanimously adopted.</u>

A. ACADEMIC PROGRAMS

Discontinuation - Child and Youth Concentration within General Studies Major - BS - Charter Oak State College

Continued Accreditation of a Licensed Program

Gerontology - Official Certificate Program (OCP) - Central CT State University Software Engineering - MS - Central CT State University

Modifications

Nurse Educator - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

Nurse Educator - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

Clinical Nurse Leader - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

Clinical Nurse Leader - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

Therapeutic Recreation - C2 Certificate - Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality]

Suspension - Music Education - MS - Western CT State University
New Program - Special Education - MS - Eastern CT State University
Mid-Year (2020-2021) Tenure Recommendation - Southern CT State University
Academic Programming Approval Policy

B. FINANCE

Policy Change Extending Payment Plan Terms for Spring Acceptance of Gift Northwestern CT Community College

RESOLUTIONS APPROVED ON CONSENT

Discontinuation

Child and Youth Concentration within General Studies Major - BS - Charter Oak State College RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program concentration in General Studies: Child and Youth Development (CIP Code: 24.0101 / OHE# 240101) leading to a Bachelor of Science at Charter Oak State College, effective fall 2022.

Continued Accreditation of a Licensed Program

Gerontology - Official Certificate Program (OCP) - Central CT State University RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Gerontology (CIP Code: 19.0702 OHE # 018714) leading to an Official Certificate at Central Connecticut State University. Central Connecticut State University will provide a report in fall 2022, specifically an update on enrollment in the program.

Software Engineering - MS - Central CT State University

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Software Engineering (CIP Code: 14.0903 OHE # 018966) leading to a Master of Science at Central Connecticut State University.

Modifications

Nurse Educator - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3203 / OHE# 015712), specifically the addition of hybrid modality to traditional program delivery - leading to a Post Master's Certificate at Southern Connecticut State University.

Nurse Educator - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3203 / OHE# 001901), specifically the addition of hybrid modality to traditional program delivery - leading to a Master's in Nursing at Southern Connecticut State University.

Clinical Nurse Leader - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the addition of hybrid modality to traditional program delivery - leading to a Post Master's Certificate at Southern Connecticut State University.

Clinical Nurse Leader - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the addition of hybrid modality to traditional program delivery - leading to a Master's in Nursing at Southern Connecticut State University.

Therapeutic Recreation - C2 Certificate - Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Therapeutic Recreation (CIP Code: 51.2309 / OHE# On ground: 002730; On line: TBD), specifically modification and substitution of courses and the addition of online modality to traditional program delivery - leading to a C2 Certificate at Middlesex Community College.

Suspension

Music Education - MS - Western CT State University

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Music Education (CIP Code: 13.1312 / OHE # 000183) leading to a Master of Science at Western Connecticut State University until fall 2022.

New Programs

Special Education - MS - Eastern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Special Education (CIP Code: 13.1001, OHE# TBD) - leading to a Master of Science at Eastern 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.

Mid-Year (2020-2021) Tenure Recommendation - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the following 2020-21 mid-academic year tenure recommendations by President Joe Bertolino for Southern Connecticut State University:

Andrea Adimando Michael Fisher Steven Hoffler

Rachel Jeffrey

Paul Levatino

Academic Programming Approval Policy

- WHEREAS, Connecticut State Statutes empowers the Board of Regents (BOR) to approve the establishment, modification and other dispositions of academic programming at institutions of the Connecticut State Colleges and Universities (CSCU) System;
- WHEREAS, the approval of academic programming is an exercise of shared governance sequentially occurring upon initiation at the institutional level, the deliberative review of the CSCU Academic Council, the appraisal of the BOR Academic and Student Affairs Committee, and the resolution of the Board of Regents; and
- WHEREAS, the BOR deems the approval of academic programming to be a fluid process subject to periodic changes in its procedures and forms to effect greater clarity and further understanding between the layers of shared governance and to enhance efficiency; therefore, be it
- RESOLVED, that the Board of Regents for Higher Education adopts the attached Academic Programming Approval Policy, and be it further
- RESOLVED, the Academic Programming Approval Policy rescinds all prior System and Board of Regents academic programming approval policies.

Policy Change Extending Payment Plan Terms for Spring

- WHEREAS, on March 10, 2020 the Governor of the State of Connecticut proclaimed a state of emergency throughout the State of Connecticut and subsequently, each state of the Union has declared a state of emergency to address the coronavirus disease 2019 (COVID-19); and
- WHEREAS, as a result of COVID-19, there has been dramatic upheaval in all areas of dayto-day life such that students may be unable to complete payment in a timely manner: and
- WHEREAS, Community College Board Policy Manual section 6.5.4. ("Policy") does not allow students who have an outstanding balance on their accounts to register for future courses until that balance is paid in full; and
- WHEREAS, in April, 2020, the Board of Regents approved a temporary change to this policy for Summer 2020 and Fall 2020 to community college students who owe up to \$1,200 to register for courses, provided that the students agree to payment plans to satisfy their outstanding balance within one calendar year; and
- WHEREAS, Community College leaders and enrollment management staff recommend that this policy should be extended to include payment plans related to tuition and fees for the Spring 2021 semester; therefore, be it
- RESOLVED, that the Board of Regents for Higher Education formally extends this temporary policy change, allowing registration by students with payment plans up to \$1200 (or above with campus CEO permission) and terms up to one year, adopted in April 2020, through the Spring 2021 semester.

Acceptance of Gift - Northwestern CT Community College

WHEREAS, Northwestern Connecticut Community College (NCCC) is the recipient of a generous monetary gift (\$356,185.50) from the Wendy Begansky Estate; and WHEREAS, the gift was bequest by Wendy Begansky for the establishment of the Ronald Begansky Scholarship Fund at Northwestern Connecticut Community College; and

WHEREAS, Northwestern Connecticut Community College will establish said scholarship at the college in the name of Ronald Begansky to be awarded to NCCC students who meet the scholarship criteria set by Northwestern Connecticut Community College in consultation with Northwest Community Bank, the originators of the initial scholarship and for whom Ronald Begansky was a former Board member, now, therefore, be it

RESOLVED, that the Board of Regents accepts and acknowledges with appreciation the monetary gift from the Wendy Begansky Estate on behalf of Northwestern Connecticut Community College for the establishment of the Ronald Begansky Scholarship Fund at the College.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Information Items: submitted as information items only according to the current contract
Attachment C - Sabbatical Notifications
Attachment D - Emeritus Notifications

Regent Harris reported that Students First issues are being taken up at Committee meetings. At the Academic & Student Affairs February meeting, presentations were made on Enrollment Management, Strategic Planning and Shared Governance, and Curriculum Alignment.

- More information on Strategic Planning and Shared Governance will be presented at future committee meetings.
- Alison Buckley, VP of CSCC Enrollment Management and Student Affairs has communicated reporting changes via email.
- Curriculum alignment efforts analyze the 650 associate degree programs and 350 certificate programs across the 12 campuses with the goal to align requirements by discipline into a single program. Program modifications may be created to meet workforce and academic goals.
- Francine Rosselli-Navarro presented the work of the Curriculum Alignment team; the complex process has identified room for streamlining processes to make it easier for our students. (See Attachment E)
- Rebecca Rist-Brown, Michael Emanuel, and Kathryn Kleis, shared their perspectives of the Criminal Justice Curriculum Alignment team.
 - Dr. Sesanker (Chair, FAC) expressed concern with the amount of work ahead to create the single catalog, as well as a compressed review period at each college over the next year.
 - Dr. Blitz (Vice Chair, FAC) asked about alignment of these new CSCC programs at the university level. Professor Rist-Brown explained that for the Criminal Justice programs, articulation agreements are being written to accept TAP pathways with private universities, as well as the new program. TAP pathway documents have been sent to CSU TAP coordinators. Discussions are taking place to align admission standards at each of the universities.
 - Additional questions concerning endorsement and approval will be handled off-line.

FINANCE & INFRASTRUCTURE COMMITTEE

Regent Balducci reported:

- The Finance and Infrastructure Committee held a joint meeting with the HR Committee on February 16.
- The Committees heard three information reports:
 - CSUS 2020 Program Report on the status of capital projects
 - Hiring for CT State Community College in current fiscal year
 - Review of Budget Projections from 2018
- The Finance Committee had three action items:
 - Acceptance of gift to Northwestern CT Community College in excess of \$356 thousand (on Consent Agenda)
 - Policy Change Extending Payment Plan Terms for Spring 2021 (on Consent Agenda)
 - Acceptance of FY21 Mid-Year Projections

Regent Balducci thanked CFO Ben Barnes, Melentina Pusztay, and the entire Finance team for the work they have done compiling this data. Regent Balducci also reported on:

- Staffing levels in the One College.
 - The College will be \$2 million under revised budget, based on mid-year projection
 - To date we have hired or transferred 37 staff to build the infrastructure of the College. Of the 37 staff, 7 are members of the bargaining unit and 30 are management exempt. 32 of these staff came from within CSCU, only 5 are new to the system.
 - Plan to hire/transfer 48 additional bargaining unit staff, mostly to implement the Guided Pathways program.
 - \$400,000 in faculty stipends will be provided for curriculum alignment work.
- CSCU's original Students First Substantive Change Request to NECHE to actual budget results
 - Based on the mid-year spending projection, we have achieved the \$14 million in savings called for in the original plan for FY 2020.
 - State Budget Proposal The Governor has proposed a generally flat budget with several exceptions:
 - The budget would end \$20 million in extra fringe benefit support for the colleges.
 - o The budget does not fund the extra payroll in FY 2023 (\$12 million).
 - The budget includes \$6 million per year for PACT.

Action Item: Mid-Year Projections (Attachment F)

- Enrollment has continued to decline, and revenue has dropped 2.4% from the levels reflected in our revised budget last October.
- The Colleges and Universities have reduced spending to offset the declining revenue, but a system-wide deficit of \$58 million remains, down from \$69 million in the revised budget.
- The new federal funds approved in December will allow us to provide \$27 million in student financial assistance this spring, plus replace lost revenue (estimated at \$58 million).
- Additional funding of approximately \$20 million remains available for the colleges for student assistance, revenue replacement or other purpose within one year.
- Projected reserves were reviewed.

RESOLVED: that the Board of Regents for Higher Education accept the FY 2020-2021 Mid-Year Projections as presented on February 18, 2021.

A motion to approve the resolution was made by Regent Balducci and seconded by Regent Cohen. The resolution was unanimously approved.

Chair Fleury emphasized the BOR's readiness to advocate to the CT State Administration for our System and the needs of our students.

Dr. Blitz (Vice Chair, FAC) asked about details of the Shared Services "Other" expenses at the Community College level. Ben Barnes will provide a response to Dr. Blitz off-line.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Regent Cohen noted the overlap in the jurisdictions of the Human Resources and Finance Committees. The committees shared a Regional Presidents' update about a regional Workforce Development structure and the \$6.6 million that came to the System based in large part on the efficiencies of this new structure. (See Attachment G for the full report)

This committee will be looking at Shared Services from an organizational perspective at their next meeting.

EXECUTIVE COMMITTEE

No Report, No Exhibits

ADJOURNMENT

On a motion by Regent Cohen, seconded by Regent Harris, Chair Fleury declared the meeting adjourned at 12:16 p.m.

Submitted,

Alice Pritchard
Secretary of the CT Board of Regents for Higher Education



The 737 Max and the CSCU Board of Regents

tmirror.org/category/ct-viewpoints/the-737-max-and-the-cscu-board-of-regents/

Bob Emiliani, Ph.D December 22, 2020



For more than 15 years I have taught a graduate course where students perform formal failure analysis of senior management decisions. We study disasters such as the Wells Fargo fraud, Equifax data breach, GM faulty ignition switch, Morandi bridge failure, Vale mining disaster, defective Takata airbags, and the Boeing 737 Max. Over the years we have studied some 70 disasters, all of which prove to be very costly to the organization and its stakeholders in lives, money, and reputation.

As you might expect, ominous patterns emerge in senior management thinking and decision-making. All cases feature several untested beliefs and assumptions that prove to be critical factors in failed leadership decision-making. There is an abundance of illogical thinking, the top six being abuse of expertise, false assumptions, avoiding the force of reason, red herring, special pleading, and expediency. Recurring cognitive biases include status quo, estimating, anchoring, sunk cost, and confirming evidence. In general, senior managers critical thinking skills are poor, sometimes to the point of being dangerous.

What students learn is that the three things top leaders are most confident about – analysis, logical thinking, and decision-making – are the three things leaders should be the least confident about. Senior management information processing is highly error-prone, most often because they possess an idealized or theoretical understanding of the organization, how it functions, and why, and are closed-minded when counseled by people at the bottom of the

organization and external stakeholders. Leadership decision-making would be improved if they acted upon, not merely listen to, the people who do the work and who are affected by the work.

In the case of the 737 Max aircraft development program and two subsequent crashes that killed 346 people, senior management had an eye single towards reducing aircraft development costs and controlling processes. As is usually the case, one's high status in the hierarchy makes them overconfident and fools them into thinking they know how to reduce costs and improve processes. Boeing's leaders understood neither. Unfortunately, the reality of costs and processes at the working level become abstracted at executive level; fact-based sensory perceptions give way to an array of aged and faulty preconceptions.

In addition, Boeing's leaders, like most business leaders, have a success orientation wherein success is preordained by virtue of one's status, and failure is either not possible or obviously the result of incompetence in the layers far below them. In Boeing's case, management's quest to save several billion dollars in aircraft development costs and pilot training has cost the company more than 20 billion dollars so far and likely as much as 50 billion dollars in total. Such penny-wise, pound-foolish decisions were found in nearly every failure analysis case we studied.

Boeing's failure, like the other 70 failures we studied, invite intense and broad-based scrutiny by news organizations, politicians, attorneys, and the public. This scrutiny, and the resulting expensive lawsuits, do incalculable damage to the reputations of both the organization and its leaders. The sustained exposure of senior management's mistakes is both embarrassing and long-lasting and awards a devastating loss of social status in relation to one's peers.

Like Boeing's leaders, The CSCU Board of Regents proposed Collective Bargaining Agreement with the American Association of University Professors reflects a desire to reduce costs and control processes without understanding how higher education functions and why, its processes, or how to improve them. They have a proven track record of largely ignoring the counsel of the people who do the work, staff and faculty, and who are affected by the work, students, families, and employers.

The BOR also appears to have a success orientation, preordained by their high status, and are unwilling to consider the likelihood of failure, given the obvious lack of critical thinking. The changes and redactions to the contract reveal numerous untested beliefs and assumptions, and the usual forms of illogical thinking and cognitive biases – also to the point of being dangerous. Just as Boeing was transformed from an engineering company producing a quality product to a finance company producing defective products, the proposed contract transforms Connecticut State Universities from producing a quality product that fulfills the needs of students, the State of Connecticut, and society, to a finance organization that mistakenly assumes quality is a given.

Another lesson learned from carefully analyzing failed leadership decisions is that most leaders merely copy one another's solutions to problems. There is little original thinking at the top. This too is apparent in the BORs proposed Collective Bargaining Agreement. There is no doubt that many aspects of higher education need to be improved, but there are many different methods for doing that. Fiat is one method, which the BOR apparently sees as best for them despite any negative impact that it may have on others. Another method is collaborative problem-solving using scientific thinking, to move difficult problems from the realm of preconceptions to the realm of facts to stimulate creative and innovative solutions that are mutually beneficial. It is clear that the BOR leadership has settled on opinion-based, *ad-hoc* problem-solving, as Boeing leadership did, instead of systematic, fact-based collaborative problem-solving.

In the many disasters that we have studied in my course, yet another lesson is clear: all the problems that led to the disaster were known by people at lower levels of the organization. They earnestly, though not always diplomatically, warned their leaders but were consistently ignored, ostracized, demoted, or fired. When fact-based workers warn leaders of problems, and they do not listen and fail to take action, then those in charge exhibit negligence characteristic of amateurs, not the professionals they believe themselves to be.

Bob Emiliani, Ph.D. is a Professor in the Central Connecticut State University School of Engineering, Science, and Technology.

Written Statement to the BOR

Hello and thank you for taking the time to read my statement. My name is Johanna Zukowski and I am a senior at Central Connecticut State University double majoring in Political Science and Philosophy. I wish to express my opposition to the proposals introduced by the Board of Regents. These proposals will ruin the integrity of our institutions, the quality of the diploma from these institutions, and the overall well-being of students and faculty.

Specific proposals such as increasing class sizes, eliminating research opportunities and conferences, less departmental support, and reducing curriculum development impact students directly and negatively. Students benefit from smaller class sizes that promote a robust learning environment and encourage student discussion. With limits to class sizes professors are able to connect with students, encourage intellectual discussion, and tailor their instruction to the specific classes' needs. The benefits of allowing students and professors to build an academic relationship far outweighs whatever money saved or whatever control over academic integrity the BOR may gain. Using myself as an example, I have benefited tremendously from building professional relations with my professors and participating in the academic opportunities offered to me. If it were not for my professor acknowledging my achievements in a class on civil liberties and discussing a possible legal career with me, I would have never gained the knowledge, confidence, and capability to apply to some of the top law schools in the country for Fall 2021. If it were not for my professor recommending that I consider moving my minor in Philosophy into a major to be able to explore my particular philosophical interests as well as help me navigate my course selection so I could still graduate in four years, I would have never

known it was an option available to me and therefore miss out on the advancement of my education. If it were not for my professors being able to oversee an independent study for myself for an entire semester, I would not have been able to explore my particular interest areas in both Political Science and Philosophy.

Professors know us best. Professors are the ones who see us every day, learn from us, communicate with us, make themselves available and amenable to us. They also know their academic areas the best. It would be horrific to learn that the BOR no longer trusts them to develop their own curriculums, hold faculty senate committees to discuss tenure and sabbatical leave, and take away their abilities to do research or attend conferences. While decreasing their support systems, the BOR wants to increase their courses offered, increase office hours, and decrease pay. Restricting faculty to these parameters will have extreme impacts on our universities. Professors will no longer have the opportunity to stay connected to their field and learn about advancements, theories, techniques, etc. They will be lacking in modern-day awareness and applicability; something that directly harms the students. Professors who wish to pursue research opportunities will be disregarded by the institution they want to do research under. Not only do faculty have less reason to teach at our universities, but students will feel the impact these new proposals have on professors. Our academic programs will be uninviting, uninteresting, lacking in academic rigor, and will decrease the value of the diploma. Professors who are unable to keep up with current trends in their relative fields will without a doubt fail to provide their students the best education and real-world applicability that will prepare us to graduate and enter the workforce. It won't be very long until then that workplaces begin to see that an education from a CSCU has decreased value and no longer employable.

Taking away freedoms, opportunities, committees, pay, and everything else that the BOR proposes is going to absolutely damage our institutions. Limiting professors in their academic setting will ensure that students like myself will not be granted invaluable opportunity and mentoring, thus ruining our career aspects. I know without a doubt that if it were not for my professors being able to notice my academic achievements and have conversations with me about opportunities available to me, I would not have had the unique and exciting education I did nor would I be able to prepare for and apply to law schools across the country. Being a first-generation college student who also worked part-time jobs during all four years of my undergraduate career like so many other CSCU college students, the relationships I had with professors and their desire to provide exceptional learning experiences and see our success is what made my undergraduate career so special. I implore the BOR to not take away those opportunities for future students and to not restrict professors in such a way that damages their capabilities. During these times of uncertainty and distress, these proposals are certainly not the solution. Thank you.

BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGES AND UNIVERSITIES (CSCU) MINUTES OF REGULAR MEETING THURSDAY, DECEMBER 17, 2020 CONDUCTED VIA REMOTE PARTICIPATION

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	Y
Antonia Oglesby	Y
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	Y
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*ex-officio, non-voting member	•

CSCU STAFF:

Mark E. Ojakian, CSCU President
Jane Gates, SVP & Provost, Academic & Student Affairs
Alice Pritchard, Chief of Staff/Chief of Operations
Andrew Kripp, VP Human Resources & Labor Relations
Ben Barnes, Chief Financial Officer
Ernestine Y. Weaver, Counsel
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Fleury called the meeting to order at 10:03 a.m. and, following roll call, declared a quorum present.

Chair Fleury sent best regards to Commissioner Cardona as he is under active consideration for an appointment with the new Administration. Chair Fleury welcomed Student Regent Antonia Oglesby.

ADOPTION OF AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as submitted; <u>on a motion by Regent Harris</u>, <u>seconded by Regent Cohen</u>, <u>the Agenda was unanimously adopted as presented</u>.

OPPORTUNITY TO ADDRESS THE BOARD

In addition to those requesting to speak during the Public Comment period, the Board has received two letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

The following individuals addressed the Board:

<u>Name</u>	Dept./Group
Sharod Blackwell	SCSU Student
Miles Goritski	SCSU Student
Andrea Tonnies	SCSU Student
Joshua Cam	SCSU Student
Francesca Palmer	CCSU Student
Sara Baker	SCSU Faculty
John O'Connor	CCSU Faculty
Christopher Doucot	CCSU Faculty
Robert Forbus	SCSU Faculty
Stephen Monroe Tomczak	SCSU Faculty
Maureen Chalmers	4 C's President
Robin Gustafson	WCSU Faculty

Technical difficulties were experienced by Tim Parrish, SCSU Faculty Member. His comments, as well as an additional letter were documented and are included as part of Attachment A (4 letters).

FACULTY ADVISORY COMMITTEE REPORT

Faculty Advisory Committee Chair David Blitz and Vice Chair Colena Sesanker offered remarks focusing on the FAC's report to the Board.

FAC Chair Blitz and FAC Vice-Chair Sesanker reported on FAC concerns on a number of issues, including the doubling of levels of management at the community college level, doubling of the System Office controlled budget, reduction of faculty role in curriculum and shared governance, micromanagement by the Board (budget amendment, college and career success course), and lack of review and revision of major policies by the Board (students first). Suggestions for improvement of the relations between the FAC and the Board were proposed (joint meetings and regular reports), and a set of 10 guiding principles for public higher education was presented.

Chair Fleury thanked FAC Chair Blitz and FAC Vice Chair Sesanker for the thoughtful report and noted some of the issues would be discussed and addressed in broad terms during the course of the meeting.

BOR CHAIR MATT FLEURY'S REMARKS

- Chair Fleury provided an update on the President search process:
 - Posting for candidates is up on the website.
 - Our search firm is busy identifying potential candidates with February 5th the date for best consideration.
 - Added 4 more students to the Search Advisory Committee totaling 40 individuals representing faculty, staff, administrators and students from our 3 constituent units and external stakeholders.

CSCU PRESIDENT OJAKIAN'S REMARKS

- President Ojakian acknowledged the efforts by the system office and each campus for a very
 successful semester under very trying circumstances. The State Universities did a
 tremendous job maintaining their residential presence. Only a 1% COVID positivity rate for
 the entire semester after extensive testing efforts was recorded. Similar results were seen
 in the community colleges. There were positive cases in faculty, students, and staff, but the
 numbers remained low.
- Plans are being developed for the Spring 2021 semester. There is an expectation that the majority of students will continue to learn remotely, particularly at the community colleges.
- CSCU, the State, and other private and public institutions of higher education are working with FEMA to support the State's post-pandemic recovery. Discussions are underway with the Administration to determine our role in vaccine distribution and education.
- In January, the Board will receive a full briefing on the status of the Connecticut State Community College. Close work continues with the new leadership at NECHE and accreditation is on track for 2023.
- Responses to Faculty Advisory Committee (FAC) Report:
 - The report asserts that the System Office, without explanation, increased by 27%.
 However, the consolidation of expenses for IT, HR, and Finance under the shared services model were fully disclosed, including a roster of staff. The change more clearly reflects the cost of providing the service to campuses and not an increase to System Office overhead.
 - The FAC report describes the leadership reorganization as "hardly a cost-saving measure." In actuality, the reduction in costs in Presidents and CEOs will save about \$50,000 per campus or \$600,000 once fully implemented. There are additional savings as a result of transitioning positions. There will be a full budget report moving forward. Identifiable savings have been achieved.
 - The Connecticut State Community College represents the values that are aspired to in public education. Since 2017, the Board has been very committed to this endeavor. There has been no other plan submitted that would achieve the stated goals.
 - All voting members can make an amendment to a resolution. In October, Regent Balducci made an amendment to further reduce the expenditure side of the budget. There was discussion about the amendment, and in the end, there was flexibility given to the institutions to find that level of savings and perhaps not in those targeted areas. The FAC report referred to the Board of Regents efforts to amend the CSU budgets as "interference." In Section 10A-88 of the Connecticut General Statutes, the Board of Regents is the governing board for the Universities.

- The Board has the responsibility and authority to review and approve institutions' financial plans. Actions that fulfill its legal obligations cannot be considered interference.
- Comments concerning Collective Bargaining:
 - CSCU does not negotiate our contracts in the press or public. Good faith negotiations are conducted at the bargaining table, not in the court of public opinion. Bargaining in good faith requires putting forth proposals about what is needed in contracts to effectively serve students, communities, and the mission of our institution. Labor puts forward their proposals. At the bargaining table, common ground and a path forward from initial positions is found. With mutual respect for the process and outcome, a mutually-beneficial contract can be negotiated.
 - Even before the pandemic, years of declining state support and decreasing enrollment have collided with increasing fringe benefits and long-term debt costs which have created a structural deficit across the system. Even before COVID, CSCU's financial position was not sustainable.
 - Increasing costs of the system cannot continue to be put on the backs of our students and their families. Our contract proposals seek to find more flexibility from the faculty to meet our students where they are. We cannot hope to provide access to higher education and a pathway to social mobility for working families if we operate under our current system.
 - The work of the faculty is respected and valued; we must find common ground and common values, and continue to promote the mission of the Board of Regents for Higher Education.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Harris, seconded by Regent Cohen, the October 15, 2020 and November 19, 2020 meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

Chair Fleury noted that a change to the Refund & Course Withdrawal Policy Recommendation was received. This requires that the item be moved off the Consent Agenda and assigned as an item in the Academic & Student Affairs Committee report. Chair Fleury called for a motion on the Consent Agenda as amended. On a motion by Regent Cohen, seconded by Regent Harris, the Consent Agenda was unanimously adopted as amended.

A. ACADEMIC PROGRAMS

Discontinuations

Therapeutic Recreation - C2 Certificate - Northwestern CT Community College Therapeutic Recreation - AS - Northwestern CT Community College

Accreditation of a Licensed Program

Health Care Administration - MS - Charter Oak State College

Biotechnology - BS - Southern CT State University

Public Utilities Management - AS - Gateway CC and BS in Business Administration - Southern CT State University

Modifications

Accounting - BS - Central CT State University [Addition of a Hybrid Instructional Modality] 21

Finance - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

Management - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

Management Information Systems - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

Marketing - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

Gerontology - Official Certificate Program (OCP) - Central CT State University [Modification of Instructional Modality]

Bilingual/Bicultural Education and TESOL - Residency Program - MS - Southern CT State University [Addition of a Hybrid Instructional Modality]

New Programs

Health Care Administration - AS - Middlesex CC

Human Nutrition - MS - Western CT State University

Increase Authority to Use Community College System Reserves for PACT through Spring 2021

Tuition Benefit Renewal -- Bright Horizons/CCSU

DC-CAP Scholarship Program approval -- ECSU

NEBHE Rate Expansion to NY, NJ

Reallocation of Charter Oak State College to Care and Custody of 185 Main Street - floors 1 and 2, CCSU to COSC

Reallocation of the College Office to Care and Custody of 185 Main Street - floors 3 and 4 to CSCC

Change in Care and Custody of 55 Manafort Drive, COSC to CCSU 2021 Board of Regents Calendar of Meetings

RESOLUTIONS APPROVED ON CONSENT

Discontinuations

Therapeutic Recreation - C2 Certificate - Northwestern CT Community College RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 002724) leading to a C2 Certificate at Northwestern Connecticut Community College, effective June 1, 2022.

Therapeutic Recreation - AS - Northwestern CT Community College RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 000436) leading to an Associate of Science at Northwestern Connecticut Community College, effective June 1, 2022.

Accreditation of a Licensed Program

Health Care Administration - MS - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program - Health Care Administration (CIP Code: 51.0701 / OHE# 019349) - leading to a Master of Science at Charter Oak State College, for a period of seven semesters from initial accreditation.

Biotechnology - BS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Biotechnology (CIP Code: 26.1201 OHE # 018540) leading to a Bachelor of Science at Southern Connecticut State University.

Public Utilities Management - AS - Gateway CC and BS in Business Administration - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program for a Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University through fall 2022, at which time the institutions may return to apply for continued accreditation. The pathway includes an Associate of Science in Public Utilities Management (CIP code: 52.0205 OHE# 018284) at Gateway Community College and a Public Utilities Management specialization within the Bachelor of Science in Business Administration (CIP code: 52.0205 OHE# 018283) at Southern Connecticut State University.

Modifications

Accounting - BS - Central CT State University [Addition of a Hybrid Instructional Modality] RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Accounting (CIP Code: 52.0301 / OHE# 00036), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Finance - BS - Central CT State University [Addition of a Hybrid Instructional Modality] RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Finance (CIP Code: 52.0801 / OHE# 02650), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Management - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Management (CIP Code: 52.0201 / OHE# 00037), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Management Information Systems - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Management Information Systems (CIP Code: 52.1201 / OHE# 02380), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Marketing - BS - Central CT State University [Addition of a Hybrid Instructional Modality] RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Marketing (CIP Code: 52.1401 / OHE# 00039), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Gerontology - Official Certificate Program (OCP) - Central CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Gerontology (CIP Code: 19.0702 / OHE# 18714), specifically the addition of hybrid modality - leading to a Post-Baccalaureate Certificate at Central Connecticut State University.

Bilingual/Bicultural Education and TESOL - Residency Program - MS - Southern CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Bilingual / Bicultural Education and TESOL (CIP Code: 13.0201 / OHE# 000602), specifically the addition of hybrid modality to traditional program delivery - leading to a Master of Science at Southern Connecticut State University.

New Programs

Health Care Administration - AS - Middlesex CC

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Care Administration (CIP Code: 51.0701 OHE# TBD) - leading to an Associate in Science at Middlesex 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.

Human Nutrition - MS - Western CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Human Nutrition (CIP Code: 19.0504 OHE# TBD) - leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Increase Authority to Use Community College System Reserves for PACT through Spring 2021

- WHEREAS, Public Act 19-117, sections 362-364, requires the Board of Regents to establish a debt-free community college program starting in the fall of 2020 under which awards will be made to qualifying students that will offset any cost of tuition and fees not covered by other sources of financial aid, and
- WHEREAS, the Board of Regents implemented the PACT program in December 2019, with the first scholarships planned for Fall 2020; and
- WHEREAS, in June, 2020, the Board of Regents authorized use of \$3 million of Community College System Office reserves to fund PACT scholarships for the fall because the Pandemic had prevented legislative action to fund the program; and
- WHEREAS, on October 23 2020 CSCU received written assurances from leaders in the General Assembly that it would provide \$12 million to CSCU to pay for the scholarships to the current cohort of PACT recipients; and
- WHEREAS, legislative leaders also encouraged the system to fund the scholarships for the spring until the General Assembly has an opportunity to make an appropriation for this purpose; therefore, be it
- RESOLVED, that the Board of Regents does hereby amend its spending plan to include an additional \$3 million from Community College System Office reserves to support Pact scholarships in the spring, bringing the total amount available in FY 2021 for this purpose to \$6 million.

Tuition Benefit Renewal -- Bright Horizons/CCSU

- WHEREAS, the Board pursuant to its statutory authority Section 10a-99 of the Connecticut General Statutes (CGS) and Public Act 11-48 "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university..."
- WHEREAS, the Board previously approved a two-year United Technology Corporation ("UTC") Pilot Program at the September 19, 2013, Board meeting and a five-year extension at the October 15, 2015, Board meeting which offered UTC a 5 percent discount on tuition and fees, or a total discount between 2 to 3 percent of tuition and fees. The current UTC agreement will expire on December 31, 2020.
- WHEREAS, in 2019, UTC merged with Raytheon Technologies ("RTX"), and the merger required the spinoff of Carrier and Otis as separate entities; all three corporations have entered into client agreements with Bright Horizons Family Solutions LLC ("Bright Horizons") to manage the EdAssist Solutions tuition benefit program for their employees.
- WHEREAS, the Board approval of the 5 percent tuition reduction will provide the Connecticut State Universities ("CSU") the opportunity to benefit from an agreement with Bright Horizons and to continue to be a preferred provider of higher education for RTX, Carrier and Otis employees, for whom the corporations pay all tuition costs in most cases.
- WHEREAS, the tuition benefits are funded and coordinated through Bright Horizons, which significantly reduces the cost to CSU associated with billing and collection of student bad debt, thereby reducing the financial risk associated with these students.
- WHEREAS, the CSU have experienced increased revenue as a result of the agreement with UTC and that a continuation of the tuition reduction program through Bright Horizons is in the interest of CSU, and
- RESOLVED, that the Board approve the 5 percent tuition reduction and support the continuation of the established and successful employee tuition reduction program through Bright Horizons extend the pilot which is encompasses RTX, Carrier and Otis companies, which were all formerly covered by the original United Technologies Pilot, for up to an additional six years through classes which commence prior to December 31, 2026.

DC-CAP Scholarship Program approval - ECSU

- WHEREAS, Eastern Connecticut State University has been offered a unique opportunity to participate in a scholarship program sponsored by the District of Columbia College Access Program (DC-CAP); and
- WHEREAS, DC-CAP, a privately funded nonprofit organization dedicated to encouraging DC public high school students to enroll in and graduate from college, would select 25 high school graduates each year who will receive a DC-CAP scholarship and Eastern institutional aid to attend Eastern as a DC-CAP/Eastern Scholar; and
- WHEREAS, this program will provide benefits to Eastern, CSCU, and the state of Connecticut, including attracting students from the District of Columbia to Connecticut, where some will stay after graduation and join the workforce, increasing enrollment and the number of students in Eastern's residence halls, providing additional revenue and further increasing the diversity of Eastern's residential campus; therefore, be it
- RESOLVED, that the Board of Regents does hereby approve a cohort rate so that the total cost to each student under this program would be \$25,000, which would include tuition, fees, room, and board.

NEBHE Rate Expansion to NY, NJ

- WHEREAS, CSCU institutions currently are authorized as part of the New England Board of Higher Education's Tuition Break Program to offer reduced tuition and fees to students from other New England states; and
- WHEREAS, the discounts are described as the "NEBHE Rate" in the schedules of adopted tuition and fees enacted from time to time by the Board of Regents; and
- WHEREAS, New York and New Jersey are large nearby states with a combined number of new high school graduates each year exceeding 200,000; and
- WHEREAS, ECSU estimates that this tuition discount could produce additional revenue of \$745,000, offset by discounts to existing students of \$361,000 next school year; and
- WHEREAS, WCSU already offers in-state tuition to NY and NJ students under pilot authorization granted previously by the Board of Regents; now therefore be it
- RESOLVED, that the Board of Regents does hereby approve permitting any of the Universities to charge the "NEBHE Rate" for tuition and fees to students from New York or New Jersey, starting in the Fall of 2021, provided that the Universities identify at the time of tuition adoption whether they are each intending to charge this lower rate.

Reallocation of Charter Oak State College to Care and Custody of 185 Main Street -floors 1 and 2, CCSU to COSC

- WHEREAS, in 1999 Charter Oak State College office moved to a new administrative office space of 14,570 assignable square feet at 55 Manafort Drive, New Britain; and
- WHEREAS, Charter Oak obtained an additional 10,280 assignable square feet in 2003 at 85 Alumni Rd, Newington, due to increased education and administrative services; and
- WHEREAS, Charter Oak conducting business operations from two locations is not most efficient and is costlier than completing all services from one location; and
- WHEREAS, Charter Oak has maintained long term plans to consolidate its' operations from two physical locations to one location; and
- WHEREAS, Charter Oak seeks approval to consolidate both of its locations into approximately 26,000 assignable square feet in unoccupied first and second floor space at the Central Connecticut State University ITBD Building located at, 185 Main St., New Britain; and
- WHEREAS, Care and Custody of 185 Main Street for the Board of Regents will be transferred to Charter Oak and the College Office (College Office pending Board approval as a separate request); and
- WHEREAS, Charter Oak's relocation to 185 Main St. is projected to reduce their annual facility operating expense from \$275,000 to \$188,000; and
- WHEREAS, project funding will be from existing available bond funds for both building improvements and equipment purchases; therefore, be it
- RESOLVED, Charter Oak State College will relocate to, funded from existing available bond funds, and share in the Care and Custody of 185 Main St., New Britain.

Reallocation of the College Office to Care and Custody of 185 Main Street - floors 3 and 4 to CSCC

- WHEREAS, the Board of Regents Students First Plan merges the 12 separately accredited colleges into a single accredited college; and
- WHEREAS, a single accredited college projection achieves fiscal sustainability, in part, by providing back-office functions through an efficient, shared services model; and
- WHEREAS, The College Office is currently co-located with the CSCU System Office at 61 Woodland Street; and

- WHEREAS, the New England Commission of Higher Education (NECHE), Standards for Accreditation, require a clear division of responsibility in multi-campus systems organized under a single governing board; and
- WHEREAS, to fulfill part of this requirement the College Office seeks approval to relocate into the third and fourth floor space at Central Connecticut State Universities ITBD Building located at, 185 Main St., New Britain; and
- WHEREAS, College Office occupancy of 185 Main Street will occur in phases as funding allows; and
- WHEREAS, Care and Custody of 185 Main Street for the Board of Regents will be transferred to the College Office and Charter Oak State College (Charter Oak pending Board approval as a separate request); and
- WHEREAS, \$3M in new bond funds is requested in the FY2022 FY2023 biennium for fourth floor renovation; therefore, be it
- RESOLVED, the College Office will relocate to (as funding allows) and share in the Care and Custody of 185 Main St., New Britain.

Change in Care and Custody of 55 Manafort Drive, COSC to CCSU

- WHEREAS, in 1999 Charter Oak State College occupied a new building constructed at 55 Paul J. Manafort Drive, New Britain; and
- WHEREAS, 55 Paul J. Manafort Drive is directly adjacent to Central Connecticut State University and is Central land used by Charter Oak under a Memo of Understanding; and
- WHEREAS, pending a separate Board approval, Charter Oak will relocate to 185 Main St., New Britain, projected for late 2021; and
- WHEREAS, Central's long term plans reinforce a need for a conveniently located Admissions and Welcoming Center in a prominent campus location; and
- WHEREAS, 55 Paul J. Manafort Drive is a prominent location for Central to develop a new Admissions and Welcoming center; and
- WHEREAS, renovations and modifications to 55 Paul J. Manafort Drive for Central's new Admissions and Welcoming Center will be funded from existing bond funds designated for Central: and
- WHEREAS, the CSCU will work to modify Care and Custody of 55 Paul J. Manafort Drive from Charter Oak to Central; therefore, be it
- RESOLVED, Care and Custody of 55 Paul J. Manafort Drive will be transitioned from Carter Oak State College to Central Connecticut State College after Charter Oak vacate the facility.

2021 Board of Regents Calendar of Meetings – See Attachment B

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Harris brought forward the revised Refund and Course Withdrawal Policy and commented that the policy changes the timeline for withdrawing from courses for two reasons:

- It provides equity to all students whether they have financial aid or not, and
- It assures that students do not incur debt when they withdraw from a course and then have a
 problem when they try to register at a later time and do not have the money to pay back the
 debt.

The only change to the resolution that appears in the Board packet is that the implementation date in Summer 2021, not Spring 2021. This change is needed to ensure that the Banner system is up-to-date and can accommodate the changes outlined in the Staff Report.

Regent Harris made a motion to approve the revised resolution.

- WHEREAS, the CSCU Community Colleges have operated under the Connecticut Board of Regents for Higher Education policy 3.4 (Tuition and Fee Refunds); and
- WHEREAS, the current Tuition and Fee Refund policy does not align with the census date; and
- WHEREAS, the Connecticut Board of Regents for Higher Education adopted a policy of Grading, Notations, and Academic Engagement (1.19) to more accurately depict student enrollment at the time of census, and
- WHEREAS, it is critical to ensure consistency in approaching both the active engagement of a student in their registered coursework, as well as the student's ability to add/drop courses and/or withdraw from coursework; therefore, be it
- RESOLVED, that the Connecticut Board of Regents for Higher Education adopt a community college policy on Refunds and Course Withdrawals to provide a uniform framework for refunds and course withdrawals for all credit-bearing full-term and abbreviated terms; and be it further
- RESOLVED, that this policy shall replace the Connecticut Board of Regents for Higher Education policy 3.4 for students of the twelve Connecticut State Community Colleges and the future Connecticut State Community College and be it further RESOLVED, that this policy shall go into effect for the summer 2021 semester.

Chair Fleury seconded the motion which carried following a unanimous voice vote.

AUDIT COMMITTEE

Regent Wright reported that the Audit Committee met on December 16th. Management discussed the fiscal year 2020 financial statement close process and were pleased by the improvements that were made since the last fiscal year close. This year, all three financial statements will be issued timely by our auditors early next week.

Grant Thornton presented the audit reports and required communications for the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2020. All three audit reports resulted in clean, unmodified opinions. The auditors noted there were a few technical adjustments made during their audits, but that none of the adjustments were qualitatively material to the financial statements. Grant Thornton emphasized that the internal control matter that was identified during the fiscal year 2019 audit for the Community Colleges has been remediated for fiscal year 2020. There were no internal control matters to report this year.

Management then gave an update on the RFP for Audit, Accounting, and Management Advisory Services for fiscal years 2021 through 2025. The RFP Committee's recommendation was Grant Thornton, who has been the System's current auditor for the last 5 years. The Audit Committee voted and approved the appointment of Grant Thornton.

Kudos to Ben Barnes, Melinda Cruanes and their teams for this year's financial statement close process. The team worked tirelessly to ensure that we had a successful close process that was timely and effective. Excellent work. No other matters were discussed.

FINANCE & INFRASTRUTURE COMMITTEE

Regent Balducci reported that the Finance and Infrastructure Committee met on Wednesday, December 2. The agenda included one discussion item and 8 action items, of which all but one is on the Consent Agenda. A budget and finance update included the following highlights:

- CSCU has received an additional \$20 million commitment of state-controlled Coronavirus Relief Funds. This additional funding will help to reduce the current year deficit to \$42 million, subject to lower enrollment and other risks facing the system in the coming Spring.
- Continuing financial risks related to enrollment and the pandemic, which are significant and worsening as the pandemic surges here and around the country.
- Information related to the additional \$8 million in reductions to the university budgets that were enacted by this board in October, amounting to about 1% of their spending. The universities have been offered flexibility to achieve those savings in a way that minimizes any impact on students. Universities have reported that they are able to achieve some of the savings for graduate assistants through attrition, but that none have revoked assistantships or internships to continuing students. The universities have been given the ability to find savings in graduate assistants and also in part-time lecturers elsewhere if necessary, and we will have detailed reporting on the university budgets in February.
- The system completed its FY 2020 financial statements. Based on these audited numbers, projections for Unrestricted Net Position Reserves need to be adjusted. For the colleges, the position improved by about \$500,000 compared to earlier projections. For the Universities, however, reserve projections must be lowered by \$20 million. This is the result of a variety of accruals and non-operating items, significantly a drop-off in capital contributions from the state. Based on this, projected reserves at the end of FY21 for the universities will drop to \$99 million. The college projection will improve to \$19 million.

Action Item - Approval of Budget Submissions to the Office of Policy and Management for FY 2022 and FY 2023.

These items have been submitted to OPM on a preliminary basis to meet their deadlines, subject to BOR approval. They include a two-year baseline, or "current services" budget, a proposed Capital Budget, and budget options. The Baseline budget makes the following assumptions:

- Enrollment and Occupancy rates begin to improve from current levels at a rate that would return to pre-pandemic levels over three years, ending in FY 2024.
- Flat tuition and fees in FY 2022.
- No collective bargaining increases, and typical 5% increases in fringe benefits costs.
- Funding will be provided for the PACT program and Guided Pathways.

Based on these assumptions, the baseline budget shows deficits of \$47 million and \$62 million for the universities, and \$27 million and \$24 million for the colleges. These deficits are largely driven by revenue shortfalls stemming from enrollment and residence hall occupancy.

- Charter Oak's baseline budget shows balanced operations during the coming two years.
- The Capital Budget request is an update of last year's request. Recall that no action was taken on a bond package during the pandemic-shortened 2020 session.
- The budget option requested the state to increase block grants to cover projected deficits, by \$74 million and \$87 million, over the two years of the biennium.

Regent Balducci made a motion to adopt the CSCU FY22/FY23 Biennium Operating Fund Baseline and Capital Requests. The motion was seconded by Regent Cohen. The motion carried with 11 votes in favor and 1 abstention (Regent Oglesby).

Chair Fleury asked if there was any prospect for approval of our "ask" for coverage for revenue gaps or the role the Board should play in advocacy.

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Regent Balducci commented that this resolution will show that we are making cuts and adjustments that are necessary while minimizing student impact. The Board of Regents as a group should be available to speak with the leadership of both the House and the Senate and the Chairs of the Appropriations Committee and the Higher Education Committee to advocate our position. Students, faculty, and staff should be treated in a fair way so that we can remain a top-flight public education institution. The next Legislative Session begins on January 6, 2021.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Regent Cohen provided an update on the confidentiality of the CSCU System President search and addressed the issue that the search is not transparent.

- The CSCU President Search policy is the 4th iteration of a search process. There is commonality in all the policies all envision a Board Search Committee and a broad-based Search Advisory Committee. Both committees see all resumes and will have representatives participate in semi-finalist and finalist interviews.
- The Search Advisory Committee is comprised of faculty, staff, students, administrators, and community representatives.
- Differences in this search include a more broad-based Search Advisory Committee for a System President (as opposed to a campus leader) and the pandemic has caused the entire process to be virtual.
- As the policy allows, we have selected a consultant who has advised that we keep the search confidential until a finalist is recommended. We told the consultant that one of the foundations of this search was to ensure that we had a diverse, expansive, and inclusive pool of applicants. The consultant said that the common national practice is to have the finalists' names protected. People are concerned about maintaining their current position and will not even apply because of all the uncertainty in the current environment. We have taken their advice for this search and have learned that UConn used this process to select their new president as well as other public systems.
- To make a more intimate and more fully engaged process, the Search Advisory Committee members will interview the finalists in smaller sessions with their respective constituent groups rather than a meeting with the entire Search Advisory Committee together.
- Looking forward to working with the Search Advisory Committee to recommend a new CSCU System President.

David Blitz indicated that the Faculty Advisory Committee believes that the benefits of a search process open to all CSCU employees, students and the residents of Connecticut outweigh the benefits of a confidential search process despite likelihood it will lead to a more diverse and expansive candidate pool.

EXECUTIVE COMMITTEE

No Report, No Exhibits

SPECIAL PRESENTATION - Regent Harris presented the following resolution of recognition:

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION EXTENDS ITS DEEPEST APPRECIATION AND THANKS TO ITS PRESIDENT MARK E. OJAKIAN

WHEREAS, Mark Ojakian's retirement January 1, 2021, ends more than four decades of his public service to the people of Connecticut, and,

WHEREAS, over the past five years, President Ojakian has led the Connecticut State Colleges and Universities System with a passion for accessible, affordable and equitable educational opportunities, and,

- WHEREAS, Mark's leadership was critical to the CSCU system of 17 institutions, a \$1.3 billion operating budget, 9,000 employees and more than 100,000 students, and,
- WHEREAS, President Ojakian has brought vision, stability and innovation to a system in transition amid a turbulent economic environment for higher education, and,
- WHEREAS, throughout his tenure, Mark has prioritized student retention and graduation, has valued the skilled faculty and staff who support student teaching and learning, and has partnered with business and government communities to assure that CSCU meets Connecticut's goals of an informed citizenry and an educated workforce that supports the state's economy, and,
- WHEREAS, President Ojakian is an outspoken, articulate champion of higher education, whose advocacy for lifelong learning has made a meaningful impact to the quality of life for all CSCU's students, faculty, and staff, and,
- WHEREAS Mark's presidency has been filled with long work days and nights, ongoing engagement with communities that support our campuses and institutions, countless media opportunities to publicize the advantages of a CSCU education, and close working relationships with public and private higher education leaders; now, therefore, be it
- RESOLVED, that Mark's presidency and dedication will be honored by a transfer scholarship in his name through the CT State Colleges and Universities Foundation; and, be it further
- RESOLVED, that the Board of Regents for Higher Education recognizes President Ojakian for his vital contributions to the CSCU system that have fostered student learning inside and outside the classroom, have contributed to the economic needs and opportunities of students and employers, and have been a proactive, loud and substantive voice for social justice; and, be it further
- RESOLVED that the Board of Regents for Higher Education extends its sincere appreciation to President Mark Ojakian for his leadership to the Connecticut System of Colleges and Universities, and extends its sincere, heartfelt wishes to him for a retirement overflowing with good health, personal fulfillment, and new adventures.

Chair Fleury called for a motion to adopt the resolution; <u>on a motion by Regent Cohen, seconded</u> by Regent Wright, the resolution was unanimously adopted.

Congratulatory and appreciative remarks were made by Chair Fleury, Regent Santiago, Regent Jimenez, Commissioner Westby, Regent Wright, Regent Howery, and Regent Gray-Kemp.

President Ojakian provided thoughts and reflections on his tenure at CSCU. He thanked the Board of Regents, the leaders on campus and the system office, and faculty and staff throughout the system. He noted with gratitude the chance to interact with students on a daily basis and outlined the tasks ahead.

A video message dedicated to President Ojakian's service was shown and will be made available of the CSCU YouTube Channel.

ADJOURNMENT

Chair Fleury declared the meeting adjourned at 1:02 p.m.

Submitted,

David Blitz, Chair and Colena Sesanka, Vice-Chair

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I: Report of the Chair, FAC to the BOR

1..Background to the BOR and the CSCU

a/ The *Connecticut State Colleges and Universities* (CSCU) was established by the legislature in 2011, as Part (2) of Public Higher Education, consisting of three "constituent units" -

"There shall be a state system of public higher education to consist of (1) The University of Connecticut and all campuses thereof, and (2) the Connecticut State Colleges and Universities, which include (A) the state universities, which shall be known collectively as the Connecticut State University System, (B) the regional community-technical colleges, which shall be known collectively as the regional community-technical college system, and (C) Charter Oak State College. "Constituent units" as used in the general statutes means those units in subdivisions (1) and (2) of this section." (Chapt. 185 – Administration of State System; Part 1 – General Provisions; sect. 10a-1 – Definition of State System of Higher Education)

b/ The *Board of Regents* (BOR) *of Public Higher Education* was initially to include all of public higher education in the state, but as UConn withdrew almost immediately, that left Part (2): the community-technical college system, Charter Oak State College, and the four universities of the Connecticut State University System (along with the Dept. of Higher Ed. which was subsequently removed, and then made into a vestigial Office). What also remained was talk of a "merged" system with no planning respecting the distinct missions of the remaining three component sectors, or due consideration for the autonomy and integrity of the constituent institutions, each of which have longer histories than the CSCU along with real local and regional community links. What followed was a series of missteps taken by the Board and System Office in order to centralize power and strip the authority of faculty, all in the

fallacious name of "Students First", which after three years of implementation (with at least two more to go) has accomplished little other than to create conflict and crisis.

2.. Failure of Transform 2020 and its Replacement by "Students First"

With the merging of the community colleges, state universities and Charter Oak under one Board of Regents the goal became creation of a centralized system where in fact none existed or should exist, with the first failed effort being Transform 2020. The plan for the project, for which up to \$20 million had been allocated, was outsourced to the Boston Consulting Group (BCG), a group with no previous experience or knowledge of public higher education in Connecticut. At a cost of more than \$1.9 million the BCG produced a total of 36 "Road Maps", incorporating 743 "Milestones", most of which were imaginary without any consultation with faculty and staff at the campuses. At least 12 of the constituent units of CSCU) voted nonconfidence. The plan was scrapped and the President of CSCU and the Chair of the Board replaced.

"Students First" filled the vacuum once Transform 2020 had been abandoned. There remained significant problems to be solved in public higher education, of which the most important were obstacles to transferring credits from community colleges to state universities (one of the motivations, along with cost savings, for the original merger of the community colleges and the state universities under one governing board), and the fiscal health of the community colleges, or at least some of them. The former is a very real and important problem, for which Transfer Articulation Plans (TAPs) and college level "Guided Pathways" were developed for most, but not all majors, to ensure seamless transition for college graduates to the universities. This was done by faculty committees largely independent of System Office staff, though publishing the many PDF documents for the various pathways and majors by college and university has been done centrally (a technical task). Work on transfer articulation began before "Students First" and is independent of it; it remains to be fully implemented, and in fact was neglected in the past two years as the System Office and BOR focused almost exclusively on "Students First."

Part of "Students First" essential goals was to save money by the consolidation of "back office" functions of the universities, in addition to the consolidation (merger) of the 12 community colleges into a single institution. Over a previous summer a series of planning teams examined facilities management, financial aid, fiscal affairs, human resources, information technology, and institutional research. The expected tens of millions in savings (originally stated as \$48 million) were not found. Moreover, by including the university "back offices" the scope of "Students First" was extended beyond the community colleges to the four universities. Though this aspect remains secondary, it had the further consequence of mobilizing university faculty opposition to Students First, as what were termed "back office" or "non-student facing" personnel to be "consolidated" are as far as we are concerned essential support staff, needed for local help. This aspect of the project has not been discontinued, and some elements continue in the background.

That left the merger of the community colleges as the heart of "Students First". The original argument for the proposed merger was the precarious and even failing financial viability of at least some of the colleges. This was largely based on spreadsheet projections that college reserve funds would be expended by the mid 2020s, presumably due to a combination of increased costs and reduced enrollment. But "Students First" has not solved the budget crisis, far from it, it has aggravated that crisis by a bulging of the central System Office budget. While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

3.. Centralization of Control and Doubling the Budget of the System Office

While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

Up to the 2020-21 budget, the System Office budget was divided into two categories: CCC (support for the community colleges), and CSU (support for the four universities) – Charter Oak State College, the third "sector" of public higher education in the state (exclusive of UConn) is self-supporting and involves minor sums in comparison. The 2019-20 budget for the System Office (SO) contained the two line items CCC and CSU, as follows:

Item	Amount
CCC (community colleges)	35.25 million
CSU (universities)	13.31 million
Total, SO	48.56 million

Table 2: 2020 Community Colleges and CSU Portions of SO Budget Source: Finance Packet 06-10-2020, p. 31 (PDF 32)

In June 2020 the proposed SO budget saw a third category added: CSCC, for the recently named, though still non-existent "one" community college. The three budget items were as follows:

Item	Amount	Comment (added)
CCC System Office	2.85 million	Residual from CSCC budget
CSCC "one: College	38.64 million	New line item
Total community college(s)	41.49 million	This is larger than the budget of
		7 of the 12 community colleges
CSU System Office	12.76 million	Not further analyzed
Grand Total	54.25 million	11,7% increase over 2019-20

Source: Finance Committee Budget Packet of June 2020

Note 1: Part of the CSCC budget covered the "hires" for the yet non-existent CSCC: an interim President, interim Provost, interim CFO, and three interim Vice-Presidents, along with earlier hires of three regional Presidents.

Note 2: In the June budget, as approved by the BOR a possible reduction of \$2.9 million in the CSCC budget was foreseen if a further revenue shortfalls occurred, due in large part to reduced registrations as a result of the Covid-10 pandemic. This \$2.9 million would be from deferred hiring of 52 of 80 planned CSCC staff.

The reduced CSCU ("one" community college) System Office budget would be, if approved at the October BOR meeting, \$35.74 million, for a total System Office Budget (all three line items) of \$51.35 million, a 5% reduction in the overall SO budget.

Yet, without any further explanation, the revised budget presented to the October BOR called for a total SO budget of \$69.06 million, an increase of 27%! This was accomplished by adding yet a fourth line item to the System Office budget, as follows (see p. 11 of this document for the full spreadsheet):

Item	Total	Comment (added)	
CCC System Office	2.85 million	Unchanged from June budget	
CSCC "one" college	16.52 million	Reduced from 38.64 million, by,	
		more than half – the difference and	
		more moved to "Shared Services"	
		(below)	
"Shared Services"	37.13 million	New line item, not further specified	
Total System Office for	56.50 million	This is larger than the budget of 9	
Community Colleges		of the 12 community colleges	
CSU university SO	12.73 million	Same as June budget, - 0.3 million	
Grand Total	69.23 million	27% increase from June budget	

Source: Budget packet of Oct. 2020

In comparison, the System Office budget for 2017, the year that "Students First" began was \$30,330,990, so that the proposed 2020-21 budget has more than doubled. As noted above, the community college component of the System Office is now larger than that of 9 of the 12 community colleges. In effect, "Students First" has produced a 13th community college – albeit one without faculty or for that matter, students. This increase of budget is part of a centralization of control over constituent units of public higher education which is neither cost saving nor academically justified, as it removes essential control over curriculum from that group most able to formulate and closest to the students: the faculty.

4..Doubling of the Levels of Administration of the Community Colleges

Currently there are 12 community colleges, the outcome of a merger of the Boards of the technical and community colleges (PA 89-260). Previous to the "Students First" initiative, each was headed by a President, who reported to the President of the CSCU and thence to the Board of Regents. With Students First, the Presidents of the community colleges have been replaced by Chief Executive Officers (CEOs), with reduced authority relative to that of the previous presidents.

In addition, two further levels of executive administration have been added: three regional Presidents (hired in 2019), and six members of an interim executive for the still non-existent CSCC (consolidated community college): an interim President, interim Provost, interim CFO and three interim Vice-Presidents (teaching and learning, programs and curriculum, and higher education transition). It should be noted that other than the name Connecticut State Community College, interim officers and regional presidents, and a System Office level budget, the CSCC does not exist – its accreditation not yet approved by NESCHE, the regional accrediting agency nor does it have any students or faculty.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each	Presidents replaced by CEOs	Reduced status; some powers
	headed by a President		of previous Presidents assumed
			by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to	New level of administration;
		CSCC President	interim President David
			Levinson
4	President, CSCU	CSCC President reports to	Mark Ojakian to retire Dec. 31,
		CSCU president	interim President Jane Gates
			during search for replacement

Presumably, the regional Presidents coordinate with the CEOs, and in turn report to the CSCC President, though specifics of duties and responsibilities are not spelled out in the organizational charts that have been distributed. Finally the CSCC President will report to the CSCU President – a total of 4 levels of administration (and associated support staff), where previously there were only 2. This adds levels of bureaucracy and is hardly a cost-saving measure.

5..Problems with Curriculum Development at the Community Colleges

One academic argument for the consolidation is the need for the "alignment" (uniformization) of programs. This meant the creation of various work groups and higher level committees by the System Office to align specific disciplinary programs and create a common general education core. This means reorganizing many hundreds of programs in a short time span, when the programs are already functional in their current format. An additional problem that arose was due to the participation of System Office staff who pushed their own agenda, more often than not in opposition to or disregarding of faculty input. This was complicated by a "dual power" situation, with the working groups and related committees bypassing or supplanting existing college structures of shared governance, particularly as concerns curriculum. The net result has been the recent movement for college senates to recall faculty from these groups. With the more experienced faculty removed, the working groups now have to rely on volunteer part time and junior faculty lacking the experience of those they replace.

The case of the recently Board approved general education core is illustrative of the problem. 9 of 12 colleges refused to participate, considering that the process was illegitimate; 2 voted in favor (one of which had previously voted no confidence in Students First) and one voted in opposition. The matter was presented to the Board as if a majority had voted in favor (2-1)! even though the resolutions opposing the whole process by 9 others were included in the agenda package for the Board meeting. The disrespect for the majority (in fact 10 of 12 or more than 80%) of the colleges sent a clear negative message.

To this must be added that the approved core included reference to a diversity requirement for which no learning objectives, sample syllabus, or faculty requirements were provided. The faculty part of the committee that developed the course College Career and Student Success 101 had objected to "parachuting" an undefined diversity requirement into this course, not because of opposition to diversity – to the contrary they felt that it would not be adequately treated in this fashion. Yet at a Board meeting an amendment to a curriculum proposal did just that – added a diversity requirement, with no further indication of how it was to be satisfied or integrated into the course.

There are real and pressing problems at the level of the community colleges – which also exist at the universities in somewhat modified form, such as low rates of graduation (3 year figures for community colleges, 6 year figures for universities) and the achievement gap of reduced enrollment and graduation rates for minority students. The response of the consolidation leadership has been to simply claim that consolidation and alignment will somehow accomplish these ends. Reading the many pages of documentation for "Students First" one finds no analysis of these problems or specific proposals to deal with them, other than administrative positions to be filled, general statements about aligned programs, and proposed courses that have not be adequately thought out. To the external observer, the claims that consolidation will increase the percentage of graduates and reduce the achievement gap appear to be no more than ad-hoc justifications for a plan which really does not address those issues.

Faculty, and in particular full time faculty are the backbone of any college or university. The fact that they are so obviously disregarded in the organizational chart is indicative of a deepseated problem in "Students First", which might as a result of the above be termed "Faculty Last". We have seen over the last 3 years of the rolling out of college consolidation that faculty have been viewed as appendages to the plan, and now as hindrances as their opposition grows. There was no doubt a time when faculty could have contributed to a joint plan to deal with the real problems in the colleges – whether fiscal, academic or administrative. But that time would seem to have passed as far as "Students First" is concerned, as it turns out to be more and more centrally directed, to the exclusion of meaningful faculty input. Perhaps a different plan would help, one based on real faculty input. Difficult as such a plan would be to produce at this time, there may be sufficient good will left to attempt this.

In the course of the controversy over Students First, community college faculty have come to feel a greater sense of attachment to their local college and heightened concern that the "community" is being taken out of the community colleges. In addition community college faculty have developed links with university faculty who both sympathize with their critiques and are concerned that they are next for "consolidation". All four university senates have passed motions of opposition and/or non-confidence in "Students First". These are unlikely to go away; though mobilization has been reduced during the pandemic, a movement of criticism now exists.

6.. Compromising Shared Governance at the Community Colleges

The CSCC interim President recently forwarded a "shared governance proposal" (Nov. 23, 2020). This proposal is anything but that – it eliminates department chairs, who are normally elected by faculty and liaise between them and the administration, and replaces them by Deans and Associate Deans selected by the administration and reporting to it.

a/ In the organization chart circulated, 6 Deans for academic areas report to the Vice President for Academic Programs and Curriculum, and from 2 to 4 Associate Deans report to each Vice President for 17 subordinate academic sectors. Under each Associate Dean are full time faculty in that area, represented by at most "faculty leads" in each discipline (responsibilities not further defined) and program coordinators (presumably for interdisciplinary or special programs), along with adjunct faculty and any lab technicians (as appropriate). The elimination of department chairs is part of a process of centralization of control which is contrary to the role of faculty in public higher education.

b/ Faculty in disciplines within an area (eg history within humanities, or chemistry within natural science) are to meet at least once a semester to prepare curriculum proposals and modifications, though their deliberations will not be determinative and they do not form a department. Proposals will be forwarded to a "Curriculum Congress", of 18 faculty – 3 from each of the 6 areas of study, with no more than one per discipline, along with 5 professional staff, 2 nonvoting administrators and 3 students. This is an extraordinarily small group to deliberate on matters arising from hundreds of academic programs.

c/ Proposals from this Congress would then go for approval to a College Senate where faculty would be at a distinct disadvantage: 12 faculty (one each from each campus that was formerly a separate college), 12 professional/classified staff, and 3 students. Teaching faculty, who formulate academic programs and teach the courses, would thus be a minority of the College Senate – just barely over 1/3 at 37%, whereas it is normal in higher education for faculty to

constitute the vast majority of an institutional Senate. Moreover, with only one faculty representative per campus, larger campuses would be sorely underrepresented compared to smaller ones.

This is not anything like "shared governance", where as a baseline faculty control curriculum based on their expertise and education. Instead, by eliminating department chairs, placing academic disciplines under the control of Associate Deans and Deans who report directly to the central authority, and making faculty a minority in the Senate governing body, "Students First" violates a basic principle of higher education: colleges (and even more so universities) are built bottom-up, based on faculty knowledge and know-how, not top-down, directed by administrators and their associated deans.

7.. Micromanaging the Universities and Negative Effects

"Students First" has as its primary aim the consolidation of the community colleges – both their integration into one college accreditation, and the "alignment" of academic programs and courses to render them uniform from campus to campus. It has a secondary aim to consolidate the "back offices" of the universities as well, under the slogan of "shared services". This has been opposed by the university leadership on the grounds that it will reduce services to each campus, both in terms of timeliness and in terms of quality.

The four CSUs are already regional in scope, as their names clearly imply. Two are larger than the others (Central, Southern), with over 10,000 full time equivalent student enrollments, and two are smaller (Eastern, Western), with about half that number. The larger universities are comprehensive, with separate departments for each discipline, and graduate programs up to and including doctoral level ones (EdD in education leadership and DNA in nursing anesthesia). The demands and requirements on support services (termed "back office" by Students First) vary from campus to campus, and need to take into account local conditions – for example specific equipment needs for science labs depending on faculty specialties – and timeliness – for example, the need for immediate action on information technology repairs for remote learning during the pandemic.

It is a false economy to argue that centralizing functions in an already overly expanded System Office would either save money or improve service – to the contrary it would likely delay service as requests que up at the central office, and lead to inappropriate purchases that do not meet local and varied requirements. This is not to deny the advisability of sharing services where appropriate. But this should be done based on mutual advantage on a bilateral or multilateral basis, from the ground up rather than from the central office down.

A recent example of system interference in the universities is the Oct. budget amendment approved by the Board of Regents mandating an additional \$8 million budget cut for the four CSUs. This occurred in the context of already reduced university budgets, largely due to significant shortfalls not in enrollment, but in residence hall occupancy, which as a result of concerns about the coronavirus fell below 50%, with associated declines in returns from food plans. Without consideration or vetting by the Board's own Finance Committee, an amendment was presented to Board members less than 24 hours before the Board meeting (and approved over faculty objections), which not only specified the amount per university to be cut, but also directed that these cuts be made in four specific areas: part time lecturers, university assistants, graduate assistants and "other OE" (operating expenses), as follows (see p. 12 for the full document):

Reduction to Expenditures	Central	Eastern	Southern	Western	System Office
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	=
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

Source: Amendment to the BOR budget plan, 10/15/2020

The problem of micromanaging and its adverse effects concerns the first three items, which direct layoffs of specific needed personnel, when other means could have been found to meet the overall dollar reduction without the negative consequences entailed by last minute staffing reductions. These three directed cuts affect the least paid and most vulnerable members of the university community.

Moreover, in addition to a last minute presentation to the Board, university leaders (Presidents, Provosts, CFOs, and Planning and Budget Committees) were not consulted about the directed cuts. Had they been, the negative effects of the directed cuts would have been readily identified, and other means proposed to meet the overall \$8 million cuts. One proposal made by campus leaders to the system CFO was to issue written guidance modifying the categories of cuts from mandatory to suggested, allowing for local adjustments to mitigate the overall effect of the cuts, while meeting the overall dollar amount. The response of the System Office was contained in a staff report in the Dec. Finance Committee report to the BOR, which allowed for some flexibility in the application of the directed cuts, especially as concerns graduate assistants, but only after a mid year assessment – too late for cuts for the Spring term already being put in place. A detailed analysis of the negative effects are provided in appendix 1 to this document.

8.. Conclusions and Prospects

1/ Public higher education, both at the college and university level is a bottom-up, not a top-down process, under the guidance of "shared governance" with differential levels of control. In particular, faculty exercise control over curriculum (subject to approval by administration) and administration exercise control over budget (subject to consultation with faculty). Any reorganization — especially one as vast as proposed by "Students First" -- must be a collaborative effort (balanced role for administration and faculty), not one of command and control by the central authority as is currently the case. In particular, micro-managing of the colleges and universities, as demonstrated by the curriculum amendment for the colleges and budget amendment for the universities should end, as the Board has insufficient access to the specifics of local conditions and the details of the negative effects generated by their actions.

2/ The three sectors of public higher education (state universities, community colleges, and Charter Oak) in part (2) of Section 185 of the Statutes of the State of Connecticut, now part of CSCU have distinct missions in terms of how teaching, research and outreach are coordinated and conducted. The autonomy and integrity of each institution has to be respected, with shared services and programs established on the basis of mutual consent, not centralized command and control. "Distinct missions" of the three different sectors, and "autonomy and integrity" of individual institutions within each sector are essential watchwords, along with "institutional cooperation" and "shared services" which are also desiderata – on a model of local and perhaps regional institutional control with shared services where appropriate.

3/ A key to solving the current crisis – and it is that – is recognition that neither the status quo

of isolated institutions nor the proposed one community college are viable. It remains to be seen what forms of regional cooperation and shared services on the basis of mutual consent can be achieved, but forcing consolidation cannot result in buy-in by faculty and community stakeholders, and as a direct consequence cannot contribute to more favorable conditions for the success of students. The federated model already at the heart of the constitution of this country should be examined and its principles applied in a flexible way, taking into account the conditions of public higher education in our state, the distinct missions of different types of institutions, and the autonomy and integrity of each. The current merger of community colleges, Charter Oak and the state universities under a single board should itself be reexamined as to its cost (financial and academic) relative to benefits (such as transfer articulation agreements) since 2011.

4/ An effort should be made to "de-personalize" the conflict and avoid the "blame game", giving up the pretense (made by some on all sides) that only one side has the interests of students at heart. It's more complicated than that: involving students, faculty, administrators, staff, community, business and government. What is needed is a critical review and substantial revision of the current plan or its outright rejection and replacement by a better one. At the very least, the planned transitional merger of the community colleges into the accreditation of one currently existing college (to maintain eligibility for federal grants), a "work around" to precede the creation of the "one" community college, should be suspended, as should the bloated "organization chart" for the proposed one college and any further hiring or appointments based on it. It is time to review and revise the project.

5/ Other areas for cost savings should be examined, including the following as suggestions made by the author of this text to the Board at public comment (and ignored):

Significant reduction (perhaps 1/3) in the size of "combined" system office, currently at
\$60+ million a year - savings in millions to tens of millions;
Use of open source software for savings from millions to tens of millions (just as
Apache is now used as a server in replacement of proprietary internet servers);
Reduction of inter-mural sports at the university level (over \$10 million at CCSU
alone, much of it for football) while maintaining on campus and system-wide intra-mural
sports – potential savings in the millions;
Raising revenue by individual foundations (assisted by a state-wide campaign)
from private sector businesses that benefit from hiring our students – potential donations in
the millions.

6/ Any new plan should be based on a clear presentation of problems to be solved, both those pre-existing in the colleges and universities, and new ones created by "Students First's spiraling costs, bloated bureaucracy, and failure to implement shared governance. These have all contributed to growing opposition to "Students First" which has now become a movement. More listening is needed by all, followed by constructive proposals taking into account lessons learned from the failure of Transform 2020 and the crisis affecting "Students First". Hopefully such a debate can occur at the BOR, and this is a challenge for both the voting members and those ex-officio members representing faculty and those representing students. If this is impossible, serious consideration should be given to reorganizing the Board, perhaps dividing it into two, one each for the colleges and universities, with a coordinating mechanism for transfer articulation and other inter-system exchanges.

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Three years ago, in December 2017, the FAC report to the board ended with the following warning about the prospect of consolidation:

We believe that there is a risk, which is greater than zero, that the effort to

work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again....

The FAC believes the decision to consolidate the 12 community colleges into a single community college is the most consequential matter that has come before the Board of Regents. The FAC calls on the Board to meet its fiduciary responsibility and to develop a process of fact finding and further inquiry to interrogate vigorously the relative benefits and costs of the proposal prior to voting.

Specifically, the FAC recommends:

- 1. If the BOR does elect to pursue the consolidation, it should at least acknowledge the loss of the institutional accreditation of each community college as a diminishment of value for each community and the students that it serves.
- 2. The Board actively consider alternatives to the consolidation including the suggestion that the integration of key operational functions be built from the "bottom up," and prior to the creation of a centralized administration.
- 3. The Board hold a public hearing prior to a vote to permit multiple constituencies an opportunity to have their voices heard.

FAC Remarks to the BOR 12-14-17 March 2018 SCR, Appendix O

The Board did not follow these recommendations before moving forward with the plan and it has not followed those recommendations since.

One year ago, even though 12 CSCU institutions voted No Confidence in the plan and in the leadership provided by this board and Mr.Ojakian, you reaffirmed your commitment to Students First (<u>December 19, 2019 - BOR Agenda Packet Page # 77 of 81</u>). A review of board agendas leading up to that recommitment shows no evidence that the board received any official updates on the progress of the plan, after approving a revised timeline in June 2018, before reaffirming its support¹.

¹ In June 2019, an analysis of SF projections from OFA was shared with the board as an information item. The analysis seemed to show that 'cost savings were supported by the data'.

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Delays and Cost Overruns

When the SF plan was approved, it was expected that the college catalog would be complete and that students would have started enrolling in programs in the Consolidated College catalog in fall of 2020 [March 2018 SCR, Appendix U].

Overview Timeline for One College Consolidation: Academic Programs

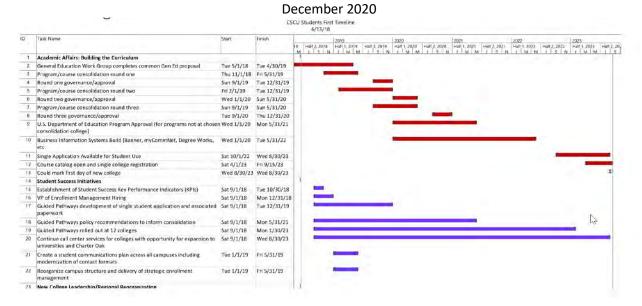
		4	
Spring 2018	Common General Education proposal	Develop parameters for program consolidation	Finalize first round of programs and assemble work groups
Fall 2018	General Education to local governance General Education finalized	First round of program consolidation with membership from TAP work groups	Finalize second round of programs and assemble any work groups
Spring 2019		First round of programs to governance Begin second round of program consolidation	Finalize third round of programs and assemble work groups
Fall 2019	First round programs built in Banner/Degreeworks/ACALOG	Second round of programs to governance Begin third round of program consolidation Begin fourth and final round of programs	
Spring 2020	Second round programs built in Banner/Degreeworks/ACALOG Summer 2020 Third round programs built in Banner/Degreeworks/ACALOG Fourth round programs built in Banner/Degreeworks/ACALOG	Third round of programs to governance Fourth and final round of programs to governance	
Fall 2020	Full Curriculum Implementation		

When the SF timeline was revised in June of 2018, in response to NECHE's observation that the original plan was unrealistic, the expectation was that the last of three rounds of aligned programs and courses – several hundred in total -- would have begun the process of being

- Finalized
- sent to the colleges for review and comments,
- made its way through the SFASACC's program review group,
- [returned to workgroups and recirculated at colleges for review, if necessary,]
- then approved by SFASACC,
- CCIC,
- BOR ASA,
- BOR.

by the end of 2020. That process has not yet begun for even a single program. Because of the volume of programs and the meeting schedules, the review process alone would take many months.

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The projected transition cost of labor for consolidation of hundreds of programs was \$0 and total transition costs were described as 'negligible' at the time that the consolidation plan was approved. At the time of the Substantive Change Request, transition costs were estimated at just over \$2M March 2018 SCR, Appendix LL.

The actual cost of transition for <u>FY21 alone</u> is at least \$16.5 million. Of that, only a little over a million represents the cost of advisors who will staff our colleges. (10/07/2020 Finance & Infrastructure Agenda Packet Page 60 of 75) The rest is devoted to administrative costs necessary in anticipation of the consolidated college which has yet to be approved by our accreditor.

In the initial quantification of SF in December 2017, the projections for total expenditures for FY 2021 for the CCs "without SF" (the if we do nothing scenario) was \$490.9 million, with "Students First" the projection was \$444.9 million. (March 2018 SCR, Appendix HH) In the most recent figures from the October finance committee report, the total expenditures for FY 2021 for the CCs is \$516.6 million. (10/07/2020 Finance & Infrastructure Agenda Packet Page 21 of 75)

We are spending \$71.7 million more than what was forecasted 3 years ago. Meanwhile the total FTE number of students for the CCs declined from 27,755 to 22,683. Per FTE, the increase in per capita cost at the community college has risen by more than 35 percent, and we know none of that increase has gone out to the colleges where the students actually are.

Costs for FY22 and 23, if the hiring roster is followed, will be much higher. An additional \$3 million is scheduled for design and construction of a separate set of offices for CSCC staff that would be necessary if it does succeed in achieving accreditation.(12/02/2020 Finance & Infrastructure Agenda Packet Page 26 of 63)

Each year of delay comes with a cost. At this rate, it is not unreasonable to worry that the actual cost of transition may be something close to 50 times as much as was projected.

While an extended transition has a cost, the cost of haste can be more serious and permanent.

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Consequences of Haste

As the consolidation has fallen further and further behind on its projected timeline, we have already seen some sloppy efforts to get things done in haste. The final form of the CCS101 policy, for example. included a last-minute change that fundamentally revised the nature of the course and resulted in such a flawed document that authors whose research was cited in support of its approach wrote to the board to make note of the misappropriation of their work. In addition to the poor scholarship, they warn that the resulting document advocates an approach to issues of 'diversity' that is more appropriate to a 1950's assimilationist approach. This is particularly uncomfortable given that it is the sole course in the catalog of a college with antiracist aspirations.

The final proposal was not reviewed by any curricular or governance groups. In fact, not even the workgroup that developed the proposal – and whose names are included in the staff report-vetted its final form before it was approved by the board.

There are many in our CSCU community who are well placed to shape our path in the direction of greater justice, but no such conversation has been initiated. In fact, the faculty and staff who would constitute this college only know of this goal of antiracism if they happened to read the CTMirror article that declared it and have not yet been made aware of how we are to conceive of this goal as applied to our system. Given that those ultimately responsible for the CCS101 course, described by the very experts they cite as advocating an outdated assimilationist approach, are the authors of this declaration of antiracism, and that the course is the foundation of the CCSC curriculum, there is cause for real concern.

This is the only course that has been approved for the new college- CCS101. The outcomes for the outcomes-based General Education Core, approved earlier this year, are under revision -- it is still incomplete -- and no other courses have been vetted for it. How much more will fall through the cracks when hundreds of programs are reviewed simultaneously while years behind schedule?

As in the case of the October Budget amendment, just a little time and consultation could have saved us from a serious misstep. David Blitz has outlined the budget amendment's unintended costs to equity and to student completion. It is worth noting that the proponents of *Student First* chose to fire their own students first in the middle of a pandemic. Given that this amendment was circulated to board members the night before the 10am meeting at which it was adopted, the most generous interpretation of that contradiction is that it was a product of haste.

Governance and Leadership

Other blunders are not just a matter of haste: the absence of true shared governance as the consolidated college is developed was built into the plan in the pursuit of efficiency. The model of governance that will be in place until 2023 requires no input on or endorsement of curriculum from college faculty and staff. (5-1-2020 BOR ASA minutes, p.11) This has allowed for system-level administrators to purposefully undo the work of the faculty-led groups who contributed to the General Education Core, the CCS101 course and, most recently, the ACME draft proposal. As noted above, failing to aspire to NECHE's standard 3.15 has had tangible results.

Faculty and staff who, initially, sought to help build and refine the plan have resigned and eleven colleges have <u>passed resolutions</u> to withdraw all college representatives from consolidation

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workgroups. The FAC has passed its own resolution in support of those withdrawals. Having participated in good faith, they discovered that not only would their decisions be subverted but that they might be <u>asked to resign</u> if they aimed to contribute to any meaningful modification of the design. <u>All five unions stand in support</u> of their members' withdrawal from participation in the creation of an entity they believe will harm students, with no power to address the problems they see. With that loss of participation came the loss of the opportunity to draw on the experience of veteran program coordinators, senate chairs, content experts, practitioners and other experienced and involved members of our community with the requisite resources to salvage the plan.

Use of Evidence

The matters of haste and the governance structure are not the only hurdles. We also, increasingly, lack a shared account of reality. Differences between the direction endorsed by system office staff and those at the colleges are not simply differences of opinion about how to deal with the facts. The *facts* are in dispute. Time and time again, documents produced by the system office make claims that are unsupported by the documents referenced as evidence.

The only committee report that provided some information about consolidation, prior to the board's reaffirmation, was to the finance committee- it included a projection that the \$25 million dollar a year cost of Guided Pathways advising would pay for itself in the form of credit attempts. (10-09-2019 Finance and Infrastructure Agenda Packet Page 28 of 51)

The projection that guided Pathways will pay for itself is significant, but the assumptions that make such a claim reasonable have not been vetted. Two documents were referenced in the vicinity of that projection. Neither of them contained anything that would support that claim. The assumptions are premised upon the expectation of a significant jump in student success due to advising. When FAC followed up with a request for support for that claim, we were provided with a <u>four-page pamphlet</u>, produced by the National Center for Inquiry and Improvement sketching out possible "back of the envelope style" calculations that colleges might use.

- The CCS101 proposal boasts ten pages of references but, when we investigated cited sources to understand the evidence in support of its most contentious elements, no such evidence was found. As noted above, one set of authors wrote to the board to make it clear that their research was misused. The FAC's <u>Case Study on CCS101</u> goes into more detail.
- -- Feedback is currently being collected for the ACME draft proposal but, once again, a number of faulty citations have been identified. For example, the very articles cited in support of the corequisite model that it aims to apply to *all* students in gateway math and English courses, do not, in fact support such an application. The article cited in support of using self-reported high school GPAs is not scholarly article, and the peer reviewed sources from which it draws seem to suggest that, at best, that the use of self-reported GPAs is an idea worthy of some investigation- Adopting it for CSCC would set up one of the largest community colleges in the country as an experiment.

These are just a few examples- several thorough analyses of the flawed scholarship in the draft proposal have been produced across the system. The consequences of a misstep at the level of gateway courses could be catastrophic- and the viability of this reform is relevant to financial projections premised upon a resulting jump in retention. Our open enrollment policy is rendered meaningless if we have no way to address the needs of our least prepared students.

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Despite having withdrawn, faculty names have been included in System office reports that they had no opportunity to vet before they became public documents. Given that faculty in our system question the legitimacy of the scholarship in these reports, names should not be included unless members have had an opportunity to review the reports to which their names are attached, since their association with these documents could be damaging to their professional reputations. So far, requests to have names removed have been denied.

Moving Forward

Three years on, we see that we are where the FAC predicted we would be: Millions of dollars and years behind schedule.

Some of these issues were easily foreseen - it should have been obvious that the labor cost of the alignment of hundreds of programs and courses could never be zero. Others were not as easy - it is not obvious that highly paid administrators would be on the payroll years before the college had achieved any indication that it would be accredited.

At the same time that these investments are made in an entity that serves no students, cuts and hiring freezes (10-07-2020 F&I agenda p.25 of 105) are being applied at the colleges. Faculty and staff work time is being assessed in the hope that we could squeeze even more work out of a staff already overextended in addressing the pandemic. A priority for that extra work is directed toward consolidation at a time when our current students, dealing with the stresses of this unprecedented year, require more support than ever before. In our public comment to NECHE earlier this year, the FAC noted that the accreditations of our colleges were in jeopardy as more and more resources were directed away from our colleges and our students- even before the additional stresses of the pandemic. Progress on our Transfer Articulation Pathways -- a faculty-led initiative—has stalled while, again, as David Blitz has noted, the expenditures at the system office exceed that of any of our community colleges.

The transition is not the only thing that is more expensive than anticipated. The proposed administrative structure of CSCC increases levels of bureaucracy and is unlikely to result in savings.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each headed by a President	Presidents replaced by CEOs	Reduced status; some powers of previous Presidents assumed by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to CSCC President	New level of administration; interim President David Levinson
4	President, CSCU	CSCC President reports to CSCU president	Mark Ojakian to retire Dec. 31, interim President Jane Gates during search for replacement

Students First Organizational Chart,

comparison chart from Blitz Critique Dec 2020

Having run significantly over cost, and unlikely to meet the projected timelines, we ask that you allow us to start putting our colleges back together again. We are fully aware that the plan always required the elimination of our colleges, but we are not convinced that what will replace it

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is a viable institution of higher education: An institution that does not have faculty in control of the curriculum is not a college. A bureaucracy built on a portrayal of reality that is unsupported by evidence is bound to fail. It is unacceptable to concede that we cannot provide Connecticut with adequate public colleges, so we will offer *something else*.

The Dec F&I report includes the following:

"This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students."

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It is ironic that the consolidation effort now stands as a challenge to preserving locations and student services when it was introduced as the *means by which* those things would be achieved.

It is also striking that the appeal is for additional funding so that we can follow through on a restructure that is premised upon accommodating the continued underfunding of the system. That is not an acceptable choice for a state with so much wealth. This is not the first disastrous attempt to overhaul the public colleges and universities and by now it should be evident that no restructure, no matter how dramatic, can compensate for the harm of underfunding.

It is time for the board to defend our public college and university system against the austerity narrative that threatens our existence, rather than protect the state from the cost of providing this public good by attempting to replace it with a poor substitute. This should be a priority for any system of education that is committed to the demands of equity and justice

While there are legitimate areas of concern and potential for improvement at the colleges, as David Blitz has noted, the Students First plan provided no real analysis of, or engagement with, how to address those issues. As a result, years of careful, faculty-driven work to address the areas of struggle that we readily acknowledge has been undone, stalled (TAP), or, in places, dangerously misused (CCET and CMAC).

Public education is always a worthwhile investment in our state- one that fundamentally shapes the quality of all our lives. Many of your faculty and staff have been advocating for new sources of revenue to support this system that will be the driver of our post-pandemic recovery. We ask you to do the same. It's time to:

- return to a commitment to the values that underwrite public higher education. Any plan
 for our system should be fueled by a vision for Connecticut and the ideals of public
 education, not a concession to the inevitability of the continued defunding of our
 system. Funding per student has steadily decreased in just the last decade or so
- critically assess the costs and benefits of our current path- It is not obvious that the path we are on *is* the Students First plan. Does the Board approve of a plan that includes tens of millions in transition costs and an increase in operating costs to support Guided Pathways advising in the absence of any account of how that cost will be covered? Is there reason to reconsider its viability when the curricular process that should have been

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complete today has not yet begun? Three years ago, you approved a plan that had negligible transition costs and would save millions each year in response to financial pressures that - it was claimed - threatened the existence of colleges with budgets smaller than the annual cost of GP.

- The FAC requests a full revised accounting for the cost of the transition and a responsible timeline and recommends that the board declare its level of commitment to the plan in light of this information.
- Recognize that you cannot build a college without your faculty and staff, and you have
 lost them somewhere along the way. It is no accident that the FAC predicted we'd be
 here three years ago. Section 185 of the Statutes of the State of Connecticut describes
 the FAC as assisting the Board of Regents in governance and it is important that we
 reestablish or, perhaps, establish that relationship.

III: Resolution on normalizing the relation between the FAC and the BOR [Sept. 2020]

1..Background

1/ Section 185: 10a-1 to 10a-6 (attached to this resolution) established the State System of Higher Education, including its Board of Regents of Higher Education, the President of Connecticut State Colleges and Universities (CSCU), the Distinct Missions of CSCU, the Office of Higher Education, the Student Advisory Committee to the Board of Regents, and the Faculty Advisory Committee to the Board of Regents

2/Section 10a-3a (a) established the FAC: to advise and assist the Board: "There shall be a faculty advisory committee to the Board of Regents for Higher Education to assist the board in performing its statutory functions."

3/ 10a-3a (d) states that there shall be at least a biannual joint meeting of the Board and the FAC: "The committee [FAC], established pursuant to subsection (a) of this section, shall meet at least biannually with the Board of Regents for Higher Education. Agendas shall be prepared for such meetings and shall be distributed by the board prior thereto and shall consist of matters recommended for inclusion by the chairperson of the Board of Regents for Higher Education and the committee. Such meetings shall be chaired by the chairperson of the Board of Regents for Higher Education and the committee members shall have the right to participate in all discussions and deliberations, but shall not have the right to vote at such meetings."

4/ The Governor's directive on online meetings states: "any exhibits to be submitted by members of the public shall, to the extent feasible, also be submitted to the agency a minimum of twenty-four (24) hours prior to the meeting and posted to the agency's website for public inspection prior to, during, and after the meeting."

2..Issues

1/ There has not been a joint meeting of the BOR and the FAC this year, and apparently, for a number of years preceding.

2/ Reports from the FAC, which is a committee "for" the Board duly established along with the Board by state statute have been limited in the recent past to two reports per year. Chairs of committees "of" the Board can present, if they have material to present, at every meeting of the Board.

3/ Opportunities to Address the Board by the public, including FAC members, have been limited to a written communication sent by email 24 hours prior to the start of a meeting, which has reduced presentations to near zero (only 1 in recent meetings). [Note added Dec. 2020 – this issue has now been resolved]

3.. Solutions

1/ The FAC requests a joint meeting with the BOR during the Fall 2020 term, as required by section 185, 10a-3a (d) of the Statutes of the State of Connecticut. The agenda would include items recommended by the Chair of the BOR and the FAC and be chaired by the Chair of the BOR. It is understood that members of the FAC would not vote at such a meeting.

2/ The FAC requests that the Chair and/or the Vice-Chair of the FAC report resolutions and other major decisions of the FAC on a regular basis at Board meetings, that is to say, at each meeting, unless there is no material to report, and that "Report by the FAC" be included in each

agenda. This is consistent with Roberts Rules of Orders which specifies that ex-officio members of the Board, unless expressly prohibited by the statutes of the organization, have all the rights of members of the Board; in this case, to regularly present reports from their Committee, the FAC.

3/ The FAC considers that statements by the public, including FAC members in the "Opportunity to Address the Board" constitute testimony by the public, , and do not constitute an "exhibit" in the sense of the Governor's directive, and requests that the antecedent procedure of the Board be restored: that members of the public can give notice in advance to orally address the Board, with no requirement of a written statement to be posted 24 hours preceding the meeting. [Note added Dec. 2020 – this issue has now been resolved]

4..Supplemental

1/ With the appointment of new Executive Director of the Board (concurrently Assistant Secretary to the Board), it is important to review methods of communication between the FAC and the Board. We propose that:

a/ Resolutions of the FAC relevant to the activity of the Board or one of its committees should be communicated, except in emergency situations, to the Board within 72 hours of the FAC meeting which passes them - in practice, by the Monday following the Friday meeting of the FAC.

b/ Minutes of the FAC, except in emergency situations, should be communicated to the appropriate Board personnel for posting on the Board website as soon as possible after the FAC meeting, even if still in draft format.

c/ Matters relevant to the BOR raised by the FAC should be communicated to chairs of the appropriate Board committees in advance of meetings of the Board whenever possible.

IV: Our Basic Principles

to defend and promote the colleges and universities in all three sectors: the Connecticut State University system, Charter Oak State College, and the regional community-technical college system.

Public Higher Education in the state of Connecticut is an under-resourced and under-funded essential sector, whose faculty and staff are determined to educate all students, overcome any obstacles of preparedness or achievement gaps students face, and help them to become productive, engaged citizens. To achieve that goal, we propose the following principles:

- 1. Provide all students with the knowledge and skills for completion of their higher education in a timely fashion and their entry into successful careers;
- 2. Build colleges and universities from the bottom up based on shared governance and respect for all participants, not top down through command and control;
- 3. Build public higher education institutions on the foundation of the knowledge and the skills of the faculty and staff who design programs and courses, teach classes and support students;
- 4. Respect the distinct missions of the universities and of the colleges, which feature a mix of teaching, research and service components appropriate to each type;
- 5. Respect the autonomy and integrity of the constituent institutions, in particular, maintain local control along with regional and state-wide cooperation and only on that basis, further sharing of resources;
- 6. Respect shared governance, which ranges from faculty control of curriculum to administrative control of executive appointments, with appropriate consultation at all levels, including budgets;
- 7. Support research and creative activity by faculty and staff in both theoretical and applied fields, and community outreach and engagement in both the public and private sectors;
- 8. Share best practices and where appropriate services between and among institutions, based on bilateral and multilateral agreements for reciprocal benefits; not bureaucratic directives;
- 9. Review and revise strategic plans for system and sector wide projects, identifying strengths and weaknesses, and applying correctives when and where they are needed;
- 10. Promote fiscal responsibility to ensure equity and social justice, so that all residents of the state can avail themselves of affordable, quality public higher education.

V. Appendices

1.. Negative Effects of the Budget Amendment at a University

The Budget Amendment designated three groups for directed dollar sum cuts: Part Time Lecturers, University Assistants and Graduate Assistants (see table, p. 7 above):

Consider the case of graduate assistants at one university: CCSU as an example. A graduate assistant earns \$3,280 per term, or a total of \$6,560 for the academic year. There are 32 at CCSU, assisting areas such as the Learning Center, Career Success Center, the Africana Center, as well as a number of academic departments. Their total cost to the university is \$209,920, of which \$128,133 is mandated as a cut. That amounts to a 67% cut of the total income for CCSU's own graduate students, a massive reduction.

The situation of the university assistants is less dramatic but still severe. UA's earn an average of \$22.73 hour for a maximum of 19 hours per week. That makes for an income of \$431 per week at most, which annualized would be under the poverty line at \$22,412. In fact, they do not work a full 52 weeks. There are 82 UAs at CCSU, including many who work for user support at Information Technology, emergency preparedness at Facilities Management, the LBGTQ Center, the Office of Equity and Inclusion and others. Assuming 20 weeks per academic term, that makes for a total budget of \$1,416,533, of which the mandated cut of \$114,108 represents an 8% reduction – a still significant amount (and perhaps 2% more if they work fewer weeks, and 2% less if they work more).

Finally, cuts to "Lecturers (PTL)" – Part Time Lecturers -- is in the amount of \$612,844. Assuming an average of \$6,000 per lecturer per section, that means a cut of 102 sections. Assuming that these are cuts to the courses typically taught by PTL faculty – general education classes with an average of 35 students per class (maximum class size is 42), that amounts to 3570 seats cut. Assuming 5 classes per full time student per term, or 10 per academic year, that works out to cutting classes for the equivalent of 357 full time students – a greater number than the reduction of enrollment due to Covid-19. This will reduce seats for General Education courses taught by part time faculty. If full time faculty are called on to replace them, they would have to give up upper division classes they teach in their major. In other cases, especially in business and professional areas, part time faculty are brought in because they have real-world experience and specialized skills complementary to those of full time faculty. In all cases of precipitous reduction in part time faculty as mandated by the Board, students would suffer by having fewer available courses in their major or General Education, thereby decreasing their course options and increasing their time to graduate.

Under pressure from critics at the university level the System Office staff report accompanying the December Finance and Infrastructure Committee report admitted a degree of flexibility, as requested, though in a manner insufficient to offset all of the damage done: "Both the Colleges and the Universities have been given flexibility to identify savings outside the originally identified budget lines in order to avoid harming students, including graduate assistants. However, declining enrollment across CSCU should allow for these reductions. Any alternatives will be identified during the mid-year budget review, along with other new COVID-related spending requirements." (p. 7) Identifying alternatives in a mid-year review is too late, when in fact cuts are taking place now for the upcoming spring term.

Further, the claim is made that the cuts to Lecturers (PTL) can be in large part met by reducing full time faculty teaching on a part time basis. This is in error if it implies that full time faculty earn extra money teaching on a part time basis during the academic year (fall and spring)— they are explicitly prevented from doing this by the collective agreement. The claim is counter-productive if it means that cuts can be made by reducing the number of sections taught by full time faculty in winter and summer sessions, sessions which are not part of the academic year. As a matter of convenience and to avoid multiple line items, all courses taught in winter/summer sessions are included in the part time budget, which, however, does not make full time faculty teaching in those sessions into "Lecturers (PTL)" as specified in the amendment.

Moreover, if these sections were to be cut, the effect would not constitute a budgetary savings for stipends not paid, but rather a significant revenue loss. Winter/summer session courses are taught on a revenue-positive basis: they are run only if student fees exceed the stipend paid to the faculty member (whether full or part time). Currently, the cost per credit for these courses is \$567 for in-state residents, or \$1701 per 3 credit course. Let's use again the \$6,000 average stipend per instructor (full or part time), and assume an average enrollment of 10 per section (minimum 6, but some have 20 or more). In this case, cancelling that class would lead to a loss of \$17,100 fees - \$6,000 stipend, or \$11,100 per course, mitigated in part by the fact that some students, but not all, might migrate to another section being offered. But even on that scenario there will still be a loss of revenue to the university, and of course, loss of stipend to the faculty, a doubly negative consequence of an ill-thought out directive.

2..Increase in System Office Budget

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	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES
State Universities					
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36,347,779	136,479,064
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,375
Western Connecticut State University	127,370,540	60,940,425	40,852,753	30,495,280	132,288,458
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,352
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,256
Community Colleges					
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,803
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,786
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,492
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,396
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,371
Middlesex Community College	24,746,862	13,156,091	8,931,749	3,577,217	25,665,057
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,929
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,233
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,669
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,991
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,676
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,527
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,766
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,733
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,333
System-wide Additional Reductions					
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,762
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,993
Board of Regents	762,329	404,258	358,071		762,329
GRAND TOTAL CSCU	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,340

2.85 million CCC System Office 38.64 million CSCC "one" college

41.49 million Subtotal community college 12.76 million CSU System Office

54.25 million Total - System Office

06-18-2020 BOR Agenda Packet Page 92 of 156 2.68 million CCC System Office 37.13 million Shared Services (new) 16.52 million CSCC ("one" college)

56.33 million Subtotal community college 12.73 million CSU System Office

69.06 million Total - System Office

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14.81 million Total – SO+SS iNCREASE Added from 06/18 to 10/07 27.29 % INCREASE

Total - SO larger than ANY Community College

CC Portion of SO larger than 10 of 12 Community Colleges highlighting and comments in red boxes added by DBlitz

3.. Amendment to BOR Budget as Approved by the Board

10/15/2020 Amendment

Whereas, the Board of Regents is considering budget revisions to address a revenue shortfall of about \$25 million within the State University system; and

Whereas, the revisions proposed for consideration would still leave the universities with an operating deficit of more than \$50 million, and could reduce university reserves from \$139 million to \$86 million by the end of the year; and

Whereas the Board of Regents is concerned that additional cuts to the university budgets maybe necessary to ensure that the system returns to sustainable financial footing as soon as possible; now therefor

Be it enacted that the budget revisions being considered by the Board of Regents be amended by reducing the following budget lines by the following amounts:

	Revised	CSU Total	%
	Budget Amt (\$)	Reduction (\$)	Reduction
Reduction to Expenditures:			
Reduction \$2M from Lecturers (PTLs)	35,168,054	2,000,000	5.7%
Reduction \$0.5M University Assistants	4,206,543	500,000	11.9%
Reduction \$0.5M Graduate Assistants	2,189,189	500,000	22.8%
Reduction \$5M from other OE	105,418,706	5,000,000	4.7%
	146,982,492	8,000,000	5.4%

Further, these reductions should be applied across the universities and system office proportionate to the budgeted amounts, as follows:

Central		Eastern	Southern	Western	System Office
612,	844	309,469	678,287	399,400	
114,	108	158,109	135,215	90,992	1,576
138,	133	57,099	259,817	44,951	. 5
1,726,	246	875,734	1,263,123	924,822	210,075
2,591,	331	1,400,411	2,336,443	1,460,165	211,651
	612,4 114, 138,1 1,726,	612,844 114,108 138,133 1,726,246 2,591,331	612,844 309,469 114,108 158,109 138,133 57,099 1,726,246 875,734	612,844 309,469 678,287 114,108 158,109 135,215 138,133 57,099 259,817 1,726,246 875,734 1,263,123	Central Eastern Southern Western 612,844 309,469 678,287 399,400 114,108 158,109 135,215 90,992 138,133 57,099 259,817 44,951 1,726,246 875,734 1,263,123 924,822

And further may it be enacted that the resolution adopting the budget revisions be amended to include the following requirements:

- That the system will continue efforts to identify opportunities within our collective bargaining
 agreements to provide additional services on a contracted basis with outside vendors;
- That the system will seek further assistance from the State of Connecticut in paying debt service on auxiliary facilities given the reduction in fees associated with these facilities — residence halls, dining facilities, and student centers — as a result of the pandemic; and
- That the system will evaluate other ways to reduce costs, including consolidation or renegotiation of food service agreements held by the individual universities;

Note: Distributed by Board Executive Director from email from Ben Barnes at 5:17 PM the evening before the Board meeting

Not discussed by Finance and Infrastructure Committee of the Board

Not submitted for consultation to Presidents or Provosts of the CSU universities

comment in red box added by DBlitz

4..Resolution in Opposition to BOR Budget Amendment by CCSU Faculty Senate

Resolution on the Board of Regents Amendment to the Financial Report of Oct. 15, 2020

Whereas faculty, including part time faculty, as well as graduate and university assistants have made significant efforts and sacrifices to adapt to remote learning in Spring 2020 and hyflex and online learning in Fall 2020, in order to better serve our students during the COVID-19 pandemic;

Whereas part time faculty, graduate assistants and university assistants are targeted for arbitrary reductions in the amendment to the Financial report approved by the Board of Regents at their last meeting on Thursday, Oct. 15:

Whereas the figures for cuts at CCSU are based on an arbitrary \$3 million reduction to the above groups across the four universities, as well as \$5 million cut to OE, with CCSU's share prorated as follows:

Part time lecturers	612,844	
University assisstants	114,108	
Graduate assistants	138,133	
OE reduction	1,726,246	

Whereas a reduction of over \$600,000 to part time lecturers means cutting some 100 sections (based on an estimate of \$6,000 salary per class), which leads to reduction of 3500 seats (based on estimate of 35 students per class), or the equivalent of 700 full time student equivalents (based on an average of 5 classes per student) if implemented over one term, and 350 full time student equivalents per term if implemented over two terms;

Whereas this reduction, made as classes for Spring 2021 have already been determined, significantly reduces the classes available to students, thereby increasing their time to graduation at a time of financial difficulties for all:

Whereas the targeting of graduate students reduces wages available to our graduate students, many of whom have no other source of income, and the reduction of university assistants targets the least paid and therefore most economically vulnerable of our staff;

Whereas the amendment was not submitted in advance to the Finance and Infrastructure Committee of the Board for vetting and was only presented to members of the Board the evening before the Board's meeting;

Whereas the Presidents and Provosts of the four universities were not consulted, forestalling any efforts, in conjunction with shared governance and university structures, to provide parameters for cuts less injurious to our students, faculty, and staff;

Whereas the System Office holds in reserve \$22.42 million that it could release in part to cover additional revenue shortfalls;

Therefore be it Resolved:

- •That the CCSU Faculty Senate requests that application of this amendment be suspended for Spring 2021 term while the amendment is submitted to the Board's Finance and Infrastructure Committee and as well be the subject of consultation with university Presidents, Provosts, and shared governance structures to determine measures not injurious to our students, faculty and staff;
- •That the CCSU Faculty Senate requests that its FAC ex-officio member of the Board request a special meeting of the Finance Committee to modify the amendment in order to respect our commitment to providing courses to our students, and supporting our graduate and university assistants;
- •That the CCSU Faculty Senate, in the absence of any corrective measures by the Board, authorizes a direct appeal to the Higher Education committee of the legislature, the New Britain delegation to the legislature, and the Governor of the state.

Approved by the CCSU faculty Senate, Oct. 19, by a vote of 46-1,

David Blitz, Chair and Colena Sesanka, Vice-Chair

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I: Report of the Chair, FAC to the BOR

1..Background to the BOR and the CSCU

a/ The *Connecticut State Colleges and Universities* (CSCU) was established by the legislature in 2011, as Part (2) of Public Higher Education, consisting of three "constituent units" -

"There shall be a state system of public higher education to consist of (1) The University of Connecticut and all campuses thereof, and (2) the Connecticut State Colleges and Universities, which include (A) the state universities, which shall be known collectively as the Connecticut State University System, (B) the regional community-technical colleges, which shall be known collectively as the regional community-technical college system, and (C) Charter Oak State College. "Constituent units" as used in the general statutes means those units in subdivisions (1) and (2) of this section." (Chapt. 185 – Administration of State System; Part 1 – General Provisions; sect. 10a-1 – Definition of State System of Higher Education)

b/ The Board of Regents (BOR) of Public Higher Education was initially to include all of public higher education in the state, but as UConn withdrew almost immediately, that left Part (2): the community-technical college system, Charter Oak State College, and the four universities of the Connecticut State University System (along with the Dept. of Higher Ed. which was subsequently removed, and then made into a vestigial Office). What also remained was talk of a "merged" system with no planning respecting the distinct missions of the remaining three component sectors, or due consideration for the autonomy and integrity of the constituent institutions, each of which have longer histories than the CSCU along with real local and regional community links. What followed was a series of missteps taken by the Board and System Office in order to centralize power and strip the authority of faculty, all in the

fallacious name of "Students First", which after three years of implementation (with at least two more to go) has accomplished little other than to create conflict and crisis.

2.. Failure of Transform 2020 and its Replacement by "Students First"

With the merging of the community colleges, state universities and Charter Oak under one Board of Regents the goal became creation of a centralized system where in fact none existed or should exist, with the first failed effort being Transform 2020. The plan for the project, for which up to \$20 million had been allocated, was outsourced to the Boston Consulting Group (BCG), a group with no previous experience or knowledge of public higher education in Connecticut. At a cost of more than \$1.9 million the BCG produced a total of 36 "Road Maps", incorporating 743 "Milestones", most of which were imaginary without any consultation with faculty and staff at the campuses. At least 12 of the constituent units of CSCU) voted nonconfidence. The plan was scrapped and the President of CSCU and the Chair of the Board replaced.

"Students First" filled the vacuum once Transform 2020 had been abandoned. There remained significant problems to be solved in public higher education, of which the most important were obstacles to transferring credits from community colleges to state universities (one of the motivations, along with cost savings, for the original merger of the community colleges and the state universities under one governing board), and the fiscal health of the community colleges, or at least some of them. The former is a very real and important problem, for which Transfer Articulation Plans (TAPs) and college level "Guided Pathways" were developed for most, but not all majors, to ensure seamless transition for college graduates to the universities. This was done by faculty committees largely independent of System Office staff, though publishing the many PDF documents for the various pathways and majors by college and university has been done centrally (a technical task). Work on transfer articulation began before "Students First" and is independent of it; it remains to be fully implemented, and in fact was neglected in the past two years as the System Office and BOR focused almost exclusively on "Students First."

Part of "Students First" essential goals was to save money by the consolidation of "back office" functions of the universities, in addition to the consolidation (merger) of the 12 community colleges into a single institution. Over a previous summer a series of planning teams examined facilities management, financial aid, fiscal affairs, human resources, information technology, and institutional research. The expected tens of millions in savings (originally stated as \$48 million) were not found. Moreover, by including the university "back offices" the scope of "Students First" was extended beyond the community colleges to the four universities. Though this aspect remains secondary, it had the further consequence of mobilizing university faculty opposition to Students First, as what were termed "back office" or "non-student facing" personnel to be "consolidated" are as far as we are concerned essential support staff, needed for local help. This aspect of the project has not been discontinued, and some elements continue in the background.

That left the merger of the community colleges as the heart of "Students First". The original argument for the proposed merger was the precarious and even failing financial viability of at least some of the colleges. This was largely based on spreadsheet projections that college reserve funds would be expended by the mid 2020s, presumably due to a combination of increased costs and reduced enrollment. But "Students First" has not solved the budget crisis, far from it, it has aggravated that crisis by a bulging of the central System Office budget. While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

3.. Centralization of Control and Doubling the Budget of the System Office

While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

Up to the 2020-21 budget, the System Office budget was divided into two categories: CCC (support for the community colleges), and CSU (support for the four universities) – Charter Oak State College, the third "sector" of public higher education in the state (exclusive of UConn) is self-supporting and involves minor sums in comparison. The 2019-20 budget for the System Office (SO) contained the two line items CCC and CSU, as follows:

Item	Amount
CCC (community colleges)	35.25 million
CSU (universities)	13.31 million
Total, SO	48.56 million

Table 2: 2020 Community Colleges and CSU Portions of SO Budget Source: Finance Packet 06-10-2020, p. 31 (PDF 32)

In June 2020 the proposed SO budget saw a third category added: CSCC, for the recently named, though still non-existent "one" community college. The three budget items were as follows:

Item	Amount	Comment (added)
CCC System Office	2.85 million	Residual from CSCC budget
CSCC "one: College	38.64 million	New line item
Total community college(s)	41.49 million	This is larger than the budget of
		7 of the 12 community colleges
CSU System Office	12.76 million	Not further analyzed
Grand Total	and Total 54.25 million 11,7% increase over 20	

Source: Finance Committee Budget Packet of June 2020

Note 1: Part of the CSCC budget covered the "hires" for the yet non-existent CSCC: an interim President, interim Provost, interim CFO, and three interim Vice-Presidents, along with earlier hires of three regional Presidents.

Note 2: In the June budget, as approved by the BOR a possible reduction of \$2.9 million in the CSCC budget was foreseen if a further revenue shortfalls occurred, due in large part to reduced registrations as a result of the Covid-10 pandemic. This \$2.9 million would be from deferred hiring of 52 of 80 planned CSCC staff.

The reduced CSCU ("one" community college) System Office budget would be, if approved at the October BOR meeting, \$35.74 million, for a total System Office Budget (all three line items) of \$51.35 million, a 5% reduction in the overall SO budget.

Yet, without any further explanation, the revised budget presented to the October BOR called for a total SO budget of \$69.06 million, an increase of 27%! This was accomplished by adding yet a fourth line item to the System Office budget, as follows (see p. 11 of this document for the full spreadsheet):

Item	Total	Comment (added)
CCC System Office	CC System Office 2.85 million Unc	
CSCC "one" college	16.52 million	Reduced from 38.64 million, by,
		more than half – the difference and
		more moved to "Shared Services"
		(below)
"Shared Services" 37.13 million		New line item, not further specified
Total System Office for	56.50 million	This is larger than the budget of 9
Community Colleges		of the 12 community colleges
CSU university SO	12.73 million	Same as June budget, - 0.3 million
Grand Total 69.23 million 27% increase from		27% increase from June budget

Source: Budget packet of Oct. 2020

In comparison, the System Office budget for 2017, the year that "Students First" began was \$30,330,990, so that the proposed 2020-21 budget has more than doubled. As noted above, the community college component of the System Office is now larger than that of 9 of the 12 community colleges. In effect, "Students First" has produced a 13th community college – albeit one without faculty or for that matter, students. This increase of budget is part of a centralization of control over constituent units of public higher education which is neither cost saving nor academically justified, as it removes essential control over curriculum from that group most able to formulate and closest to the students: the faculty.

4..Doubling of the Levels of Administration of the Community Colleges

Currently there are 12 community colleges, the outcome of a merger of the Boards of the technical and community colleges (PA 89-260). Previous to the "Students First" initiative, each was headed by a President, who reported to the President of the CSCU and thence to the Board of Regents. With Students First, the Presidents of the community colleges have been replaced by Chief Executive Officers (CEOs), with reduced authority relative to that of the previous presidents.

In addition, two further levels of executive administration have been added: three regional Presidents (hired in 2019), and six members of an interim executive for the still non-existent CSCC (consolidated community college): an interim President, interim Provost, interim CFO and three interim Vice-Presidents (teaching and learning, programs and curriculum, and higher education transition). It should be noted that other than the name Connecticut State Community College, interim officers and regional presidents, and a System Office level budget, the CSCC does not exist – its accreditation not yet approved by NESCHE, the regional accrediting agency nor does it have any students or faculty.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each	Presidents replaced by CEOs	Reduced status; some powers
	headed by a President		of previous Presidents assumed
			by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to	New level of administration;
		CSCC President	interim President David
			Levinson
4	President, CSCU	CSCC President reports to	Mark Ojakian to retire Dec. 31,
		CSCU president	interim President Jane Gates
			during search for replacement

Presumably, the regional Presidents coordinate with the CEOs, and in turn report to the CSCC President, though specifics of duties and responsibilities are not spelled out in the organizational charts that have been distributed. Finally the CSCC President will report to the CSCU President – a total of 4 levels of administration (and associated support staff), where previously there were only 2. This adds levels of bureaucracy and is hardly a cost-saving measure.

5..Problems with Curriculum Development at the Community Colleges

One academic argument for the consolidation is the need for the "alignment" (uniformization) of programs. This meant the creation of various work groups and higher level committees by the System Office to align specific disciplinary programs and create a common general education core. This means reorganizing many hundreds of programs in a short time span, when the programs are already functional in their current format. An additional problem that arose was due to the participation of System Office staff who pushed their own agenda, more often than not in opposition to or disregarding of faculty input. This was complicated by a "dual power" situation, with the working groups and related committees bypassing or supplanting existing college structures of shared governance, particularly as concerns curriculum. The net result has been the recent movement for college senates to recall faculty from these groups. With the more experienced faculty removed, the working groups now have to rely on volunteer part time and junior faculty lacking the experience of those they replace.

The case of the recently Board approved general education core is illustrative of the problem. 9 of 12 colleges refused to participate, considering that the process was illegitimate; 2 voted in favor (one of which had previously voted no confidence in Students First) and one voted in opposition. The matter was presented to the Board as if a majority had voted in favor (2-1)! even though the resolutions opposing the whole process by 9 others were included in the agenda package for the Board meeting. The disrespect for the majority (in fact 10 of 12 or more than 80%) of the colleges sent a clear negative message.

To this must be added that the approved core included reference to a diversity requirement for which no learning objectives, sample syllabus, or faculty requirements were provided. The faculty part of the committee that developed the course College Career and Student Success 101 had objected to "parachuting" an undefined diversity requirement into this course, not because of opposition to diversity – to the contrary they felt that it would not be adequately treated in this fashion. Yet at a Board meeting an amendment to a curriculum proposal did just that – added a diversity requirement, with no further indication of how it was to be satisfied or integrated into the course.

There are real and pressing problems at the level of the community colleges – which also exist at the universities in somewhat modified form, such as low rates of graduation (3 year figures for community colleges, 6 year figures for universities) and the achievement gap of reduced enrollment and graduation rates for minority students. The response of the consolidation leadership has been to simply claim that consolidation and alignment will somehow accomplish these ends. Reading the many pages of documentation for "Students First" one finds no analysis of these problems or specific proposals to deal with them, other than administrative positions to be filled, general statements about aligned programs, and proposed courses that have not be adequately thought out. To the external observer, the claims that consolidation will increase the percentage of graduates and reduce the achievement gap appear to be no more than ad-hoc justifications for a plan which really does not address those issues.

Faculty, and in particular full time faculty are the backbone of any college or university. The fact that they are so obviously disregarded in the organizational chart is indicative of a deep-seated problem in "Students First", which might as a result of the above be termed "Faculty Last". We have seen over the last 3 years of the rolling out of college consolidation that faculty have been viewed as appendages to the plan, and now as hindrances as their opposition grows. There was no doubt a time when faculty could have contributed to a joint plan to deal with the real problems in the colleges – whether fiscal, academic or administrative. But that time would seem to have passed as far as "Students First" is concerned, as it turns out to be more and more centrally directed, to the exclusion of meaningful faculty input. Perhaps a different plan would help, one based on real faculty input. Difficult as such a plan would be to produce at this time, there may be sufficient good will left to attempt this.

In the course of the controversy over Students First, community college faculty have come to feel a greater sense of attachment to their local college and heightened concern that the "community" is being taken out of the community colleges. In addition community college faculty have developed links with university faculty who both sympathize with their critiques and are concerned that they are next for "consolidation". All four university senates have passed motions of opposition and/or non-confidence in "Students First". These are unlikely to go away; though mobilization has been reduced during the pandemic, a movement of criticism now exists.

6.. Compromising Shared Governance at the Community Colleges

The CSCC interim President recently forwarded a "shared governance proposal" (Nov. 23, 2020). This proposal is anything but that – it eliminates department chairs, who are normally elected by faculty and liaise between them and the administration, and replaces them by Deans and Associate Deans selected by the administration and reporting to it.

a/ In the organization chart circulated, 6 Deans for academic areas report to the Vice President for Academic Programs and Curriculum, and from 2 to 4 Associate Deans report to each Vice President for 17 subordinate academic sectors. Under each Associate Dean are full time faculty in that area, represented by at most "faculty leads" in each discipline (responsibilities not further defined) and program coordinators (presumably for interdisciplinary or special programs), along with adjunct faculty and any lab technicians (as appropriate). The elimination of department chairs is part of a process of centralization of control which is contrary to the role of faculty in public higher education.

b/ Faculty in disciplines within an area (eg history within humanities, or chemistry within natural science) are to meet at least once a semester to prepare curriculum proposals and modifications, though their deliberations will not be determinative and they do not form a department. Proposals will be forwarded to a "Curriculum Congress", of 18 faculty – 3 from each of the 6 areas of study, with no more than one per discipline, along with 5 professional staff, 2 nonvoting administrators and 3 students. This is an extraordinarily small group to deliberate on matters arising from hundreds of academic programs.

c/ Proposals from this Congress would then go for approval to a College Senate where faculty would be at a distinct disadvantage: 12 faculty (one each from each campus that was formerly a separate college), 12 professional/classified staff, and 3 students. Teaching faculty, who formulate academic programs and teach the courses, would thus be a minority of the College Senate – just barely over 1/3 at 37%, whereas it is normal in higher education for faculty to

constitute the vast majority of an institutional Senate. Moreover, with only one faculty representative per campus, larger campuses would be sorely underrepresented compared to smaller ones.

This is not anything like "shared governance", where as a baseline faculty control curriculum based on their expertise and education. Instead, by eliminating department chairs, placing academic disciplines under the control of Associate Deans and Deans who report directly to the central authority, and making faculty a minority in the Senate governing body, "Students First" violates a basic principle of higher education: colleges (and even more so universities) are built bottom-up, based on faculty knowledge and know-how, not top-down, directed by administrators and their associated deans.

7.. Micromanaging the Universities and Negative Effects

"Students First" has as its primary aim the consolidation of the community colleges – both their integration into one college accreditation, and the "alignment" of academic programs and courses to render them uniform from campus to campus. It has a secondary aim to consolidate the "back offices" of the universities as well, under the slogan of "shared services". This has been opposed by the university leadership on the grounds that it will reduce services to each campus, both in terms of timeliness and in terms of quality.

The four CSUs are already regional in scope, as their names clearly imply. Two are larger than the others (Central, Southern), with over 10,000 full time equivalent student enrollments, and two are smaller (Eastern, Western), with about half that number. The larger universities are comprehensive, with separate departments for each discipline, and graduate programs up to and including doctoral level ones (EdD in education leadership and DNA in nursing anesthesia). The demands and requirements on support services (termed "back office" by Students First) vary from campus to campus, and need to take into account local conditions – for example specific equipment needs for science labs depending on faculty specialties – and timeliness – for example, the need for immediate action on information technology repairs for remote learning during the pandemic.

It is a false economy to argue that centralizing functions in an already overly expanded System Office would either save money or improve service – to the contrary it would likely delay service as requests que up at the central office, and lead to inappropriate purchases that do not meet local and varied requirements. This is not to deny the advisability of sharing services where appropriate. But this should be done based on mutual advantage on a bilateral or multilateral basis, from the ground up rather than from the central office down.

A recent example of system interference in the universities is the Oct. budget amendment approved by the Board of Regents mandating an additional \$8 million budget cut for the four CSUs. This occurred in the context of already reduced university budgets, largely due to significant shortfalls not in enrollment, but in residence hall occupancy, which as a result of concerns about the coronavirus fell below 50%, with associated declines in returns from food plans. Without consideration or vetting by the Board's own Finance Committee, an amendment was presented to Board members less than 24 hours before the Board meeting (and approved over faculty objections), which not only specified the amount per university to be cut, but also directed that these cuts be made in four specific areas: part time lecturers, university assistants, graduate assistants and "other OE" (operating expenses), as follows (see p. 12 for the full document):

Reduction to Expenditures	Central	Eastern	Southern	Western	System Office
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	_
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

Source: Amendment to the BOR budget plan, 10/15/2020

The problem of micromanaging and its adverse effects concerns the first three items, which direct layoffs of specific needed personnel, when other means could have been found to meet the overall dollar reduction without the negative consequences entailed by last minute staffing reductions. These three directed cuts affect the least paid and most vulnerable members of the university community.

Moreover, in addition to a last minute presentation to the Board, university leaders (Presidents, Provosts, CFOs, and Planning and Budget Committees) were not consulted about the directed cuts. Had they been, the negative effects of the directed cuts would have been readily identified, and other means proposed to meet the overall \$8 million cuts. One proposal made by campus leaders to the system CFO was to issue written guidance modifying the categories of cuts from mandatory to suggested, allowing for local adjustments to mitigate the overall effect of the cuts, while meeting the overall dollar amount. The response of the System Office was contained in a staff report in the Dec. Finance Committee report to the BOR, which allowed for some flexibility in the application of the directed cuts, especially as concerns graduate assistants, but only after a mid year assessment – too late for cuts for the Spring term already being put in place. A detailed analysis of the negative effects are provided in appendix 1 to this document.

8.. Conclusions and Prospects

1/ Public higher education, both at the college and university level is a bottom-up, not a top-down process, under the guidance of "shared governance" with differential levels of control. In particular, faculty exercise control over curriculum (subject to approval by administration) and administration exercise control over budget (subject to consultation with faculty). Any reorganization — especially one as vast as proposed by "Students First" -- must be a collaborative effort (balanced role for administration and faculty), not one of command and control by the central authority as is currently the case. In particular, micro-managing of the colleges and universities, as demonstrated by the curriculum amendment for the colleges and budget amendment for the universities should end, as the Board has insufficient access to the specifics of local conditions and the details of the negative effects generated by their actions.

2/ The three sectors of public higher education (state universities, community colleges, and Charter Oak) in part (2) of Section 185 of the Statutes of the State of Connecticut, now part of CSCU have distinct missions in terms of how teaching, research and outreach are coordinated and conducted. The autonomy and integrity of each institution has to be respected, with shared services and programs established on the basis of mutual consent, not centralized command and control. "Distinct missions" of the three different sectors, and "autonomy and integrity" of individual institutions within each sector are essential watchwords, along with "institutional cooperation" and "shared services" which are also desiderata – on a model of local and perhaps regional institutional control with shared services where appropriate.

3/ A key to solving the current crisis – and it is that – is recognition that neither the status quo

of isolated institutions nor the proposed one community college are viable. It remains to be seen what forms of regional cooperation and shared services on the basis of mutual consent can be achieved, but forcing consolidation cannot result in buy-in by faculty and community stakeholders, and as a direct consequence cannot contribute to more favorable conditions for the success of students. The federated model already at the heart of the constitution of this country should be examined and its principles applied in a flexible way, taking into account the conditions of public higher education in our state, the distinct missions of different types of institutions, and the autonomy and integrity of each. The current merger of community colleges, Charter Oak and the state universities under a single board should itself be reexamined as to its cost (financial and academic) relative to benefits (such as transfer articulation agreements) since 2011.

4/ An effort should be made to "de-personalize" the conflict and avoid the "blame game", giving up the pretense (made by some on all sides) that only one side has the interests of students at heart. It's more complicated than that: involving students, faculty, administrators, staff, community, business and government. What is needed is a critical review and substantial revision of the current plan or its outright rejection and replacement by a better one. At the very least, the planned transitional merger of the community colleges into the accreditation of one currently existing college (to maintain eligibility for federal grants), a "work around" to precede the creation of the "one" community college, should be suspended, as should the bloated "organization chart" for the proposed one college and any further hiring or appointments based on it. It is time to review and revise the project.

5/ Other areas for cost savings should be examined, including the following as suggestions made by the author of this text to the Board at public comment (and ignored):

Significant reduction (perhaps 1/3) in the size of "combined" system office, currently at
\$60+ million a year - savings in millions to tens of millions;
Use of open source software for savings from millions to tens of millions (just as
Apache is now used as a server in replacement of proprietary internet servers);
Reduction of inter-mural sports at the university level (over \$10 million at CCSU
alone, much of it for football) while maintaining on campus and system-wide intra-mural
sports – potential savings in the millions;
Raising revenue by individual foundations (assisted by a state-wide campaign)
from private sector businesses that benefit from hiring our students – potential donations in
the millions.

6/ Any new plan should be based on a clear presentation of problems to be solved, both those pre-existing in the colleges and universities, and new ones created by "Students First's spiraling costs, bloated bureaucracy, and failure to implement shared governance. These have all contributed to growing opposition to "Students First" which has now become a movement. More listening is needed by all, followed by constructive proposals taking into account lessons learned from the failure of Transform 2020 and the crisis affecting "Students First". Hopefully such a debate can occur at the BOR, and this is a challenge for both the voting members and those ex-officio members representing faculty and those representing students. If this is impossible, serious consideration should be given to reorganizing the Board, perhaps dividing it into two, one each for the colleges and universities, with a coordinating mechanism for transfer articulation and other inter-system exchanges.

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Three years ago, in December 2017, the FAC report to the board ended with the following warning about the prospect of consolidation:

We believe that there is a risk, which is greater than zero, that the effort to

work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again....

The FAC believes the decision to consolidate the 12 community colleges into a single community college is the most consequential matter that has come before the Board of Regents. The FAC calls on the Board to meet its fiduciary responsibility and to develop a process of fact finding and further inquiry to interrogate vigorously the relative benefits and costs of the proposal prior to voting.

Specifically, the FAC recommends:

- 1. If the BOR does elect to pursue the consolidation, it should at least acknowledge the loss of the institutional accreditation of each community college as a diminishment of value for each community and the students that it serves.
- 2. The Board actively consider alternatives to the consolidation including the suggestion that the integration of key operational functions be built from the "bottom up," and prior to the creation of a centralized administration.
- 3. The Board hold a public hearing prior to a vote to permit multiple constituencies an opportunity to have their voices heard.

FAC Remarks to the BOR 12-14-17 March 2018 SCR, Appendix O

The Board did not follow these recommendations before moving forward with the plan and it has not followed those recommendations since.

One year ago, even though 12 CSCU institutions voted No Confidence in the plan and in the leadership provided by this board and Mr.Ojakian, you reaffirmed your commitment to Students First (<u>December 19, 2019 - BOR Agenda Packet Page # 77 of 81</u>). A review of board agendas leading up to that recommitment shows no evidence that the board received any official updates on the progress of the plan, after approving a revised timeline in June 2018, before reaffirming its support¹.

¹ In June 2019, an analysis of SF projections from OFA was shared with the board as an information item. The analysis seemed to show that 'cost savings were supported by the data'.

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Delays and Cost Overruns

When the SF plan was approved, it was expected that the college catalog would be complete and that students would have started enrolling in programs in the Consolidated College catalog in fall of 2020 [March 2018 SCR, Appendix U].

Overview Timeline for One College Consolidation: Academic Programs

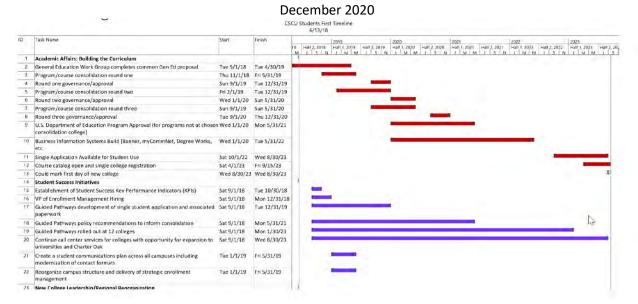
		4	
Spring 2018	Common General Education proposal	Develop parameters for program consolidation	Finalize first round of programs and assemble work groups
Fall 2018	General Education to local governance General Education finalized	First round of program consolidation with membership from TAP work groups	Finalize second round of programs and assemble any work groups
Spring 2019		First round of programs to governance Begin second round of program consolidation	Finalize third round of programs and assemble work groups
Fall 2019	First round programs built in Banner/Degreeworks/ACALOG	Second round of programs to governance Begin third round of program consolidation Begin fourth and final round of programs	
Spring 2020	Second round programs built in Banner/Degreeworks/ACALOG Summer 2020 Third round programs built in Banner/Degreeworks/ACALOG Fourth round programs built in Banner/Degreeworks/ACALOG	Third round of programs to governance Fourth and final round of programs to governance	
Fall 2020	Full Curriculum Implementation		

When the SF timeline was revised in June of 2018, in response to NECHE's observation that the original plan was unrealistic, the expectation was that the last of three rounds of aligned programs and courses – several hundred in total -- would have begun the process of being

- Finalized
- sent to the colleges for review and comments,
- made its way through the SFASACC's program review group,
- [returned to workgroups and recirculated at colleges for review, if necessary,]
- then approved by SFASACC,
- CCIC,
- BOR ASA,
- BOR.

by the end of 2020. That process has not yet begun for even a single program. Because of the volume of programs and the meeting schedules, the review process alone would take many months.

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The projected transition cost of labor for consolidation of hundreds of programs was \$0 and total transition costs were described as 'negligible' at the time that the consolidation plan was approved. At the time of the Substantive Change Request, transition costs were estimated at just over \$2M March 2018 SCR, Appendix LL.

The actual cost of transition for <u>FY21 alone</u> is at least \$16.5 million. Of that, only a little over a million represents the cost of advisors who will staff our colleges. (10/07/2020 Finance & Infrastructure Agenda Packet Page 60 of 75) The rest is devoted to administrative costs necessary in anticipation of the consolidated college which has yet to be approved by our accreditor.

In the initial quantification of SF in December 2017, the projections for total expenditures for FY 2021 for the CCs "without SF" (the if we do nothing scenario) was \$490.9 million, with "Students First" the projection was \$444.9 million. (March 2018 SCR, Appendix HH) In the most recent figures from the October finance committee report, the total expenditures for FY 2021 for the CCs is \$516.6 million. (10/07/2020 Finance & Infrastructure Agenda Packet Page 21 of 75)

We are spending \$71.7 million more than what was forecasted 3 years ago. Meanwhile the total FTE number of students for the CCs declined from 27,755 to 22,683. Per FTE, the increase in per capita cost at the community college has risen by more than 35 percent, and we know none of that increase has gone out to the colleges where the students actually are.

Costs for FY22 and 23, if the hiring roster is followed, will be much higher. An additional \$3 million is scheduled for design and construction of a separate set of offices for CSCC staff that would be necessary if it does succeed in achieving accreditation.(12/02/2020 Finance & Infrastructure Agenda Packet Page 26 of 63)

Each year of delay comes with a cost. At this rate, it is not unreasonable to worry that the actual cost of transition may be something close to 50 times as much as was projected.

While an extended transition has a cost, the cost of haste can be more serious and permanent.

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Consequences of Haste

As the consolidation has fallen further and further behind on its projected timeline, we have already seen some sloppy efforts to get things done in haste. The final form of the CCS101 policy, for example. included a last-minute change that fundamentally revised the nature of the course and resulted in such a flawed document that authors whose research was cited in support of its approach wrote to the board to make note of the misappropriation of their work. In addition to the poor scholarship, they warn that the resulting document advocates an approach to issues of 'diversity' that is more appropriate to a 1950's assimilationist approach. This is particularly uncomfortable given that it is the sole course in the catalog of a college with antiracist aspirations.

The final proposal was not reviewed by any curricular or governance groups. In fact, not even the workgroup that developed the proposal – and whose names are included in the staff report-vetted its final form before it was approved by the board.

There are many in our CSCU community who are well placed to shape our path in the direction of greater justice, but no such conversation has been initiated. In fact, the faculty and staff who would constitute this college only know of this goal of antiracism if they happened to read the CTMirror article that declared it and have not yet been made aware of how we are to conceive of this goal as applied to our system. Given that those ultimately responsible for the CCS101 course, described by the very experts they cite as advocating an outdated assimilationist approach, are the authors of this declaration of antiracism, and that the course is the foundation of the CCSC curriculum, there is cause for real concern.

This is the only course that has been approved for the new college- CCS101. The outcomes for the outcomes-based General Education Core, approved earlier this year, are under revision -- it is still incomplete -- and no other courses have been vetted for it. How much more will fall through the cracks when hundreds of programs are reviewed simultaneously while years behind schedule?

As in the case of the October Budget amendment, just a little time and consultation could have saved us from a serious misstep. David Blitz has outlined the budget amendment's unintended costs to equity and to student completion. It is worth noting that the proponents of *Student First* chose to fire their own students first in the middle of a pandemic. Given that this amendment was circulated to board members the night before the 10am meeting at which it was adopted, the most generous interpretation of that contradiction is that it was a product of haste.

Governance and Leadership

Other blunders are not just a matter of haste: the absence of true shared governance as the consolidated college is developed was built into the plan in the pursuit of efficiency. The model of governance that will be in place until 2023 requires no input on or endorsement of curriculum from college faculty and staff. (5-1-2020 BOR ASA minutes, p.11) This has allowed for system-level administrators to purposefully undo the work of the faculty-led groups who contributed to the General Education Core, the CCS101 course and, most recently, the ACME draft proposal. As noted above, failing to aspire to NECHE's standard 3.15 has had tangible results.

Faculty and staff who, initially, sought to help build and refine the plan have resigned and eleven colleges have <u>passed resolutions</u> to withdraw all college representatives from consolidation

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workgroups. The FAC has passed its own resolution in support of those withdrawals. Having participated in good faith, they discovered that not only would their decisions be subverted but that they might be <u>asked to resign</u> if they aimed to contribute to any meaningful modification of the design. <u>All five unions stand in support</u> of their members' withdrawal from participation in the creation of an entity they believe will harm students, with no power to address the problems they see. With that loss of participation came the loss of the opportunity to draw on the experience of veteran program coordinators, senate chairs, content experts, practitioners and other experienced and involved members of our community with the requisite resources to salvage the plan.

Use of Evidence

The matters of haste and the governance structure are not the only hurdles. We also, increasingly, lack a shared account of reality. Differences between the direction endorsed by system office staff and those at the colleges are not simply differences of opinion about how to deal with the facts. The *facts* are in dispute. Time and time again, documents produced by the system office make claims that are unsupported by the documents referenced as evidence.

The only committee report that provided some information about consolidation, prior to the board's reaffirmation, was to the finance committee- it included a projection that the \$25 million dollar a year cost of Guided Pathways advising would pay for itself in the form of credit attempts. (10-09-2019 Finance and Infrastructure Agenda Packet Page 28 of 51)

The projection that guided Pathways will pay for itself is significant, but the assumptions that make such a claim reasonable have not been vetted. Two documents were referenced in the vicinity of that projection. Neither of them contained anything that would support that claim. The assumptions are premised upon the expectation of a significant jump in student success due to advising. When FAC followed up with a request for support for that claim, we were provided with a <u>four-page pamphlet</u>, produced by the National Center for Inquiry and Improvement sketching out possible "back of the envelope style" calculations that colleges might use.

- The CCS101 proposal boasts ten pages of references but, when we investigated cited sources to understand the evidence in support of its most contentious elements, no such evidence was found. As noted above, one set of authors wrote to the board to make it clear that their research was misused. The FAC's <u>Case Study on CCS101</u> goes into more detail.
- -- Feedback is currently being collected for the ACME draft proposal but, once again, a number of faulty citations have been identified. For example, the very articles cited in support of the corequisite model that it aims to apply to *all* students in gateway math and English courses, do not, in fact support such an application. The article cited in support of using self-reported high school GPAs is not scholarly article, and the peer reviewed sources from which it draws seem to suggest that, at best, that the use of self-reported GPAs is an idea worthy of some investigation- Adopting it for CSCC would set up one of the largest community colleges in the country as an experiment.

These are just a few examples- several thorough analyses of the flawed scholarship in the draft proposal have been produced across the system. The consequences of a misstep at the level of gateway courses could be catastrophic- and the viability of this reform is relevant to financial projections premised upon a resulting jump in retention. Our open enrollment policy is rendered meaningless if we have no way to address the needs of our least prepared students.

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Despite having withdrawn, faculty names have been included in System office reports that they had no opportunity to vet before they became public documents. Given that faculty in our system question the legitimacy of the scholarship in these reports, names should not be included unless members have had an opportunity to review the reports to which their names are attached, since their association with these documents could be damaging to their professional reputations. So far, requests to have names removed have been denied.

Moving Forward

Three years on, we see that we are where the FAC predicted we would be: Millions of dollars and years behind schedule.

Some of these issues were easily foreseen - it should have been obvious that the labor cost of the alignment of hundreds of programs and courses could never be zero. Others were not as easy - it is not obvious that highly paid administrators would be on the payroll years before the college had achieved any indication that it would be accredited.

At the same time that these investments are made in an entity that serves no students, cuts and hiring freezes (10-07-2020 F&I agenda p.25 of 105) are being applied at the colleges. Faculty and staff work time is being assessed in the hope that we could squeeze even more work out of a staff already overextended in addressing the pandemic. A priority for that extra work is directed toward consolidation at a time when our current students, dealing with the stresses of this unprecedented year, require more support than ever before. In our public comment to NECHE earlier this year, the FAC noted that the accreditations of our colleges were in jeopardy as more and more resources were directed away from our colleges and our students- even before the additional stresses of the pandemic. Progress on our Transfer Articulation Pathways -- a faculty-led initiative—has stalled while, again, as David Blitz has noted, the expenditures at the system office exceed that of any of our community colleges.

The transition is not the only thing that is more expensive than anticipated. The proposed administrative structure of CSCC increases levels of bureaucracy and is unlikely to result in savings.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each headed by a President	Presidents replaced by CEOs	Reduced status; some powers of previous Presidents assumed by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to CSCC President	New level of administration; interim President David Levinson
4	President, CSCU	CSCC President reports to CSCU president	Mark Ojakian to retire Dec. 31, interim President Jane Gates during search for replacement

Students First Organizational Chart,

comparison chart from Blitz Critique Dec 2020

Having run significantly over cost, and unlikely to meet the projected timelines, we ask that you allow us to start putting our colleges back together again. We are fully aware that the plan always required the elimination of our colleges, but we are not convinced that what will replace it

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is a viable institution of higher education: An institution that does not have faculty in control of the curriculum is not a college. A bureaucracy built on a portrayal of reality that is unsupported by evidence is bound to fail. It is unacceptable to concede that we cannot provide Connecticut with adequate public colleges, so we will offer *something else*.

The Dec F&I report includes the following:

"This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students."

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It is ironic that the consolidation effort now stands as a challenge to preserving locations and student services when it was introduced as the *means by which* those things would be achieved.

It is also striking that the appeal is for additional funding so that we can follow through on a restructure that is premised upon accommodating the continued underfunding of the system. That is not an acceptable choice for a state with so much wealth. This is not the first disastrous attempt to overhaul the public colleges and universities and by now it should be evident that no restructure, no matter how dramatic, can compensate for the harm of underfunding.

It is time for the board to defend our public college and university system against the austerity narrative that threatens our existence, rather than protect the state from the cost of providing this public good by attempting to replace it with a poor substitute. This should be a priority for any system of education that is committed to the demands of equity and justice

While there are legitimate areas of concern and potential for improvement at the colleges, as David Blitz has noted, the Students First plan provided no real analysis of, or engagement with, how to address those issues. As a result, years of careful, faculty-driven work to address the areas of struggle that we readily acknowledge has been undone, stalled (TAP), or, in places, dangerously misused (CCET and CMAC).

Public education is always a worthwhile investment in our state- one that fundamentally shapes the quality of all our lives. Many of your faculty and staff have been advocating for new sources of revenue to support this system that will be the driver of our post-pandemic recovery. We ask you to do the same. It's time to:

- return to a commitment to the values that underwrite public higher education. Any plan
 for our system should be fueled by a vision for Connecticut and the ideals of public
 education, not a concession to the inevitability of the continued defunding of our
 system. Funding per student has steadily decreased in just the last decade or so
- critically assess the costs and benefits of our current path- It is not obvious that the path we are on *is* the Students First plan. Does the Board approve of a plan that includes tens of millions in transition costs and an increase in operating costs to support Guided Pathways advising in the absence of any account of how that cost will be covered? Is there reason to reconsider its viability when the curricular process that should have been

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December 2020

complete today has not yet begun? Three years ago, you approved a plan that had negligible transition costs and would save millions each year in response to financial pressures that - it was claimed - threatened the existence of colleges with budgets smaller than the annual cost of GP.

- The FAC requests a full revised accounting for the cost of the transition and a responsible timeline and recommends that the board declare its level of commitment to the plan in light of this information.
- Recognize that you cannot build a college without your faculty and staff, and you have
 lost them somewhere along the way. It is no accident that the FAC predicted we'd be
 here three years ago. Section 185 of the Statutes of the State of Connecticut describes
 the FAC as assisting the Board of Regents in governance and it is important that we
 reestablish or, perhaps, establish that relationship.

III: Resolution on normalizing the relation between the FAC and the BOR [Sept. 2020]

1..Background

1/ Section 185: 10a-1 to 10a-6 (attached to this resolution) established the State System of Higher Education, including its Board of Regents of Higher Education, the President of Connecticut State Colleges and Universities (CSCU), the Distinct Missions of CSCU, the Office of Higher Education, the Student Advisory Committee to the Board of Regents, and the Faculty Advisory Committee to the Board of Regents

2/Section 10a-3a (a) established the FAC: to advise and assist the Board: "There shall be a faculty advisory committee to the Board of Regents for Higher Education to assist the board in performing its statutory functions."

3/ 10a-3a (d) states that there shall be at least a biannual joint meeting of the Board and the FAC: "The committee [FAC], established pursuant to subsection (a) of this section, shall meet at least biannually with the Board of Regents for Higher Education. Agendas shall be prepared for such meetings and shall be distributed by the board prior thereto and shall consist of matters recommended for inclusion by the chairperson of the Board of Regents for Higher Education and the committee. Such meetings shall be chaired by the chairperson of the Board of Regents for Higher Education and the committee members shall have the right to participate in all discussions and deliberations, but shall not have the right to vote at such meetings."

4/ The Governor's directive on online meetings states: "any exhibits to be submitted by members of the public shall, to the extent feasible, also be submitted to the agency a minimum of twenty-four (24) hours prior to the meeting and posted to the agency's website for public inspection prior to, during, and after the meeting."

2..Issues

1/ There has not been a joint meeting of the BOR and the FAC this year, and apparently, for a number of years preceding.

2/ Reports from the FAC, which is a committee "for" the Board duly established along with the Board by state statute have been limited in the recent past to two reports per year. Chairs of committees "of" the Board can present, if they have material to present, at every meeting of the Board.

3/ Opportunities to Address the Board by the public, including FAC members, have been limited to a written communication sent by email 24 hours prior to the start of a meeting, which has reduced presentations to near zero (only 1 in recent meetings). [Note added Dec. 2020 – this issue has now been resolved]

3.. Solutions

1/ The FAC requests a joint meeting with the BOR during the Fall 2020 term, as required by section 185, 10a-3a (d) of the Statutes of the State of Connecticut. The agenda would include items recommended by the Chair of the BOR and the FAC and be chaired by the Chair of the BOR. It is understood that members of the FAC would not vote at such a meeting.

2/ The FAC requests that the Chair and/or the Vice-Chair of the FAC report resolutions and other major decisions of the FAC on a regular basis at Board meetings, that is to say, at each meeting, unless there is no material to report, and that "Report by the FAC" be included in each

agenda. This is consistent with Roberts Rules of Orders which specifies that ex-officio members of the Board, unless expressly prohibited by the statutes of the organization, have all the rights of members of the Board; in this case, to regularly present reports from their Committee, the FAC.

3/ The FAC considers that statements by the public, including FAC members in the "Opportunity to Address the Board" constitute testimony by the public, , and do not constitute an "exhibit" in the sense of the Governor's directive, and requests that the antecedent procedure of the Board be restored: that members of the public can give notice in advance to orally address the Board, with no requirement of a written statement to be posted 24 hours preceding the meeting. [Note added Dec. 2020 – this issue has now been resolved]

4..Supplemental

1/ With the appointment of new Executive Director of the Board (concurrently Assistant Secretary to the Board), it is important to review methods of communication between the FAC and the Board. We propose that:

a/ Resolutions of the FAC relevant to the activity of the Board or one of its committees should be communicated, except in emergency situations, to the Board within 72 hours of the FAC meeting which passes them - in practice, by the Monday following the Friday meeting of the FAC.

b/ Minutes of the FAC, except in emergency situations, should be communicated to the appropriate Board personnel for posting on the Board website as soon as possible after the FAC meeting, even if still in draft format.

c/ Matters relevant to the BOR raised by the FAC should be communicated to chairs of the appropriate Board committees in advance of meetings of the Board whenever possible.

IV: Our Basic Principles

to defend and promote the colleges and universities in all three sectors: the Connecticut State University system, Charter Oak State College, and the regional community-technical college system.

Public Higher Education in the state of Connecticut is an under-resourced and under-funded essential sector, whose faculty and staff are determined to educate all students, overcome any obstacles of preparedness or achievement gaps students face, and help them to become productive, engaged citizens. To achieve that goal, we propose the following principles:

- 1. Provide all students with the knowledge and skills for completion of their higher education in a timely fashion and their entry into successful careers;
- 2. Build colleges and universities from the bottom up based on shared governance and respect for all participants, not top down through command and control;
- 3. Build public higher education institutions on the foundation of the knowledge and the skills of the faculty and staff who design programs and courses, teach classes and support students;
- 4. Respect the distinct missions of the universities and of the colleges, which feature a mix of teaching, research and service components appropriate to each type;
- 5. Respect the autonomy and integrity of the constituent institutions, in particular, maintain local control along with regional and state-wide cooperation and only on that basis, further sharing of resources;
- 6. Respect shared governance, which ranges from faculty control of curriculum to administrative control of executive appointments, with appropriate consultation at all levels, including budgets;
- 7. Support research and creative activity by faculty and staff in both theoretical and applied fields, and community outreach and engagement in both the public and private sectors;
- 8. Share best practices and where appropriate services between and among institutions, based on bilateral and multilateral agreements for reciprocal benefits; not bureaucratic directives;
- 9. Review and revise strategic plans for system and sector wide projects, identifying strengths and weaknesses, and applying correctives when and where they are needed;
- 10. Promote fiscal responsibility to ensure equity and social justice, so that all residents of the state can avail themselves of affordable, quality public higher education.

V. Appendices

1.. Negative Effects of the Budget Amendment at a University

The Budget Amendment designated three groups for directed dollar sum cuts: Part Time Lecturers, University Assistants and Graduate Assistants (see table, p. 7 above):

Consider the case of graduate assistants at one university: CCSU as an example. A graduate assistant earns \$3,280 per term, or a total of \$6,560 for the academic year. There are 32 at CCSU, assisting areas such as the Learning Center, Career Success Center, the Africana Center, as well as a number of academic departments. Their total cost to the university is \$209,920, of which \$128,133 is mandated as a cut. That amounts to a 67% cut of the total income for CCSU's own graduate students, a massive reduction.

The situation of the university assistants is less dramatic but still severe. UA's earn an average of \$22.73 hour for a maximum of 19 hours per week. That makes for an income of \$431 per week at most, which annualized would be under the poverty line at \$22,412. In fact, they do not work a full 52 weeks. There are 82 UAs at CCSU, including many who work for user support at Information Technology, emergency preparedness at Facilities Management, the LBGTQ Center, the Office of Equity and Inclusion and others. Assuming 20 weeks per academic term, that makes for a total budget of \$1,416,533, of which the mandated cut of \$114,108 represents an 8% reduction – a still significant amount (and perhaps 2% more if they work fewer weeks, and 2% less if they work more).

Finally, cuts to "Lecturers (PTL)" – Part Time Lecturers -- is in the amount of \$612,844. Assuming an average of \$6,000 per lecturer per section, that means a cut of 102 sections. Assuming that these are cuts to the courses typically taught by PTL faculty – general education classes with an average of 35 students per class (maximum class size is 42), that amounts to 3570 seats cut. Assuming 5 classes per full time student per term, or 10 per academic year, that works out to cutting classes for the equivalent of 357 full time students – a greater number than the reduction of enrollment due to Covid-19. This will reduce seats for General Education courses taught by part time faculty. If full time faculty are called on to replace them, they would have to give up upper division classes they teach in their major. In other cases, especially in business and professional areas, part time faculty are brought in because they have real-world experience and specialized skills complementary to those of full time faculty. In all cases of precipitous reduction in part time faculty as mandated by the Board, students would suffer by having fewer available courses in their major or General Education, thereby decreasing their course options and increasing their time to graduate.

Under pressure from critics at the university level the System Office staff report accompanying the December Finance and Infrastructure Committee report admitted a degree of flexibility, as requested, though in a manner insufficient to offset all of the damage done: "Both the Colleges and the Universities have been given flexibility to identify savings outside the originally identified budget lines in order to avoid harming students, including graduate assistants. However, declining enrollment across CSCU should allow for these reductions. Any alternatives will be identified during the mid-year budget review, along with other new COVID-related spending requirements." (p. 7) Identifying alternatives in a mid-year review is too late, when in fact cuts are taking place now for the upcoming spring term.

Further, the claim is made that the cuts to Lecturers (PTL) can be in large part met by reducing full time faculty teaching on a part time basis. This is in error if it implies that full time faculty earn extra money teaching on a part time basis during the academic year (fall and spring)— they are explicitly prevented from doing this by the collective agreement. The claim is counter-productive if it means that cuts can be made by reducing the number of sections taught by full time faculty in winter and summer sessions, sessions which are not part of the academic year. As a matter of convenience and to avoid multiple line items, all courses taught in winter/summer sessions are included in the part time budget, which, however, does not make full time faculty teaching in those sessions into "Lecturers (PTL)" as specified in the amendment.

Moreover, if these sections were to be cut, the effect would not constitute a budgetary savings for stipends not paid, but rather a significant revenue loss. Winter/summer session courses are taught on a revenue-positive basis: they are run only if student fees exceed the stipend paid to the faculty member (whether full or part time). Currently, the cost per credit for these courses is \$567 for in-state residents, or \$1701 per 3 credit course. Let's use again the \$6,000 average stipend per instructor (full or part time), and assume an average enrollment of 10 per section (minimum 6, but some have 20 or more). In this case, cancelling that class would lead to a loss of \$17,100 fees - \$6,000 stipend, or \$11,100 per course, mitigated in part by the fact that some students, but not all, might migrate to another section being offered. But even on that scenario there will still be a loss of revenue to the university, and of course, loss of stipend to the faculty, a doubly negative consequence of an ill-thought out directive.

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	7				
	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES
State Universities					
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36,347,779	135,479,064
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,375
Western Connecticut State University	127,370,540	60,940,425	40,852,753	30,495,280	132,288,458
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,352
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,256
Community Colleges					
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,803
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,786
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,492
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,396
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,371
Middlesex Community College	24,745,862	13,156,091	8,931,749	3,577,217	25,665,057
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,929
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,233
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,669
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,991
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,676
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,527
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,766
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,733
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,333
System-wide Additional Reductions					
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,762
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,993
Board of Regents	762,329	404,258	358,071		762,329
GRAND TOTAL CSCU	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,340

2.85 million CCC System Office 38.64 million CSCC "one" college

41.49 million Subtotal community college 12.76 million CSU System Office

54.25 million Total - System Office

06-18-2020 BOR Agenda Packet Page 92 of 156 2.68 million CCC System Office 37.13 million Shared Services (new) 16.52 million CSCC ("one" college)

56.33 million Subtotal community college 12.73 million CSU System Office

69.06 million Total - System Office

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14.81 million Total – SO+SS iNCREASE Added from 06/18 to 10/07 27.29 % INCREASE

Total - SO larger than ANY Community College

CC Portion of SO larger than 10 of 12 Community Colleges highlighting and comments in red boxes added by DBlitz

3.. Amendment to BOR Budget as Approved by the Board

10/15/2020 Amendment

Whereas, the Board of Regents is considering budget revisions to address a revenue shortfall of about \$25 million within the State University system; and

Whereas, the revisions proposed for consideration would still leave the universities with an operating deficit of more than \$50 million, and could reduce university reserves from \$139 million to \$86 million by the end of the year; and

Whereas the Board of Regents is concerned that additional cuts to the university budgets maybe necessary to ensure that the system returns to sustainable financial footing as soon as possible; now therefor

Be it enacted that the budget revisions being considered by the Board of Regents be amended by reducing the following budget lines by the following amounts:

	Revised	CSU Total	%
	Budget Amt (\$)	Reduction (\$)	Reduction
Reduction to Expenditures:			
Reduction \$2M from Lecturers (PTLs)	35,168,054	2,000,000	5.7%
Reduction \$0.5M University Assistants	4,206,543	500,000	11.9%
Reduction \$0.5M Graduate Assistants	2,189,189	500,000	22.8%
Reduction \$5M from other OE	105,418,706	5,000,000	4.7%
	146,982,492	8,000,000	5.4%

Further, these reductions should be applied across the universities and system office proportionate to the budgeted amounts, as follows:

Central	Eastern	Southern	Western	System Office
612,84	4 309,469	678,287	399,400	
114,10	8 158,109	135,215	90,992	1,576
138,13	3 57,099	259,817	44,951	. 6
1,726,24	6 875,734	1,263,123	924,822	210,075
2,591,33	1 1,400,411	2,336,443	1,460,165	211,651
	612,84 114,10 138,13 1,726,24	612,844 309,469 114,108 158,109 138,133 57,099 1,726,246 875,734	612,844 309,469 678,287 114,108 158,109 135,215 138,133 57,099 259,817 1,726,246 875,734 1,263,123	612,844 309,469 678,287 399,400 114,108 158,109 135,215 90,992 138,133 57,099 259,817 44,951 1,726,246 875,734 1,263,123 924,822

And further may it be enacted that the resolution adopting the budget revisions be amended to include the following requirements:

- That the system will continue efforts to identify opportunities within our collective bargaining
 agreements to provide additional services on a contracted basis with outside vendors;
- That the system will seek further assistance from the State of Connecticut in paying debt service on auxiliary facilities given the reduction in fees associated with these facilities — residence halls, dining facilities, and student centers — as a result of the pandemic; and
- That the system will evaluate other ways to reduce costs, including consolidation or renegotiation of food service agreements held by the individual universities;

Note: Distributed by Board Executive Director from email from Ben Barnes at 5:17 PM the evening before the Board meeting

Not discussed by Finance and Infrastructure Committee of the Board

Not submitted for consultation to Presidents or Provosts of the CSU universities

comment in red box added by DBlitz.

4.. Resolution in Opposition to BOR Budget Amendment by CCSU Faculty Senate

Resolution on the Board of Regents Amendment to the Financial Report of Oct. 15, 2020

Whereas faculty, including part time faculty, as well as graduate and university assistants have made significant efforts and sacrifices to adapt to remote learning in Spring 2020 and hyflex and online learning in Fall 2020, in order to better serve our students during the COVID-19 pandemic;

Whereas part time faculty, graduate assistants and university assistants are targeted for arbitrary reductions in the amendment to the Financial report approved by the Board of Regents at their last meeting on Thursday, Oct. 15:

Whereas the figures for cuts at CCSU are based on an arbitrary \$3 million reduction to the above groups across the four universities, as well as \$5 million cut to OE, with CCSU's share prorated as follows:

Part time lecturers	612,844	
University assisstants	114,108	
Graduate assistants	138,133	
OE reduction	1,726,246	

Whereas a reduction of over \$600,000 to part time lecturers means cutting some 100 sections (based on an estimate of \$6,000 salary per class), which leads to reduction of 3500 seats (based on estimate of 35 students per class), or the equivalent of 700 full time student equivalents (based on an average of 5 classes per student) if implemented over one term, and 350 full time student equivalents per term if implemented over two terms;

Whereas this reduction, made as classes for Spring 2021 have already been determined, significantly reduces the classes available to students, thereby increasing their time to graduation at a time of financial difficulties for all:

Whereas the targeting of graduate students reduces wages available to our graduate students, many of whom have no other source of income, and the reduction of university assistants targets the least paid and therefore most economically vulnerable of our staff;

Whereas the amendment was not submitted in advance to the Finance and Infrastructure Committee of the Board for vetting and was only presented to members of the Board the evening before the Board's meeting;

Whereas the Presidents and Provosts of the four universities were not consulted, forestalling any efforts, in conjunction with shared governance and university structures, to provide parameters for cuts less injurious to our students, faculty, and staff;

Whereas the System Office holds in reserve \$22.42 million that it could release in part to cover additional revenue shortfalls;

Therefore be it Resolved:

- •That the CCSU Faculty Senate requests that application of this amendment be suspended for Spring 2021 term while the amendment is submitted to the Board's Finance and Infrastructure Committee and as well be the subject of consultation with university Presidents, Provosts, and shared governance structures to determine measures not injurious to our students, faculty and staff;
- •That the CCSU Faculty Senate requests that its FAC ex-officio member of the Board request a special meeting of the Finance Committee to modify the amendment in order to respect our commitment to providing courses to our students, and supporting our graduate and university assistants;
- •That the CCSU Faculty Senate, in the absence of any corrective measures by the Board, authorizes a direct appeal to the Higher Education committee of the legislature, the New Britain delegation to the legislature, and the Governor of the state.

Approved by the CCSU faculty Senate, Oct. 19, by a vote of 46-1,



May 29, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for her exemplary service to Southern Connecticut State University:

Dr. Deborah Carroll - Professor, Department of Psychology

Sincerely,

Joe Bertolino President

JB/meh



April 5, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Mr. Jerry Dunkley - Professor, Department of Journalism

Sincerely,

Joe Bertolino President

JB/meh



September 30, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Staff member, for his exemplary service to Southern Connecticut State University:

Dr. Paul Holmer - Librarian

Sincerely,

Joe Bertolino President

JB/meh



October 7, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Gregory Kowalczyk - Professor of Chemistry

Sincerely,

Joe Bertolino President

JB/meh



September 23, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Kevin McNamara - Clinical Director, Department of Communication Disorders

Sincerely,

Joe Bertolino President

JB/meh



Middlesex Community College 100 Training Hill Road Middletown, CT 06457 1.800.818.5501 toll free 860.343.5800 phone 860.344.7488 fax

October 30, 2020

Mr. Matt Fleury, Chair of the Board of Regents for Higher Education
Mr. Mark Ojakian, President of the Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Sent only via email to mfleury@ctsciencecenter.org, ojakianm@ct.edu, and cconnor@commnet.edu

Dear Chairman Fleury and President Ojakian:

It is my distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to Judy Mazgulski, with the title Student Services Professional Emerita. I offer this nomination under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

Judy retired on August 1, 2020, after 25 years of service to Middlesex Community College. During that time, she held multiple roles, some of them concurrently: Brownfields Grant Coordinator, Job Placement Assistant, Coordinator of Student Activities & Admissions Process, Math Academy Coordinator (in partnership with the Middletown Public Schools), Student Activities Director, New Student Orientation Coordinator, and since June 2014, Retention Specialist.

I worked with Judy for 8½ years in my positions of Dean of Academic Affairs and Campus CEO. I found Judy to be a supportive colleague who was passionate about her work and fully dedicated to serving students with compassion, honesty, and empathy. Just prior to her retirement, she left an enduring legacy to the college and its students by writing and producing a library of multimedia materials designed to support new students in their transition to college and in their journey through higher education.

Dr. Adrienne Maslin, Dean of Students Emerita and Judy's supervisor for many years, wrote:

Judy Mazgulski is one of the most knowledgeable, versatile, and caring student services professionals we have ever had at Middlesex Community College and, I have to believe, throughout the CSCU system. Let me focus on the last descriptor – caring – as I believe it is the driver of everything else.

Judy cares about our students. She always has and I expect that, even in retirement, she will continue to worry about this student's transportation issues or that student's fear of math. It is because she cares so deeply about the success of our students that she has worked long hours on a daily basis, giving the mental and emotional energy required to help students individually and collectively. Throughout her time at MxCC, no matter the job title, she has met individually with student after student to help them sort through their problems in very meticulous ways. Yet, she has also been concerned about policies and procedures that help

the student body as a whole. She has been a great contributor to the data collecting process and has been at the forefront of this process, discussing the need for data with her supervisor and other faculty and staff and taking it upon herself to collect it and analyze it long before it was "popular" to do so.

She rose to the challenge time and time again when we needed someone to fill a gap at our college. In whatever capacity she filled, she relied upon her knowledge of students and of the college, and her deep caring to advance the function of her office and serve our students to the best of her ability.

Annie Scott, Director of Information Technology, wrote:

I have witnessed Judy completely reinvent our new student orientation program, incorporating an introduction to the technology that would be needed in the initial days of student life. The introductory workshops and new student onboarding have taken on a professionalism and completeness that only Judy could bring to helping new, often first generation and students from under resourced backgrounds find their footing and thrive. She cared a whole lot about how students can get off on the right foot.

And finally, Kim Hogan, Dean of Administration and liaison to the MxCC Foundation, wrote:

She was an integral part in the creation of the MxCC Foundation Golf Tournament, bringing it from a one-time small memorial event to honor Edie Fuld (former Director of Student Activities) into an annual event that raised thousands of dollars. Several scholarships were awarded from the tournament proceeds directly. Overall, Judy was an incredible part of our college, an advocate for our students and a trusted colleague to many.

In conclusion, I am delighted to nominate Judy Mazgulski for emeritus status. If you need any additional information, please let me know.

Sincerely,

Steven Minkler, Ed.D.

Chief Executive Officer

sminkler@mxcc.edu • 860-343-5706

leverallike



Central Connecticut State University

MEMORANDUM

To:

Mark E. Ojakian

President, Connecticut Board of Regents for Higher Education

From:

Zulma R. Toro

President, CCSU

Date:

December 7, 2020

Re:

Sabbatical Leaves for 2021-2022

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2021-2022 academic year:

First Name	Literacy, Elementary, and A Compendium of Quality Practicum Experiences in		Requested Time Period	
Helen			Fall 2021	
Stephen	Adair	Sociology	Labor and Value in an Age of Growing Inequality	AY 2021-2022
Marian	Anton	Mathematical Sciences	Math Foundations - Algebra with Arithmetic Models	Fall 2021
David	Blitz	Philosophy	Bertrand Russell: The Unity of His Thought in Philosophy and in Practice	Spring 2022
Daniel	Broyld	History	A New Lens for Black Diaspora Studies: Fashion, Futurism, and Graffiti	Fall 2021 and Spring 2022
Sourav	Chakraborty	Chemistry and Biochemistry	Phytochemical profiling of nectar and fruit from Jaltomata species using Matrix Assisted Laser Desorption lonization - Time of Flight mass Spectrometry (MALDI - TOF MS)	Fall 2021
Sixia	Chen	Computer Science	An Open Problem in the Applications of CRDTs to Collaborative Text Editing	Fall 2021
Diana	Cohen	Political Science	Crashing the Boards: The Politics of Professional Women's Ice Hockey	AY 2021-2022
Cheryl S.	Crespi	Accounting	Closing a gap in community engagement: Consideration for the Volunteer Income Tax Assistance Program	Spring 2022

Darius	Dziuda	Mathematical Sciences	Writing the book entitled "Multivariate Biomarker Discovery: Efficient Analysis of High-dimensional Biomedial Data" for Cambridge University Press	Spring 2022
Theodore	Efremoff	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	Fall 2021
Bob	Emiliani	Manufacturing and Construction Management	Analysis of Data collected from TM590 (Decision Failure Analysis in Technology Management)	Spring 2022
Timothy	Garceau	Geography	The Diffusion of Roundabouts as Intersection Treatments: Seeking an Understanding of Their Resistance and Implementation	Spring 2022
Vicente	Garcia	Art	Going for the Gold (and Silver)	Fall 2021
Ivan	Gotchev	Mathematical Sciences	Cardinal Functions on Topological Spaces	Fall 2021
Drew L.	Harris	Management & Organization	An Introduction to Formal Privilege and the structural foundations governing fair and sustainable organization and economies	Fall 2021
Michelle M.	Kusaila	Accounting	Certified Fraud Examiner designation and the issue of corporate social responsibility and juror auditor liability decisions	Fall 2021
John	Mitrano	Sociology	An Examination of Heritage Tourism's Role in the Ethnic Identity Formation Process	Spring 2022
Barbara	Nicholson	Biology	Below the Trees: Broadening the Farmington Land Trust Database to include Mosses and Lichens	Fall 2021
Elizabeth	Olson	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	Fall 2021
Oscar	Perdomo	Mathematical Sciences	Quantum state preparation	Fall 2021
Linda	Reeder	Manufacturing and Construction Management	Mary E. J. Colter's Design Processes and Construction Methods	AY 2021-2022
Louise	Williams	History	Our Voice as in a Dream: An Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920	Fall 2021
Leanne	Zalewski	Art	American Women Shaping Art History: Late Nineteenth- Century Authors, Clara Erskine Clement and Clara Stranahan	Spring 2022

/sm



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

November 5, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2021 - 2022 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely.

Elsa Núñez President

Attachment

cc: Dr. Jane McBride Gates, Provost & Senior VP Academic & Student Affairs, BOR

Mr. Andrew Kripp, Vice President for Human Resources, BOR

Ms. Erin Fitzgerald, Associate for Board Affairs, BOR

Dr. William M Salka, Provost and Vice President for Academic Affairs

Dr. Carmen Cid, Dean, School of Arts and Sciences

Dr. Elizabeth Scott, Dean, School of Education and Professional Studies

Eastern Connecticut State University Sabbatical Recommendations for Instructional Faculty For Academic year 2021 – 2022

Dr. Sarah Baires Sociology, Anthropology, Criminology, and Social Work Department Fall 2021

This sabbatical will allow Dr. Baires to analyze ceramics obtained from her excavations at Cahokia, which is Native North America's first city. Her analysis will explore the multiple uses of ceramics, as functional or ritual, and how objects convey cultural ideas through their design. Eastern will benefit through the undergraduate research opportunities provided by this research, and the publications that result.

Dr. Thomas Balcerski History Department 2021-2022 Academic Year

Dr. Balcerski will use this sabbatical to examine the history of the U.S. Democratic Party from its creation in the 1790s through modern times. The study will seek to refute the common assumption that the party has historically lacked a coherent political ideology, arguing instead that it has consistently held a core set of values that have stood in opposition to change on many critical issues of the day. Particular attention will be given to race, which remains the Party's most controversial legacy. The resulting book manuscript will provide new insights into social movements and cultural forces that continue to evolve in the United States.

Dr. Caitlin Carenen History Department Fall 2021

Dr. Carenen will examine primary and secondary sources to explore the history of terrorism in the U.S., with the goal of completing a book entitled: *An Introductory History of Terrorism in America*. This sabbatical will provide time to visit archives and complete the writing. The project will benefit the University given the expected wide appeal of the completed work.

Dr. Timothy Cochran Performing Arts Department Fall 2021

During this sabbatical, Dr. Cochran will examine the musical experience and biographical significance of Bernard Herrmann's recordings of his film's music. Archival materials, primary sources, film scores, and audiovisual items will be analyzed through various critical perspectives to explore how Herrmann's music has been decontextualized and reinterpreted in media beyond his lifetime. This research is expected to lead to a peer-reviewed publication and provide new material for musicology classes at Eastern.

Dr. Okon Hwang Performing Arts Department Spring 2022

This sabbatical will allow Dr. Hwang to produce the first academic study of *nanta*, a new genre of Korean percussion music that has emerged from the popular *Nanta*, which is the longest-running theatre production in Korea. The genre of *nanta* utilizes rhythmic patterns featured in the popular theatrical performance. The product of this study will fill a gap in Korean cultural studies and enhance ethnomusicology courses at Eastern.

Dr. Mary Kenny Sociology, Anthropology, Criminology, and Social Work Department 2021-2022 Academic Year

Dr. Kenny will use her sabbatical to study transnational legacies of slavery by examining the more than 8,000 confederates who emigrated to Brazil after the U.S. Civil War, where slavery was still legal. This project will examine the legacies of slavery on contemporary populations and suggest new insights about international linkages among Black activists in the 21st Century.

Dr. W. Brett Mattingly Biology Department Fall 2021

Dr. Mattingly will establish an experimental framework at Eastern's Church Farm Center for Arts and Sciences that combines field and greenhouse research to collect baseline data to evaluate the effects of white-tailed deer on understory plant and seed bank structure in a temperate deciduous forest. The project will provide novel insight into plant-consumer interactions, support student research, and provide future grant funding opportunities for research at the Church Farm Center.

Dr. Tanya Moorehead Education Department Fall 2021

The study conducted during this sabbatical will seek to uncover the root cause for a lack of racial diversity in K-12 public education. Research will be conducted in three Connecticut school districts with relatively high proportions of students of color and will use qualitative research methodologies. The findings will be used to develop a scholarly action plan for a sustainable mentorship and recruiting program to serve high school students of color interested in teaching.

Dr. Yaw Nsiah Health Sciences Department Spring 2022

Dr. Nsiah will use his sabbatical to explore the anti-infective agents in plants from Ghana, seeking to extract and purify pharmaco-active compounds. Using multiple laboratory techniques, plant extracts will be further screened for anti-microbial properties. Those agents that seem promising will be synthesized for further drug discovery screening and analysis. This project will utilize undergraduate research assistants, giving those students invaluable laboratory and analytical experience.

Dr. Fatma Pakdil Management and Marketing Department Spring 2022

During this sabbatical, Dr. Pakdil will analyze the relationships among hospital charges, length of stay, and readmissions to explore correlations between length of stay and unplanned readmissions for a host of conditions. This study will utilize the Nationwide Readmissions Database and will likely result in several publications and conference presentations.

Dr. Jenna Scisco Psychological Science Department Fall 2021

Dr. Scisco will examine how working from home is associated with physical activity in a pandemic, and how using active workstations such as treadmill desks is associated with employee outcomes. She hopes to complete one journal article and collect additional data for a second. Aside from the publication of this research, Eastern students will benefit through work as research assistants.

Southern Connecticut State University Office of the President

December 18, 2020

Mr. Mark Ojakian President, Board of Regents for Higher Education Connecticut State Colleges & Universities 39 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2021–2022 academic year.

1. Elliott Horch	Physics	18. Darcy Kern	History
2.Susan Westrick	Nursing	19. Armen Marsoobian	Philosophy
3.T. Wiley Carr	Art	20. Yan Wei	Special Education
4. Heather Warner	Communication Disorder	s 21. Marian Evans	Public Health
5.Robert McEachern	English	22. Xiaomei Yang	Philosophy
6.Thuan Vu	Art	23. Jesse Gleason	World Languages &
7. Andrew Smyth	English		Literatures
8.Elizabeth Keenan	Social Work		
9.Amy Smoyer	Social Work		3 Sabbatical Leaves for the
10.Kenneth McGill	AY 2021-22 Anthropology		
11.Meghan Barboza	Biology		
12.Costel Calin	Political Science		
13.Resha Cardone	World Languages & Liter	ratures	
14.Jooyoun Hong	Mathematics		
15.Nicholas Edgington	Biology		
16. Matthew Enjalran	Physics		
17.Todd Ryder	Chemistry		

Costel Calin, Associate Professor, Political Science

Rank 12

Dr. Calin's sabbatical will examine the appointment of white versus minority career diplomats to ambassadorial posts. First, I will assess the role played by ambassadors' individual characteristics (education, marital status, and number of children) and host countries' characteristics (quality of life. domestic stability. regime type) in determining if a white or minority diplomat is appointed to ambassadorial positions. Second, I will empirically investigate if there are any differences between Democratic and Republican administrations in terms of the minority representation in ambassadorial appointments and also in terms of the quality of the ambassadorial posts where different race groups are appointed to.

Nicholas Edgington, Associate Professor, Biology

Rank 15

C. elegans is a tiny worm that is a model organism for the study of multicellular life, development, and ancestral innate immunity responses. A natural bacterial pathogen discovered to be infecting lab cultures of C. elegans was characterized twenty years ago, and was named Microbacterium nematophilum. This bacteria was found to contain a virus (a prophage) in its genome, named Min1. The same lab identified mutants of M. nematophilum was had lost their pathogenicity, however, they were not further characterized. I propose to sequence two of these avirulent strains in order to identify the mutations that result in a loss of pathogenicity.

Marian Evans, Assistant Professor, Public Health

Rank 21

Dr. Evans' sabbatical leave will be used to complete a scholarship that was started prior to taking on department and university leadership activities (graduate coordinator of the Master of Public Health Program). Specifically, finishing an incomplete methods manuscript (CKASS) and results manuscript for peer-reviewed publication submissions. Lastly, to complete the data analysis and writing/ manuscript phases of a qualitative collaborative research project (Marijuana Use in BSF Study). A sabbatical leave award will assist me with finishing these scholarship endeavors and enable me to further my professional scholarly pursuits.

Jesse Gleason, Associate Professor, World Languages & Literatures

Rank 23

Authentic cultural materials are the gold standard for Spanish language learning (NSFELP, 2015). These materials include the products, practices, and perspectives of Spanish-speaking cultural communities. Despite their benefits, Spanish teachers may struggle to find such materials and tailor them appropriately for their learners at the novice level of language proficiency. This project addresses this need by first identifying rich cultural content from three Spanish-speaking cultural communities (the Atacama Desert of northern Chile, the Peruvian Andes, and the highland flats of Bolivia), and next by developing the authentic products, practices, and perspectives contained therein into tasks that build students' intercultural competence.

Elliott Horch, CSU Professor, Physics

Rank 1

Significant resources for astronomy exist at SCSU, including the under-utilized 16-inch telescope in the Morrill Hall dome. This project will create a unique testbed for ultra-high-resolution astronomical imaging by using these resources in concert. I will develop instrumentation and software, and take data that will demonstrate cutting-edge astronomical imaging capabilities on our campus. Some of the work will be transferred immediately to the Gemini Observatory, providing a new capability there that can be used by many astronomers. The existence of the testbed will power student research in the future, as well as outreach and recruiting in the sciences.

Darcy Kern, Associate Professor, History

Rank 18

Language is a sensitive indicator of historical change, though it is so commonplace that it is often overlooked. It facilitates certain modes of thought while excluding others. Politics is construed within a field of discourse as well as within a particular territory or society. Words are often used subconsciously, but there are moments when they are chosen consciously, most obviously in translation, particularly in written texts. During my sabbatical, I will complete a book about politically and culturally influential texts in translation. My project will demonstrate how translated texts conveyed knowledge beyond linguistic boundaries and impacted political development.

Armen Marsoobian, Professor, Philosophy

Rank 19

For my sabbatical, I propose drafting two chapters of a four-chapter book and beginning the preparatory work for two major archival photography exhibitions. My project focuses on the moral obligations of bearing witness to past historical injustices, in particular, the consequences of crimes against humanity and genocide. My book is a philosophical reflection upon the related concepts of bearing witness, memorialization, and dialogue for recognition and reconciliation. The exhibitions will be mounted at the Ryerson Image Centre in Toronto, Canada and the Museum of Photography in Thessaloniki, Greece.

Kenneth McGill, Professor, Anthropology

Rank 10

My proposed sabbatical leave would provide for the completion of a manuscript entitled "Value and Representation: A New Pragmatic Approach." This manuscript is currently under contract with Routledge, with a completion date of January 1, 2022. The book deals with economic value as a phenomenon interpreted in situated social interactions, and thus broadly in social context. It provides a new model of how economic signs make sense not just as a self-contained economic system, but within real social circumstances.

Andrew Smyth, Professor, English

Rank 7

This proposal combines two components: 1) a literary analysis of the intertextual relationships between contemporary novelist Philip Pullman and his three main precursors-the sixteenth-, seventeenth- and eighteenth-century poets Edmund Spenser, John Milton, and William Blake -examining how Pullman blends longstanding theological and ecclesiastical conflicts into a fantasy environment that appeals to today's more secular audiences and 2) a pedagogical article about teaching Pullman's fiction to Secondary English Education majors, including guidance for current as well as future teachers. The article will be submitted to preeminent scholarly journals Studies in the Novel and English Journal, respectively.

Heather Warner, Associate Professor, Communication Disorders

Rank 4

Swallowing difficulty, or dysphagia, is a symptom of patients with Amyotrophic Lateral Sclerosis. Results from the dysphagia evaluation determine if a patient can continue to eat by mouth or if the patient should be fed via tube, which has significant implications for diminished quality of life. Clinically, there is a shift in care toward a more palliative approach for these patients (Luchesi, et al. 2018), however the impact is unknown. This study investigates the impact of two distinct approaches to assessment in the ALS veteran population. There is a paucity of literature on this topic to guide this clinical practice.

Yan Wei, Associate Professor, Special Education

Rank 20

Transition services have been required by IDEA since its 2004 reauthorization. Delivering such services to students with disabilities has always presented a challenge. Reports from the National Longitudinal Transition Studies found that one-fourth of high school students with disabilities dropped out of school annually, and only 46% transitioned to post-secondary education after high school graduation. Previous research has consistently shown that students with disabilities experience difficulty in college and career readiness and transition planning compared to students without disabilities. To promote successful transition services, this project integrates multiple research projects and manuscripts to improve transition outcomes for students with disabilities.

Susan Westrick, Professor, Nursing

Rank 2

My sabbatical leave will be used to publish as the sole author, the 3rd edition of a well -respected and authoritative textbook, "Essentials of Nursing Law and Ethics", 2nd edition, 388 pages, (2014). A contract from Jones and Bartlett Learning has a manuscript due date of December 2021. The revision will retain concise yet scholarly chapters with case law involving nurses, covering traditional legal and ethical issues, and also cutting edge topics such as moral courage and advocacy, disclosure of errors and apology, and online professionalism. Online resources, review questions for students and a test bank for faculty will be included.

Half Year at Full Pay

Spring Semester

January 2022 – May 2022

Meghan Barboza, Assistant Professor, Biology

Rank 11

From 2003 through 2012 samples of manatee tissue were collected and stored in an archive at the University of Florida. The purpose of this project is to use that tissue to stain for the presence of specialized immune cells of the respiratory system called solitary chemosensory cells. The archive will provide a relatively large sample size, something difficult to obtain in marine mammal research. This will allow for comparison between sex, age, and cause of death. Recommendations can then be made on treatment of respiratory illness as well as inform management decisions related to the threatened Florida manatee.

Resha Cardone, Professor, World Languages & Literatures

Rank 13

I will use my sabbatical leave to write two articles interpreting the contribution of feminist cultural agents-specifically, rappers, graffiti artists, performance artists, makers of artisan protest pieces (like weavings) and writers' collectives-to the current feminist uprising that began in Chile in 2018 and continues today. The first article will focus on performative interventions created to fuel the protests, and the second will analyze three women writers' collectives that-aligned with the feminist movement-are striving to make literary production and consumption more egalitarian and accessible through the strategic use of digital books, Zoom, Facebook and Twitter.

T. Wiley Carr, Professor, Art

Rank 3

My proposal for this sabbatical is to create a meaningful interconnected suite of multimedia paintings inspired by specific geographical locations within the continental United States. This is a research project as well a production of new innovative creative work. The multimedia artworks combine painting and elements of photographic manipulation, collage, paper-staining, illumination and inclusion of handmade water-based paint of minerals and pigments indigenous to subject locations. The original artworks have final destinations determined by the origin of their visual, organic and geologic source materials.

Matthew Enjalran, Professor, Physics

Rank 16

Strongly correlated many-body systems is an important topic of research in condensed matter physics because it is where the search for new and fundamental physics could also lead to new advanced applications. Many theoretical methods that attempt to capture the mutual interactions of many-body systems have a limited parameter space where they can be used effectively. Standard mean field theory works in most cases but at the cost of averaging the interactions. I propose to develop the analytic and computer skills to apply the extended Thouless-Anderson-Palmer and Variational Monte Carlo methods to the study of magnetic and electron many-body models.

Jooyoun Hong, Professor, Mathematics

Rank 14

My objective is to pursue a better understanding of normal Hilbert coefficients in terms of how they are related to algebraic properties of an ideal. My project during the sabbatical leave is based on three main themes: (1) to study the interplay between normal Hilbert coefficients and normal reduction numbers, (2) to examine normal Sally modules to find depth of a normal associated graded ring, and (3) to find the consequences of the vanishing normal Hilbert coefficients.

Elizabeth Keenan, Professor, Social Work

Rank 8

Disruptions and uncertainties connected with pandemics, economic recessions, continued systemic injustices and other human-made problems can challenge social workers and impact the well-being of individual and communities. Drawing on knowledge examining embodied well-being and various forms of power dynamics, this author developed the RE/UN/DIScover heuristic to guide social workers' responses to practice uncertainties. (Heuristics are guides that sort, order and inform decisions and actions.) Using case study methods, this project will further develop and apply the RE/UN/DIScover heuristic in three social work settings: clinical practice, community practice, and social work education.

Robert McEachern, Professor, English

Rank 5

Metaphors are frequently used by cancer patients, particularly those related to violence (a "warrior" fights cancer) and to journeys (the patient walks a path to health). While positive and negative effects of these metaphors are commonly researched, less studied is the use of these metaphors by doctors. Building on my current work I will use the sabbatical to expand and examine a corpus of 1 million words written by oncologists to catalogue and analyze their metaphor use. The results will have important implications for the way doctors talk to and about their patients in ways that affect patients' treatment.

Todd Ryder, Associate Professor, Chemistry

Rank 17

The sabbatical activities proposed in this application are focused on two projects. The first involves the isolation and characterization of novel antibiotics from soil bacteria. The second involves virtual screening using an open-source application called Dock Blaster to rapidly screen large libraries of organic compounds against a biological target and identify novel inhibitors as potential drug candidates. Both projects have been incorporated into the chemistry curriculum at SCSU and both are active areas of research in my lab. The sabbatical will result in two publications and set the stage for new avenues of research going forward.

Amy Smoyer, Associate Professor, Social Work

Rank 9

The proposed project builds on my existing research about women's lived experience of incarceration by conducting focus groups with formerly incarcerated women living in Birmingham, AL. I will collaborate with community-based agencies, corrections professionals, and colleagues at the University of Alabama at Birmingham to conduct this research and engage in dialogue about the implications of my findings. I will also use this stay in Alabama to deepen my understanding of the US civil rights history and contemporary anti-racism organizing. Taken together, this sabbatical opportunity will expand and diversify my knowledge about incarceration, strengthen my scholarship, and invigorate my social work teaching.

Thuan Vu, Professor, Art

Rank 6

I will use my sabbatical leave to produce 7 large scale flower paintings that will continue my exploration of the Japanese philosophy of Kintsugi. Having recently produced a series of oil paintings on this theme, I wish to fully realize their artistic and conceptual potential through a month-long research trip to Japan and Vietnam and by increasing the scale of the paintings. This body of work will be exhibited at my solo exhibition at the Cole Pratt Gallery in New Orleans (2023) and in local, national, and international art venues.

Xiaomei Yang, Professor, Philosophy

Rank 22

The proposed project is intended to be an article and the completed product will be submitted to a blind peer reviewed journal for publication. The project focuses on a heated debate over the passage 13.18 (the sheep case) in the *Analects of Confucius*. I will give a new interpretation of the Confucian view on the case and other similar cases, offer a justification for the Confucian view, and argue that the Confucian insight in passage 13.18 is still relevant and valuable to today's society. A sabbatical leave will give me the time needed to concentrate on research and to develop this project.

Sincerely,

Joe Bertolino President

cc: R. Prezant, Provost and Vice President of Academic Affairs

M. Rozewski, Executive Vice President, Finance and Administration

S. Weinberg, Director, Human Resources



OFFICE OF THE PRESIDENT DR. JOHN B. CLARK

To:

Mark E. Ojakian

President

Connecticut State Colleges & Universities

From:

Dr. John B. Clark

Date:

December 22, 2020

Re:

Sabbatical Leaves 2021-2022

Below you will find my recommendations for the 2021-2022 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Dr. Maya Aloni, Associate Professor, Psychology, Spring 2022

Dr. Aloni will be expanding her research on perceptions of dietary restrictions and relationship formation. Having co-authored an initial study, "Too picky for my taste: The effect of gluten-free dietary restrictions on impressions of romantic partners" (2019), Dr. Aloni plans to expand this work, through a thorough literature review, additional data collection, and analysis. In particular, Dr. Aloni is responding to the "replication crisis" in the field of social psychology, where it has become necessary to develop multiple data sets before meriting publication of new research. This project will help expand her work so that it merits further review in this context.

Dr. MaryEllen Doherty, Professor, Nursing, Spring 2022

Dr. Doherty will be completing her third monograph, Exemplars of Posttraumatic Growth for Health Care Providers. This book is the culmination of four research studies, conducted from 2018-2021. These studies focus on women who have experienced the loss of a spouse, the loss of a child, had a near death experience, or experienced emotional/physical abuse. Dr. Doherty and her co-author, Dr. Elizabeth Scannell-Desch, have successfully published two prior books focused, most recently, Nurses after War: the Reintegration Experiences of Nurses Returning from Iraq and Afghanistan. They have a secured a commitment from Springer Publishing Company for this third project.

Mark E. Ojakian December 22, 2020 Page 2

Dr. Mohinder Dugal, Professor, Management, Spring 2022

Dr. Dugal will be reviewing and evaluating the success and challenges of public private partnerships in India. There is currently a dearth of literature available on this project, even as these partnerships appear to be expanding. Dr. Mohinder plans to conduct a thorough analysis of the public private partnerships thus far, and potentially suggest a framework for their construction and evaluation. He plans to present this research at the Annual Academy of Management Conference, and submit it for publication.

Dr. Mary Nelson, Professor, Psychology, Spring 2022

Building on over ten years of research into teaching practices that improve the performance of students in Psychological Statistics courses, Dr. Nelson will be examining the impact of retrieval exercises on exam scores. In prior research, Dr. Nelson has examined the role of exam-wrappers on student performance, and she has done initial research on retrieval exercises. In the most recent work, there were differences in the timing of the impact for typically high performing students and those who are typically lower performing. This study seeks to evaluate that time line differences and explore variables that may be contributing to them. Dr. Nelson will present the resulting research at teaching conference and seek publication in the *Scholarship of Teaching and Learning* or the *Teaching of Psychology*.

Dr. Shouha Qi, Professor, English, Fall 2021

Dr. Qi will be conducting research for the monograph, *Culture, History, and the Reception of Tennessee Williams in China*. This will be Dr. Qi's third book focusing on how Western literature is received by Chinese audiences, the most recently of which is, *Adapting Western Classics for the Chinese Stage* (2018). Research for this project is already underway, and Palgrave Macmillan has expressed interest in publishing the final project. Dr. Qi's expertise in this area is widely recognized, and this project will contribute to greater understanding of how Tennessee Williams's work interacts with Chinese culture.

Dr. Lai Van Vo, Associate Professor, Finance, Fall 2021

Dr. Vo will spend his sabbatical working on two separate goals. The first will be completing an academic program data analytics, to support the launch of a new data analytics course for business majors at WCSU. Dr. Vo has been granted faculty retraining funds for this program, which represents an important new focus in our business program. The second project will be to conduct research on the impact of COVID-19 on stock markets. In particular, Dr. Vo will explore which industries experienced the highest drop in stock returns and which industries were the riskiest. Dr. Vo plans to present this research at a relevant conference and then move toward publication. Dr. Vo has a strong publication record in top-tier journals, and this is project likely to yield a similar result.

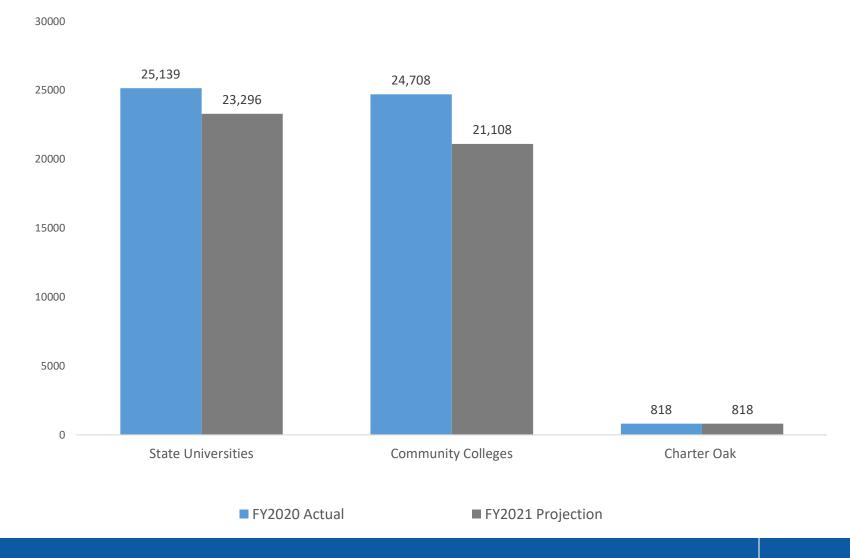
Mark E. Ojakian December 22, 2020 Page 3

Dr. Kevin Gutzman, Professor, History, Fall 2021

Dr. Gutzman will conduct research for monograph describing Virginia's Revolutionary Revisal of the Laws. This will be the first book-length account of these reforms, and the University of Virginia Press has expressed interest in publishing the results. Dr. Gutzman has successfully completed seven previous books the American Constitution and Jeffersonian Virginia, expanding both knowledge of the field and enhancing his teaching at WCSU, which focuses on these points in history. Dr. Gutzman is a highly productive scholar, and a sought after speaker. This project will continue this already impressive record of scholarship.

- c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
 - F. Cratty, WCSU Chief Human Resources Officer
 - J. Gates, CSCU Provost & Senior V.P. for Academic & Student Affairs
 - P. Heleen, CSCU Associate Director of BOR Affairs
 - A. Kripp, CSCU V.P. for Human Resources
 - T. Schmiedel, WCSU Academic Leave Committee Chair

FTE Enrollment



<u>Projected Reserves</u>	CSUs	CCs	cosc
Actual adjusted UNP as of 6/30/2020*	118,628,150	32,647,687	5,996,432
Mid-year projected results for FY 2021**	(36,106,966)	(22,032,612)	(117,635)
(includes HEERF I funds for lost revenue replacement in FY 2021)		13,386,176	
HEERF II funds for lost revenue replacement			
(preliminary)	29,638,860	27,995,881	-
Projected Reserves at 6/30/21	112,160,044	38,610,956	5,878,797

Additional HEERF funds not included above			
HEERF I funds for student financial			
assistance, awarded during 2020	13,044,651	14,246,438	
HEERF II funds for student financial			
assistance, Spring 2021	13,044,651	14,246,438	284,861
Additional HEERF II funds available for			
supplemental student assistance or future			
lost revenue replacement in FY 22	-	23,319,937	-

^{*} UNP, Unrestricted Net Position, includes designated and undesignated portions. CSCU uses an adjusted UNP as a measure of reserves.



^{**} Includes HEERF I, CRF contributions through 12/31/2020

Curriculum Alignment: Scope, Goals, & Guiding Principles

Scope & Goals

We currently have 12 colleges, each with its own catalog and approximately...

- 650 associate degrees & 350 certificates, including programs with the same name, but different requirements
- 4000+ courses, including courses with the same number, but different names, descriptions, pre-requisites, and/or outcomes
- 12 different versions of General Education Requirements (1000+ courses)
- Differing Academic Policies

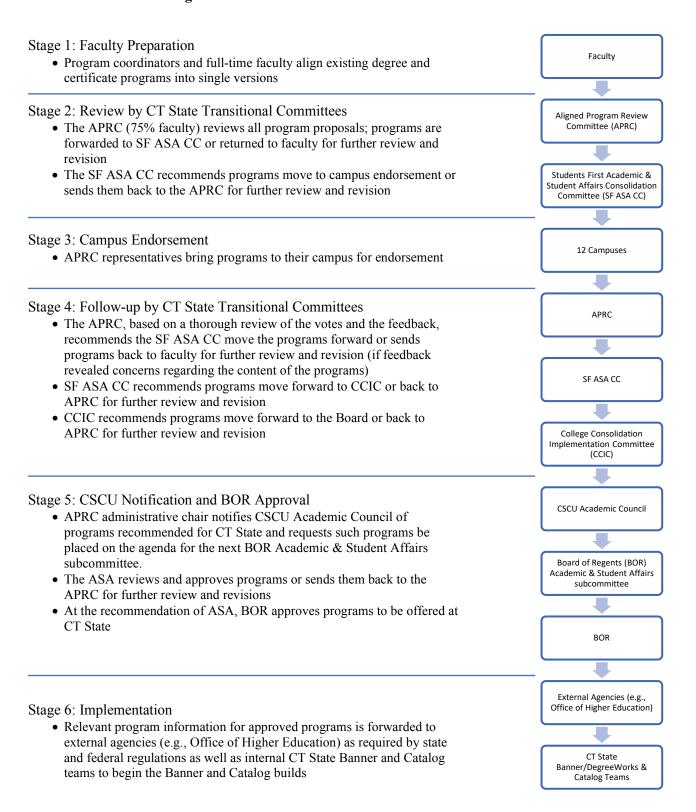
Our goal is *One College, One Catalog.* All curriculum is CT State curriculum. With a single college and a single catalog, we will have...

- Singular versions of all degree and certificate programs
 - Programs & Certificates with the same name have the same requirements for all students
 - o Each program has a single graduation audit
 - o Options within programs allow for specialized training
 - All degree programs include the common general education core and student success course approved by the Board
- One single list of courses statewide
 - o Eliminates duplicate courses, prerequisite differences, credit and transfer issues
 - Courses with the same number have the same name, description, pre-requisites, contact/credit hours, learning outcomes
- A common 21-credit General Education core for all degree programs
 - o Competency based requirements embedded in a discipline framework
 - o Aligned with Framework30 for CSCU (TAP) transfer programs
- Consistent Academic Policies

Guiding Principles

- CT State Catalog must be live no later than Fall 2022
- Backend technology builds begin as early as Summer 2021
- Faculty are at the center of the work; they assume responsibility to maintain the integrity of their curriculum by working with colleagues across all campuses to align degrees, certificates, and courses within their discipline/program
- Aligned curricula "provide a common and consistent high-quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements (BOR, June 2018)"
- Recognizing that curriculum may have impacts beyond the immediate program/discipline in which it was aligned, the alignment protocol includes an endorsement process that allows all faculty to have a voice in determining the curriculum for CT State
- All CT State degree programs and certificates must be approved by the Board of Regents

CT State Curriculum Alignment: Process Flow





Connecticut State Colleges & Universities

The Benefits of Regionalization: Regional Presidents, Workforce Development and Finance

CSCU BOR HR AND FINANCE COMMITTEES
FEBRUARY 16, 2021



REGIONAL STRUCTURE AND OVERALL IMPACT



Proven Benefits of Regionalization

REGIONAL STRUCTURE

- IMPROVED STUDENT EXPERIENCE THROUGH PROGRAM ALIGNMENT, REPLICATION OF BEST PRACTICES AND A STREAMLINED ENROLLMENT PROCESS.
- ACCELERATED COLLABORATION WITH INTERNAL CONSTITUENTS/EXTERNAL ORGANIZATIONS.
- REGIONAL WORKFORCE DEVELOPMENT STRUCTURE
 - INCREASED GRANT FUNDING MORE THAN \$6 MILLION IN SIX MONTHS.
 - EXPANDED OPPORTUNITIES FOR CSCU ON THE STATE AND NATIONAL STAGE.
- REGIONAL FINANCE STRUCTURE
 - ACHIEVED EFFECTIVE USE OF RESOURCES BY INCREASED EFFICIENCIES AND REDUCED EXPENSES ACROSS EACH REGION.
 - COORDINATED A COLLABORATIVE AND INNOVATIVE APPROACH TO REGIONAL BUDGETING.



Regional Structure (as of January 2021)

Regional
Presidents (3)
3 Regions

Campus CEOs

Capital-East (5)

North-West (4)

Shoreline-West (3)

Chief Regional

Workforce

Development

<u>Officers</u>

North-West (1)

Capital-East (1)

Shoreline-West (1)

Chief Regional Fiscal

<u>Officers</u>

North-West (1)

Capital-East (1)

Shoreline-West (1)



THE ROLE OF THE REGIONAL PRESIDENT

- SUPPORT IMPROVING STUDENT ACCESS AND SUCCESS.
- PROVIDE LEADERSHIP AND SUPPORT FOR CAMPUSES AND CEOS
- WORK WITH CAMPUS LEADERS AND FOUNDATIONS TO SECURE ADDITIONAL FUNDING
- SUPPORT CHANGE MANAGEMENT RELATED TO STUDENTS FIRST
- ENGAGE WITH LOCAL, STATE AND NATIONAL STAKEHOLDERS TO INCREASE SUPPORT FOR CAMPUSES, REGIONS, CT STATE, AND CSCU
- ADVANCE WORKFORCE DEVELOPMENT EFFORTS
- DRIVE OPPORTUNITIES FOR GREATER FISCAL SUSTAINABILITY



EXAMPLES OF REGIONAL ENGAGEMENT AND INNOVATION

INTERNAL CONSTITUENTS

- FALL REOPENING PLAN
- ENROLLMENT MANAGEMENT
- CT STATE PLANNING
- FOUNDATION REGIONAL BEST-PRACTICE SHARING

EXTERNAL ORGANIZATIONS

- WORKFORCE INVESTMENT BOARDS
- GOVERNOR'S WORKFORCE COUNCIL
- FEMA COVID COMMITTEES



REGIONAL WORKFORCE DEVELOPMENT OFFICER STRUCTURE AND BENEFITS



Workforce Regional Officer Structure

Chief Regional
Workforce
Development
Officers

North-West

Eileen Peltier

Capital-East

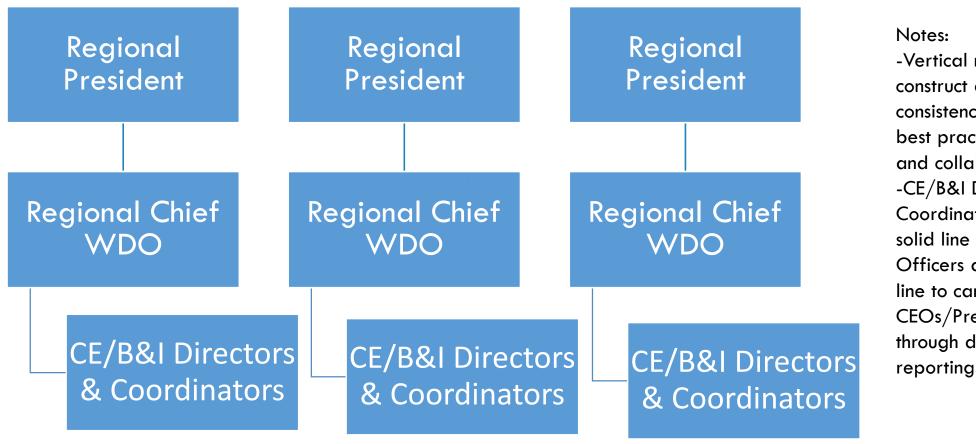
Diane Bordonaro

Shoreline-West

Kristina Testa-Buzzee, Ed.D.



Regional Workforce/CE Construct



-Vertical management construct allows consistency, sharing of best practices, and collaboration.
-CE/B&I Directors and Coordinators have a solid line to WD Officers and a dotted line to campus CEOs/Presidents through different local reporting lines.



THE ROLE OF THE CHIEF REGIONAL WORKFORCE DEVELOPMENT OFFICERS

- EXPAND STUDENT ACCESS TO WORKFORCE DEVELOPMENT PROGRAMS
- PROVIDE STRATEGIC LEADERSHIP TO CAMPUS WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION DEPARTMENTS, INCLUDING BUSINESS AND INDUSTRY TRAINING
- WORK COLLABORATIVELY AND SHARE RESOURCES AND BEST PRACTICES ACROSS REGIONS
- CREATE NEW PARTNERSHIPS AND GROW IN DEMAND WORKFORCE PROGRAMS
- IDENTIFY OPPORTUNITIES TO STRENGTHEN PROGRAMMING ACROSS REGIONS
 AND PROVIDE SUPPORT TO STAFF ACROSS CAMPUSES
- SECURE GRANT FUNDING



EXAMPLES OF REGIONAL WORKFORCE DEVELOPMENT INNOVATIONS

- STANDARDIZING REGISTRATION PROCESSES FOR SNAP STUDENTS AND OFFERING JOINT SNAP ORIENTATIONS ACROSS CAMPUSES
- SHARING CLASSES AND OPEN SEATS BETWEEN CAMPUSES
- ALIGNING PROGRAMMATIC LICENSURE / ACCREDITING BODIES TO CREATE CONSISTENCY FOR STUDENTS
- EXPANDING COLLABORATION BETWEEN CREDIT AND NON-CREDIT PROGRAMS
- CREATING OPPORTUNITIES FOR NON-CREDIT INSTRUCTORS TO MORE SEAMLESSLY TEACH AT MULTIPLE CAMPUSES





"The Chief Regional Workforce Officers have significantly streamlined the contracting process between Capital Workforce Partners and the community colleges in our service area, where MOAs with the North-West and Capital-East regions are able to replace numerous MOAs with individual colleges. This further increases consistency and accountability in the non-credit, credential-based training programs we facilitate to support un/under-employed individuals in the North Central region, such as the recent Workforce Training Innovation Fund Statewide Healthcare Training effort." Alex Johnson – President -Capital Workforce Partners (CWP)

"The CARES Allied Healthcare training program was an example of a successful statewide effort to quickly retrain displaced workers for employer identified in-demand allied health roles during COVID-19. This was a regional sector partnership using a regional training approach to offer certificate level educational programs offered through the CSCU system. The three Regional Workforce Development Officers (WDOs) for the CSCU system played a critical role in the success of this initiative. They were able to quickly redesign programs and turn around proposals. In a very tight timeframe, they helped secure \$1.3 million in CARES Act funding and the initiative successfully trained over 300 displaced workers within 3 months. Having the three WD Officers in place allowed for a nimble, fast response to the demands of this fast-moving project. Had we needed to work with 12 individual campuses, I am confident we would not have met with the same level of success. The efficiency and flexibility of working with just 3 key point people makes CSCU an attractive partner to work with on future projects. By collaborating with regional workforce development boards, educators, employers, state agencies, and community partners, they are creating lasting partnerships that will improve the outcomes of Connecticut's workforce." Bernadette Park RN,DNP SVP-CT partner,

Governor's Workforce Council (GWC)



GRANT AWARD	PURPOSE	AMOUNT
Hartford Foundation for Public Giving Grant	Relief Funding for Non-Credit Students	\$40,000
Capital Workforce Partners (CWP Grant)	CARES Act funds to provide accelerated short-term training to Connecticut residents displaced by COVID. Capital Workforce Partners awarded the CSCU	\$594,559
GWC CARES Grant to CC's	Governor's Workforce Council. This proposal allows CSCU to serve 100 students. A total of 7 colleges received funding. Funding included \$1,000 in support funds for each student and \$7,000 for equipment per program	\$762,663
State of CT Apprenticeship Initiative	Spring 2021- Capital Workforce Partners has awarded CSCU grant under the Apprenticeship Connecticut Initiative to provide short-term training in healthcare and manufacturing.	\$725,000
Strengthening Community Colleges Training Grant	Gateway, Housatonic, Middlesex, Norwalk and Tunxis are partnering colleges, along with the College of Technology, in a multi-year proposal for a "Strengthening Community Colleges Training Grant."	\$3,400,000



GRANT AWARD	PURPOSE	AMOUNT		
DOL Grant ADA Award	Department of Labor grant to provide support staffing and equipment for use by and with students with disabilities.	\$212,000		
Bank of America Grant	Working with Norwalk and Housatonic Community Colleges, Bank of America awarded this grant for accelerated Health Care workforce training for dislocated Hospitality and Retail employees.	\$200,000		
Wells Fargo Foundation Grant	Grant is for the three schools in the Shoreline-West Region to provide emergency support for students.	\$75,000		
Office of Early Childhood Grant	Grant will provide Child Care support to students enrolled in SNAP Employment and Training programs.			
Workforce Regional Structure	TOTAL Regional (3) Grant Revenue 2019 - 2020	\$6,609,222		



REGIONAL FISCAL OFFICER STRUCTURE AND BENEFITS

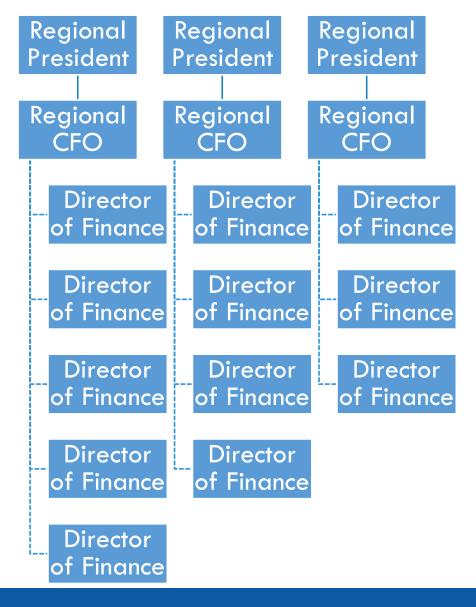


Regional Fiscal Officer Structure

Chief Regional Fiscal Officers Capital-East North-West **Shoreline-West** Jennifer Gray Gennaro DeAngelis Carrie McGee-Yurof



Regional Finance/Budget Construct



Notes:

- -Directors of finance currently have dotted line to Regional CFOs (with a solid line to campus CEOs/Presidents).
- -Regional CFOs have dotted line to CSCC CFO.
- -Vertical management construct allows consistency, sharing of best practices, and collaboration.



THE ROLE OF THE CHIEF REGIONAL FISCAL OFFICERS

- PROVIDE STRATEGIC FINANCIAL ANALYSIS AND SUPPORT FOR REGIONAL AND CAMPUS LEADERSHIP
- FORMULATE LONG-TERM STRATEGIC PLANNING FOR FINANCIAL AND PHYSICAL RESOURCES
- WORK WITH LEADERSHIP AT ALL LEVELS OF THE ORGANIZATION TO DEVELOP BUDGET PROPOSALS
- UTILIZE BUSINESS ANALYTICS AND DATABASE RESOURCES TO PREPARE BUDGET
 PERFORMANCE REPORTS/DASHBOARDS FOR SENIOR AND CAMPUS MANAGEMENT
- PERFORM BUDGET ANALYSIS & PROJECTION AND IDENTIFY DEVELOPING AREAS



EXAMPLES OF REGIONAL FINANCIAL INNOVATION

- ANALYZED COSTING WITH IR RELATED TO ADVANCED MANUFACTURING TECHNOLOGY PROGRAMS
- CREATED EFFICIENT AND CONSISTENT COMMUNICATION BETWEEN CAMPUSES, REGIONS,
 AND SENIOR MANAGEMENT
- ESTABLISHED A SHARED TOP-PRIORITY GOAL OF SYSTEMIC FINANCIAL STABILITY
- ACHIEVED SIGNIFICANT SAVINGS VIA SHARED POSITIONS AND SERVICES
- SCALED HIGHLY COMPLEX BUDGETING AND ACCOUNTING SOLUTIONS
- CREATED GREATER AGILITY IN RESPONDING TO BUDGET NEEDS



QUESTIONS AND DISCUSSION



RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Introduction to Manufacturing (CIP Code: 15.0613 / OHE# 15307) leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

A True Copy:	
Alice Pritchard, Secretary of the CT Board of Regents for Higher Education	

Discontinuation of a program Introduction to Manufacturing leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

BACKGROUND

The program discontinuation was initiated by the Academic Program Review for the manufacturing program. Interest among students and local industry has been declining over the last several years. Given the current financial environment the enrollment in this certificate does not support its continuation.

Phase out: May 2022

The two students registered as a full-time student will be contacted. They are registered for this fall. Once the teach out begins additional research and general communications will provide information to other students who may have an interest on what courses to take to receive an associate degree in Manufacturing Engineering Technology or an AAS in General Engineering Technology, the 2 most straightforward alternatives. Other certificate options can be explored on a case by case basis.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C2 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Reogents for Higher Education approve the discontinuation of a program Business Office Technology (CIP Code: 52.0401 / OHE# 001739) leading to an Associate f Science at Tunxis Community College, effective May 2023.

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Discontinuation of a program Business Office Technology leading to an Associate of Science at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology student transcripts, the determination to offer the students the following options:

- 1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
- 2. Change majors at Tunxis Community College, or
- 3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Associate in Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology – Medical Option (CIP Code: 52.0401 / OHE# 007607) leading to an Associate of Science at Tunxis Community College, effective May 2023.

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Discontinuation of a program Business Office Technology – Medical Option leading to an Associate of Science at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. Manchester Community College and Gateway Community College also have this program and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty number/program coordinator, the Tunxis BOT: Medical Option Associate of Science and Health Information Technology certificate will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology – Medical Option student transcripts, the determination to offer the students the following options:

- 1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
- 2. Change majors at Tunxis Community College, or
- 3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this Associate in Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Health Information Technology (CIP Code: 51.0713 / OHE# 007612) leading to a C3 Certificate at Tunxis Community College, effective May 2023.

A True Copy:	
Alice Pritchard, Secretary	or the

Discontinuation of a program Health Information Technology leading to a C3 Certificate at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology: Medical Option program and the Health Information Technology certificate associated with this program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT: Medical Option and Health Information Technology certificate will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Health Information Technology student transcripts, the determination to offer the students the following options:

- 1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
- 2. Change majors at Tunxis Community College, or
- 3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C3 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology Office Applications (CIP Code: 52.0401 / OHE# 001880) leading to a C2 Certificate at Tunxis Community College, effective May 2023.

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Discontinuation of a program Business Office Technology Office Applications leading to a C2 Certificate at Tunxis Community College, effective May 2023.

BACKGROUND

Continued low enrollment and inability to hire a full-time medical faculty have hindered the growth of Business Office Technology program and the Office Applications certificate associated with the parent BOT program. Manchester Community College and Gateway Community College also have this program and certificates and the faculty to support the program. With the consolidation and given the upcoming retirement of the full-time faculty member/program coordinator, the Tunxis BOT program will no longer be able to compete with those colleges.

Phase out: May 2023

After reviewing the currently enrolled Business Office Technology Office Applications student transcripts, the determination to offer the students the following options:

- 1. Complete the BOT classes over the next two years as they are sequential courses and will not be affected by the consolidation of the statewide BOT programs along with appropriate substitutions if necessary,
- 2. Change majors at Tunxis Community College, or
- 3. Transfer to either Manchester or Gateway Community College and finish their program.

The Business Office Technology was the parent program. One of the biggest institutional inactions was not hiring an additional faculty member for the medical program after three self-studies recommended to do so given the growing medical boom. The other institutions that have more than one faculty member, one of those being a medical faculty, have grown their programs. When the program had a full-time lecturer, Tunxis was able to run day and evening medical classes. Since that was only a temporary position with no full-time hire, the program offerings had to change; and then Tunxis began only offering them by semester and once a year. On the positive side, Tunxis was the first community college to articulate with Charter Oak. This was quite an accomplishment as the BOT program is a career program.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C2 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

RESOLUTION

concerning

Program Discontinuation

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Skills (CIP Code: 52.0101 / OHE# 015104) leading to a C2 Certificate at Middlesex Community College, effective May 2022.

A True Copy:	
Alice Pritchard, Secretary of the	
CT Board of Regents for Higher Education	

Discontinuation of a program Business Skills leading to a C2 Certificate at Middlesex Community College, effective May 2022.

BACKGROUND

There continue to be low enrollment and low completion rates for this program. The Business Skills title and program does not meet current marketplace or workforce development needs. A more marketable name for the program would be Business Administration Fundamentals. The target market for this type of certificate are students who are 4-year University graduates who are non-business students looking to get the prerequisites to complete for entry into a M.B.A. program. MxCC's Business Program has had several of these students, just not enough to warrant continuation of the program.

Phase out: May 2022

Students can move into the A.S. degree in Business Administration which is a better option to meet workforce and transfer opportunities.

There is no cost associated with closing this program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the discontinuation of this C2 Certificate. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation

03/12/2021-BOR -Academic and Student Affairs Committee 03/25/2021-Board of Regents

RESOLUTION

concerning

Continued Accreditation

April 22, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Health Informatics (CIP Code: 51.2706 OHE # 019350) leading to a Master of Science at Charter Oak State College for a period of seven semesters from initial accreditation.

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Accreditation of a licensed program in Health Informatics leading to a Master of Science at Charter Oak State College.

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed by the Board must submit an Application for Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment

Actual and Projected Enrollment

Actual and Projected Enrollment			Year 2 2021-2022		Year 3 2022-2023	
	Fall Part Time	Spring Part Time (actual)	Fall Part Time (projected)	Spring Part Time (projected)	Fall Part Time (projected)	Spring Part Time (projected)
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	8	3	10	7	10	7
Continuing (students progressing to credential)		6	9	19	26	36
Headcount Enrollment	8	9	19	26	36	43
Total Estimated FTE per Year (PT Heads / 3)		5.6	15		2	6.3

Projected full-time equivalent (FTE) enrollment for program's Year 3: 26.3 Actual full-time equivalent (FTE) enrollment for program's 7th Semester: N/A

Difference: N/A

There was a delay in the implementation of the Program. The M.S. in HI and HCA were approved for licensure by the BOR in Fall 2017. A Program Director was hired August of 2019 and the M.S. HCA Program started Spring Semester (January 21, 2020) Term 1. The M.S. HI Program was not started until Fall Semester 2020 (August 24, 2020) with eleven (11) students. Spring Semester Term1 (January 19, 2021) has a total of ten (10) enrolled students in the program.

Cost Effectiveness

Total Revenue generated by program during its Year 3: N/A Total Expenditures apportioned to program in its Year 3: N/A

Difference: N/A

Learning Outcomes

The comprehensive Master of Health Informatics curriculum focuses on the interdisciplinary study of the design, development, adoption and application of information, data and technology driven innovations in healthcare.

Program Outcomes:

- 1. The MS in Health Informatics Program prepares students to:
- 2. Apply healthcare informatics and technology concepts and skills to case studies and real-world situations
- 3. Calculate and assess health data and statistical data for decision making in the healthcare environment
- 4. Develop policies and procedures for healthcare organizations in areas such as legal, ethical, privacy and security and information governance
- 5. Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives
- 6. Develop system design and software initiatives for healthcare organizations
- 7. Compile, conduct and create new information based the use of technology and datasets through data analytics
- 8. Determine best practices for implementation of technology initiatives through effective project management
- 9. Compare and contrast the varying medical vocabularies and classification systems for best use in health information technology initiatives

Competency Model:

The MS HI Program Competency Model is designed to include AMIA's Domains identified as pertinent and essential foundation for Health Informatics. The Domains and Competencies are aligned with the program's overall mission and vision of the program.

PROGRAM CHANGES

All course developers and adjunct faculty have been hired for the M.S. HI Program. Course development completion includes the first five (5) M.S. HI courses with another two (2) in current development. The remaining course developments have been scheduled with the Instructional Design team and the associated faculty hired.

ADDITIONAL INFORMATION

Since the initiation of the Health Sciences and Technology Department, dual and pathway major options are being reviewed. The dual major would allow a graduate student to double-major in the M.S. HI and M.S. HCA Programs. A defined pathway has been approved that allows the opportunity for the B.S. Program students to opt to take two (2) graduate course electives, total of six (6) credits, prior to graduation to be used towards the M.S. in HI or HCA. The following are the two (2) course elective options: HCA510 Advanced Healthcare Finance and HIF530 Healthcare Informatics and Technology.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program for seven semesters from initial accreditation. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

STAFF REPORT

04/09/2021 - BOR Academic & Student Affairs Committee

04/22/2021 – Board of Regents

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service (CIP Code: 44.0701 / OHE# 000317), specifically modification and substitution of courses and change of program name – leading to an Associate of Science at Manchester Community College.

A True Copy:

Alice Pritchard, Secretary of the CT Board of Regents for Higher Education

Modification of a program – Social Service, specifically modification and substitution of courses and change of program name – leading to an Associate of Science at Manchester Community College.

BACKGROUND

The name of the degree is being changed from Social Service, A.S. to Human Services, A.S. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this program. Course changes will better align the program with workforce needs as well as transfer credit requirements for student pursuing a Bachelor's in Social Work at the 4 year CSU schools after graduation from MCC. Students with this degree will be poised to apply for a variety of jobs in Human Services as well as able to apply for BSW programs at local schools

Fiscal Impact:

MCC already has a strong Human Services curriculum, and this degree will utilize that curriculum and course offerings to offer this modified degree.

RECOMMENDATION

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

01/20/2021-BOR -Academic and Student Affairs Committee 03/25/2021-Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service (CIP Code: 44.0201 / OHE# 001861), specifically modification and substitution of courses and change of program name – leading to a C2 Certificate at Manchester Community College.

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Alias Britshard Sagratory of the		
	Alice Pritchard, Secretary of the	

Modification of a program – Social Service, specifically modification and substitution of courses and change of program name – leading to a C2 Certificate at Manchester Community College.

BACKGROUND

The name of the certificate is being changed to Human Services Certificate. The name change is requested to align with the coursework titles (HSE) and the other community colleges who offer this certificate. Course changes will align the program with workforce needs as well as the proposed Human Services A.S. Degree. All coursework will translate directly into Human Services A.S. requirements. Students with this degree will be poised to apply for a variety of jobs in Human Services.

Fiscal Impact:

MCC already has a strong Human Services curriculum and this certificate will utilize that curriculum and course offerings to offer this modified certificate.

RECOMMENDATION

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

01/20/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Hospitality and Tourism (CIP Code: 52.0901 / OHE# 004091), specifically a change of program name – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

Alice Pritchard, Secretary of the CT Board of Regents for Higher Education

Modification of a program – Hospitality and Tourism specifically a change of program name – leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

The name of this Bachelor of Science is being changed to Tourism and Hospitality Studies. The Geography Department requests the name change because:

- 1. Courses within Banner are labeled THS, thus reducing confusion for students.
- 2. The title of "Tourism and Hospitality Studies" makes clear to students and employers what the major involves and this program's emphasis.
- 3. As some students transfer with a hospitality studies or hospitality management associate degree, placing "tourism" first in the BS degree conveys that this degree is substantively different from the degree they already hold. (The CCSU program includes a hospitality studies transfer track so that transfer students with this background will have made substantive progress towards degree completion.)

Fiscal Impact:

None.

RECOMMENDATION

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

01/20/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Recreation and Leisure (CIP Code: 31.0101 / OHE# 000655), specifically a change in modality from on ground to hybrid as well as the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Modification of a program – Recreation and Leisure, specifically a change in modality from on ground to hybrid as well as the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

COVID 19 has encouraged SCSU to reconsider the delivery of this program. For the past two and a half semesters the program has been delivered online. Students have appreciated the convenience and the accessibility of the online format as 90% of the students in the program work full-time. SCSU has also been receiving a steady inquiry of students from out of state who are looking for a quality online program. SCSU would like to have the option of offering students a fully online program for their Masters in Recreation & Leisure, but would appreciate some flexibility in offering a course or two in person as appropriate for the current on-ground students. That is why SCSU is requesting to change the current modality (to combined) as well as adding an additional modality (online).

Fiscal Impact:

With the increase in out of state student inquiries, SCSU foresees an increase in enrollment. There would be no additional costs for this program to be offered online.

RECOMMENDATION

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

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physical Activity and Chronic Disease (CIP Code: 26.0908, 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:	
Alice Pritchard, Secretary of the CT Board of Regents for Higher Education	

Establishment of a new program leading to a Master of Science in Physical Activity and Chronic Disease at Southern Connecticut State University.

BACKGROUND

This proposed program will build on Southern's academic excellence and access by adding a unique interdisciplinary Master's Degree program, drawing on the strengths of the Health and Movement Sciences and Public Health departments, with no program pre-requisites and fully online to increase access to a diverse student body. Further, this program will serve the public good by training future health promotion and community health workers with an expertise in physical activity and promote social justice through the program's emphasis on addressing disparities in chronic disease to promote health equity. The proposed MS Physical Activity & Chronic Disease degree program is timely, relevant, and graduates from this degree program will be necessary additions to the health promotion/ community health work force to promote physical activity, mitigate chronic disease, and promote health equity.

Physical activity and public health is an emerging discipline that requires expertise in epidemiology, exercise science, behavioral science, and public health. Due to the interdisciplinary nature of this emerging field, graduates of exercise science or public health programs alone are not adequately prepared for careers in physical activity promotion at the community and population level. Thus, the same Lancet working group called specifically for the development of interdisciplinary graduate programs that would sufficiently prepare future practitioners and academics to address physical inactivity as a public health priority (Kohl et al., 2012).

Southern Connecticut is uniquely positioned to offer such a graduate program with faculty expertise in exercise science (Department of Health and Movement Sciences - HMS) and public health (Department of Public Health- PCH). The program is being proposed by the Department of Health and Movement Sciences with significant input from the Department of Public Health. Once approved, it is expected that the program will have co-coordinators representing both departments in the future.

Further, we intend to engage an advisory board made up of community members involved in health and physical activity promotion within the greater New Haven community. There are many community-based programs in the Greater New Haven area that with help from our advisory board, we hope to form lasting partnerships with to serve as internship sites for our students as well as potential job opportunities.

We anticipate a large interest in this degree program, due to: (1) the interdisciplinary nature of the program drawing from a larger pool of students; (2) anticipated job growth in the field; and (3) minimal barriers to pursuing with the 100% online delivery and no programmatic pre-

requisites. We also anticipate this program will be attractive to adult learners, who are interested in health and contemplating a career change.

Further, we anticipate the 4+1 model will be an attractive option for undergraduate students at Southern. In particular, we anticipate interest from students and intend to promote this option for undergraduate students in healthcare studies, exercise and sport science, physical education, and public health.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council 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.

03/12/2021-BOR -Academic and Student Affairs Committee 03/25/2021-Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Tourism, Hospitality, and Event Management (CIP Code: 52.0901, OHE# TBD) – leading to a Bachelor 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:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Establishment of a new program leading to a Bachelor of Science in Tourism, Hospitality, and Event Management at Southern Connecticut State University.

BACKGROUND

The proposed BS in Tourism, Hospitality, & Event Management will provide students with the necessary classroom and professional experiences to allow them to enter the workforce well-equipped to contribute to these industries and pursue personal and professional goals. The RTSM department is focused on professional career development augmented by the university wide Liberal Education Program (LEP). The role of the degree in Tourism, Hospitality, & Event Management (T.H.E.M.) is to prepare students for professional careers in these service industries. There is an emphasis on applied knowledge through a progressive series of planned projects intended to develop the skills needed for success, further enhanced through selective internship opportunities during the final two years of the program.

The expansion of the scope of the curriculum, from a concentration to a BS degree, will increase enrollment, help to add credibility to the student's efforts at professional preparation, and allow for the expansion of courses offered in the program.

The leisure industries, as represented in this proposal, represent a significant portion of the national economy. The Bureau of Labor Statistics indicates continued growth of the leisure and hospitality industries representing 10.5% of all employment in the US by 2029, a top five sector in the service industries. (https://www.bls.gov/emp/tables/employment-by-major-industry-sector.htm). Average mean wages in the T.H.E.M. industries are reported to range from \$35,660 to \$54,530, with salaries higher than average in major metropolitan areas. (https://www.bls.gov/oes/current/oes351012.htm).

The CT Office of Tourism is positioning itself for the eventual full reopening of the tourism market in Connecticut. While there was significant job loss in the areas of tourism and hospitality, it is anticipated that the industry will experience recovery with some anticipated innovations in the near future. The proposed T.H.E.M. program will prepare students with the most current tools to enter the new job market.

In tandem with tourism and hospitality, the event management profession offers students the opportunity to work for numerous corporate, non-profit, and governmental agencies, all of whom use special events to promote their particular goals and objectives. Special events also contribute greatly to the tourism industry as visitors will travel for events that are of interest to them.

By providing students with the possibility to select courses related to these three industries, and providing them with a bona fide degree representing their studies, they will be able to customize their education to meet their interests and the requirements of the leisure economy. SCSU will provide a comprehensive specialization in event management as an option in the degree program.

In a recent review of the RTSM curriculum by the Council on Accreditation of Parks, Recreation, Tourism, and Related Programs, it was noted by the COAPRT Council that the proposed new BS in tourism, hospitality, and event management would be the first multi-disciplinary program of its kind in the nation to receive this national accreditation.

Southern has offered courses in travel in tourism for over a decade. The tourism, hospitality, and event management concentration, in existence for the past six years, has experienced significant growth. New courses were added in 2016 in the areas of event management and hospitality. An analysis of best practices, and based on the needs of incoming new and transfer students, indicated a need to further develop each of the three professional areas of study. There has been a marked growth in the enrollment in the T.H.E.M. in the past four years reaching a high of fifty-six students, including an increased number of students from community colleges with associate degrees in related fields.

As one of only two majors in the state university system, the program will be marketed throughout the region. Being a shoreline institution, there is a natural link to the I-95 and Rt. 8 corridors allowing for an impact from the Rhode Island border to the greater New York metro market. Despite the current restrictions on discretionary leisure activities, the T.H.E.M. industries will continue to play a vital role in the tri-state economy. Our students, who are experiencing and learning about the necessary vital service delivery adjustments in these industries, will be well-positioned to contribute to the advancement of these professions and their personal success in the future. Students in the concentration are currently learning about and producing virtual and hybrid events for various clients.

Currently the BS in Recreation & Leisure Studies is a 'discovery major' at Southern. Most students learn about the program upon arrival on campus. Students learn of the program through new student orientations or their involvement in an LEP course from the RTSM department. It is anticipated that increased enrollment will be enhanced through program presence at career days and discovery days for non-declared students. As an approved major, the T.H.E.M. program will have increased visibility on both the departmental and university websites.

External marketing is critical to the growth of the program. Classroom visits to regional technical and high schools will be scheduled. Increased contact with community colleges and the formalization of transfer agreements will be pursued. Outreach will be augmented by the use of the alumni network for students who have completed the current concentration in T.H.E.M. Presentations at professional conferences such as the Connecticut Recreation and Parks Association and the Connecticut Conference on Tourism will raise the profile and awareness of the program with practicing professionals. Important to the prospective student is the presence of the program on social media. Sites including Facebook, LinkedIn and Instagram, feature interest groups in tourism, hospitality and events which will be used by the department to create awareness and interest in the program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council 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.

03/12/2021 – BOR -Academic and Student Affairs Committee 03/25/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

March 25, 2021

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

Honorary Degree Nominations for 2021 Commencements

Institution	<u>Nominee</u>	Commencement
Charter Oak State College	David Henderson	
Housatonic Community College	Cynthia R. Bigelow	
Southern Connecticut State University	Larry Bingaman	
	Jodi Earle Eddy	

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Approval of Nominations for Honorary Degrees

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

03/12/2021 – BOR Academic & Student Affairs Committee 03/25/2021 – Board of Regents



January 8, 2021

Interim President Dr. Jane Gates CSCU 61 Woodland Street Hartford, CT 06105

Dear Interim President Gates,

I write to submit a nominee for the 2021 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **David Henderson**. Professor Henderson served on Charter Oak's Consulting Faculty from 1987 until his retirement 12/7/18. During that extensive service he was Dean of the Faculty from 2001-2003, Associate Dean from 1999-2001, and Chair of the Math, Science and Technology Committee from 1991-1993. Mr. Henderson began his work as a member of the Chemistry faculty at Trinity College in 1977. He was a Professor of Chemistry at Trinity College from 1977-2015, including serving as department chair from 1987-1994. He is also the Founding Director of the Interdisciplinary Science Program at Trinity.

Mr. Henderson was always available whether it was to approve student plans of study, develop program outcomes, review courses for transfer or participate in regional accreditation visits. He helped the college grow from being mostly an aggregator to an online college, always reminding us of our mission and taking the time to instill in new Consulting Faculty of the unique role Charter Oak plays in higher education. Even after he retired from Trinity and move out of Connecticut, he continued to serve Charter Oak participating in committee meetings via teleconferencing.

In his own words, he continues his educational service in retirement. "I have continued to be involved in education for adult learners. I am really enjoying teaching Gen Chem 2 for the University of New England. I get about 120 students a year from all over the world. I have had F35 pilots, grunts on the ground in Afghanistan, and I currently have a student working between Hong Kong and China with quarantine each way. Most are adults trying to get into medical graduate programs of all types."

This statement contains the essence of David's passion for higher education, particularly the education of working adults. His service to Charter Oak's students was a labor of love that he has found a way to continue even in his much-deserved retirement. The words "Lifelong Learning" are thrown around with reckless abandon, but David Henderson continues to live these words. In his professional life, his hobbies, including photography, pastels, and water color painting, and his post-retirement teaching he has demonstrated what a life devoted to learning and the sharing of knowledge can be. I witnessed his participation at Charter Oak faculty meetings, and his keen mind was always alert for new ways of teaching, better ways of acknowledging what students knew and could demonstrate. He was fearless about putting concepts like Prior Learning Assessment (PLA) or distance learning into action.

David Henderson represents the epitome of what the Faculty Managers at Charter Oak can be. All of them have full time positions with Connecticut Colleges and Universities, and all of them come to work with the Charter Oak staff to support the experiments in adult pedagogy that are Charter Oak's mission. None of them perform this service for personal gain, but rather because they are devoted to the mission of adult learning. David Henderson stands out among this illustrative group for both the length and the quality of that service.

The Charter Oak Honorary Doctorate Committee, after reviewing **David Henderson's** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that he receive the 2021 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 6, 2021 graduation.

Sincerely yours,

Ed Klonoski, President Charter Oak State College

Enc: Henderson Resume

CHIEF EXECUTIVE OFFICER

Dwayne Smith, Ph.D



p. 203.332.5222 f. 203.332.5247 DSmith@Housatonic.edu

February 17, 2021

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Ms. Cynthia R. Bigelow, President and CEO of family-owned Bigelow Tea, the US market leader of specialty teas that produces over 2 billion tea bags annually, to receive an Honorary Associate of Science Degree at Housatonic Community College's 53rd commencement ceremony on May 27, 2021.

The Bigelow family is incredibly philanthropic in Fairfield County. The family, through personal and company gifts, have been supporting Housatonic students for nearly 20 years.

Before assuming this key role in 2005, Cindi Bigelow spent nearly 20 years in all areas of the company that her grandmother founded in 1945. Headquartered in Fairfield, Connecticut, with additional manufacturing plants in Idaho and Kentucky, Bigelow tea is the national market leader of specialty teas and maker of "Constant Comment" tea. The company remains a 100% family-owned business and employs 400 people across three manufacturing facilities, producing over 2 billion tea bags annually.

To ensure that the finest teas and botanicals continue to be used in her family tea recipes, Cindi visits gardens all over the world – from the tea estates in the Assam and Darjeeling regions of India, Sri Lanka and China, to Calabria's family-run bergamot orchards, to the farms in Oregon and California, all of whom are long time partners with Bigelow.

She continues to improve company performance each year by driving market expansion in to U.S. International, Natural and e-Commerce channels through product innovation that includes signature, organic, wellness and seasonal tea products.

With a major focus on sustainability, Cindi continues to champion sustainable practices throughout the organization, with Bigelow becoming Certified B Corporation in 2019. In 2020, Bigelow Tea also earned the designation of being a Green-e ® Certified company, using 100% renewable energy for all Bigelow locations in the United States. Additional emphasis on recycling and composting earned Bigelow Tea the designation in 2012 of being a "Zero Waste to Landfill" company.

Cindi initiated the Annual Bigelow Tea Community Challenge in 1988 that has donated over \$2 million to 23 local charities since its inception, and Bigelow's Tea for the Troops Project that to date has donated over 7.5 million tea bags to US service men and women. She spearheaded the creation of Sandcastle Playground in 1996, a landmark 12,000 square foot wooden village playground in Fairfield. Annually recurring volunteer projects include Appalachian Service projects and the Kennedy Center.

Another major area of focus and passion for Cindi is leadership and development. She was a speaker at the first Northwestern Kellogg Global Women's Summit and at the Geno Auriemma UConn Leadership Conference in 2018. She is also a member of the Kellogg Inclusion Coalition for Northwestern University, Kellogg School of Management. She frequently makes classroom appearances speaking to students about business, business ethics, leadership, and marketing.

Additionally, she has been a keynote speaker at the Greenbrier Women in Leadership Conference, Network of Executive Women's Conference, Powerful Women in Business Conference, Fairfield University Awards Dinner, Boston College Alumni Career Day, UConn's Connecticut Celebrates Women Entrepreneurs, University of Bridgeport Executive Speaker Series, Conversations with Extraordinary Women Conference, The Thomas Merton Center's Celebrity Breakfast, Connecticut Better Business Conference and the Drucker Global Family Business Institute Conference. She has made several appearances on the Imus in the Morning program and Fox Business Network's After the Bell. She served on Bridgeport and Fairfield Boards of Directors, Boston College Board of Alumni, Bridgeport Regional Council, Bank of America Neighborhood Excellence



A Connecticut Community College



Initiative Committee and was the "Champion" for Connecticut's first Center for Family Justice that provides one-stop crisis management services to victims of domestic violence.

She recently served as one of fourteen members on Connecticut's 2018 Commission on Fiscal Stability and Economic Growth and continues to serve on numerous advisory councils for the governor, including as chair of the Equity and Access subcommittee on the Governor's Workforce Council (established in 2019).

Cindi holds a bachelor's degree from Boston College, MBA from Northwestern University, Kellogg School of Management and Honorary Doctorates from Johnson & Wales University, the University of New Haven and Fairfield University. In 2019, she was the first Visiting Industry Professional (VIP) to address the graduates at Johnson & Wales University (JWU) and the Commencement speaker for JWU Graduation. She was also the Fairfield University Graduate Commencement speaker in 2015 and a presenter for Fairfield University's TEDx Summit in 2019.

Through the years Cindi has been widely recognized for her community service. Some of these awards recognizing her years of support include the 2019 Character.org National Workplace Lifetime Achievement Award, the 2018 Caroline House Award, Neighborhood Studios of Fairfield County Award, the 2017 United Way Norman Leads Giving Back to the Community Award, the 2016 Moffly Media Light a Fire Good Corporate Neighbor Award, Center for Family Justice Award and renaming of the Fairfield Senior Center to Bigelow Center for Senior Activities. 2014 Awards include the Walter H. Wheeler Jr. Business Leadership Award, Best in the State Connecticut Philanthropy Award and John Winthrop Wright Ethics in Action Award. Previous awards include WEDC Award for Entrepreneurial Excellence, Woman of Influence in the Food Industry, Notable Women in Business Award, Mass Mutual and UCONN Family Business of the Year Award, Ernst & Young Socially Responsible Entrepreneur of the Year Award, the Boy Scouts' Good Scout and Girl Scouts' Woman of Distinction Awards. She has been honored repeatedly for her community service by the Cardinal Sheehan Center, Connecticut's Beardsley Zoo's Red Ribbon Ball, Operation Hope and featured on Channel 12 News as a "Hometown Hero."

In 2017, Bigelow was inducted into HCC's **Advanced** Manufacturing Hall of Fame (AMHoF). Last year, Bigelow supported our VentureLab, in particular female students in this program, with a \$10,000 grant.

When she's not working, Cindi enjoys skiing, tennis, taking long walks, being with her children and friends and, of course, drinking lots and lots of tea.

I believe Cynthia "Cindi" Bigelow is exceptionally qualified to receive an honorary degree from Housatonic Community College; a distinction reserved for those making extraordinary contributions to enhance our college and our community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerel

Dwayn Smith Ph.D. Chief Executive Officer

DS/cc



February 9, 2021

Dr. Jane McBride Gates Interim President Connecticut State Colleges and Universities 61 Woodland Street Hartford, CT 06105-2237

Dear Dr. Gates,

I write to nominate Mr. Larry Bingaman as the recipient of an honorary doctorate from Southern Connecticut State University. Mr. Bingaman is president and CEO of the Regional Water Authority (RWA), and one of Connecticut's strongest advocates for conscious, purpose-driven leadership.

The RWA serves nearly 430,000 people in 15 communities throughout the Greater New Haven region. Since taking the helm in 2009, Mr. Bingaman has led the nonprofit corporation through many financial and operational successes. This includes development of the company's first integrated five-year strategic plan, achievement of the highest bond rating in the RWA's history and the establishment of new operating and productivity initiatives that have saved customers millions of dollars annually.

Mr. Bingaman's tenure at the RWA began in the midst of the Great Recession of 2008. His leadership helped guide the company through that difficult time and strengthened it to withstand the current economic downturn caused by the coronavirus pandemic. Through these cycles, he has remained committed to the principles of Conscious Capitalism, which state that business should seek to do good for customers, communities, employees and all other stakeholders while being financially successful.

Community involvement is a core aspect of Mr. Bingaman's conscious leadership, and nowhere is this more prevalent than in his commitment to education. He has built strong relationships between the RWA, Southern, Gateway Community College (GCC) and other institutions. Students have benefitted from scholarships and opportunities with the RWA, and Mr. Bingaman is a frequent guest speaker in the classroom, where he talks about the value of ethical conduct and conscious business practices.

Mr. Bingaman championed the landmark creation of Public Utility Management Degree Programs at Southern and GCC, in collaboration with stakeholders from the utility industry. This first-of-its-kind program prepares students to find and build successful careers in the utility industry. It also helps existing utility employees improve their skills so that they can better serve their customers.

In addition to serving on Southern's Public Utility Management Degree Advisory Committee and its Business Advisory Council, in 2016 and 2018, Mr. Bingaman led the charge for the RWA to provide Southern with leadership-level funding over a multi-year period. The RWA also underwrote a series of Southern-hosted events on the theme of sustainability. Southern's rain harvester, located outside of the Academic Science and Laboratory Building, was named for the RWA in recognition of this support.

Page 2 Honorary Degree February 9, 2021

The recipient of numerous community accolades, Mr. Bingaman is a past chair of the Greater New Haven Chamber of Commerce Board and a founder and immediate past Board chair of the Connecticut Chapter of Conscious Capitalism. For his commitment to ethical leadership, community involvement, and the belief that doing the right thing is the best conscious business strategy, I believe that he would be a worthy recipient of an honorary doctorate of humane letters from Southern.

The doctorate would be awarded at our commencement ceremonies during the week of May 17 on our campus. I thank you for your consideration of this request.

Sincerely,

Joe Bertolino President



February 9, 2021

Dr. Jane McBride Gates Interim President Connecticut State Colleges and Universities 61 Woodland Street Hartford, CT 06105-2237

Dear Dr. Gates,

I write to nominate Jodi Euerle Eddy as the recipient of an honorary doctorate from Southern Connecticut State University.

Currently, Ms. Eddy is senior vice president of information technology and chief information officer for Boston Scientific and a member of its executive committee. She is responsible for positioning the company for success across multidisciplinary information technology needs and overseeing the company's strategy for digital health, data analytics and cybersecurity capabilities.

Ms. Eddy leads an IT organization of employees and contractors worldwide focused on continued advancement into complex, integrated IT solutions to address evolving customer and patient data needs.

She joined Boston Scientific in 2013 as vice president of sales, marketing and business intelligence and led IT initiatives for the endoscopy and neuromodulation divisions. In this role, she reset key strategies around customer relationship management systems, marketing, inventory and big data analytics and implemented major changes across core IT platforms.

Ms. Eddy has more than 20 years of experience leading global teams and developing large-scale strategies and programs to make IT a competitive advantage. Before joining Boston Scientific, she progressed through several roles of increasing leadership responsibility during 18 years working for General Electric, where she served as the commercial CIO for a \$20 billion division of GE.

Ms. Eddy holds a BS in computer science from Southern Connecticut State University and has a Master Black Belt Six Sigma Certification. Since Southern has recently launched a new Master's Degree in Data Science, recognizing Ms. Eddy's accomplishments with an honorary doctorate would be a great way to link an accomplished alumna with the exciting programs that we are developing to stay relevant in this digital age.

The doctorate would be awarded at our commencement ceremonies on campus during the week of May 17. I thank you for your consideration of this request.

Sincerely,

President

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review

March 25, 2021

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2019-20 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy

A True Copy:
Alice Pritchard, Secretary of the
CT Board of Regents for Higher Education

Consideration of 2019-20 Academic Program Review by the CSCU institutions

BACKGROUND

Board Resolution established the Board of Regents' Academic Program Review Policy on August 21, 2014. This Policy mandates that all academic programs undergo a "comprehensive review" on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. The first stage of the monitoring process requires the System Office Provost to confirm with institutional presidents and chief academic officers an inventory of academic programs to be reviewed during that particular academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification. Now, in the second stage of the monitoring process, the results from the academic program review process is herein presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration. Pursuant to the Policy, following the Board's consideration: "If warranted, appropriate action which may include further study will ensue."

RATIONALE

It is the principal intention of the Policy to ensure the continuous quality improvement of academic programs. Institutional reviews are conducted through established faculty-led and administrative-support process, which might be program-, departmental or campus-based. Secondarily, the Policy presents a skeletal context for the monitoring process, which is purposefully designed not to infringe upon faculty authority or institutional management of academic programs.

The Office of the Provost has constructed a template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. The template allows for summation of six review criteria including the assessment of student learning outcomes for the referenced academic program. The assessment of student learning outcomes is deemed the most essential element of the review process. An optional provision allows the institutions to summarize assessments of general education competencies. A primer was also forwarded to the institution stipulating a uniform reporting by the institutions, to facilitate summations of institutional results.

SUMMATIONS OF INSTITUTIONAL REVIEWS

The reporting institutions presented results of 81 academic programs. The review criteria for these programs are summarized in the attached tables.

RECOMMENDATION

It is the recommendation of the Office of the Provost that the Board of Regents accepts the submission of academic program review by the CSCU institutions for the 2019-20 academic year; and requires further institutional recommendations regarding the dispositions of those programs deemed to be low completers, to be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

03/12/2021 – BOR-Academic and Student Affairs Committee 03/25/2021 – Board of Regents

Academic Program Review Summation

A. Status of External Accreditation

Accreditation Status	Number of Programs
Accreditation Approved	1
Accreditation Denied	
Accreditation Pending	
Accreditation Continued	21
TOTAL	22

B. External Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Minor Revision(s)	24
Moderate Revision(s)	4
Substantive Change	
TOTAL	28

C. Internal Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Continuation with Minor Revision(s)	30
Continuation with Moderate Revision(s)	3
Substantive Change	
Termination	
Program Termination*	11
Program Suspension*	2
Program Consolidation*	
Program Continuation*	25
TOTAL	48

^{*}optional recommendations for academic program identified as Low Completer

D. Program Assessment(s)

Assessment	Number of Programs
Assessment of Student Learning Outcomes	53
Assessment of General Education Competencies	3
DUPLICATED TOTAL	56

Academic Program Review Summation 2019-20

Academic Year

E. Tabulation of Credentials Awarded (3-year averages) by Select Numerical Groupings

3-Year	Number of Programs per Academic Credential							
Averages Credentials Awarded	Undergraduate Certificate	Associate Degree	Bachelor's Degree	Post- Bachelor's	Graduate Certificate	Masters' Degree	Post- Masters	Doctoral
0	1	1	4		1			
1 – 3	2	4	6			2		
4	4	1				4		
5 – 7	2	7	1			2		
8 – 9	1	5	3			1		
10 - 12	1	2	4					
13 – 15	1		1			1		
16 – 18		2						
19 - 22		1	2					
23 - 25								
26 - 30		2						
31 - 35		1						
36 - 40		1	1					
41 - 45		1	1					
46 - 50								
51 - 75		2	2					
76 - 100			1					
101 - 125		1						
126 - 150								
151 – 175								
176 - 200								
+200		1						
TOTAL	12	32	26		1	10		

NOTE: Some CSCU programs confer both a certificate and a degree and some confer two degrees.

Low Completers

National Best Practices in Developmental Education Reform

Corequisite supportMathematics pathwaysPrimary placement by high school GPA

Academic and Student Affairs Committee

Update to the Board of Regents

March 25, 2021



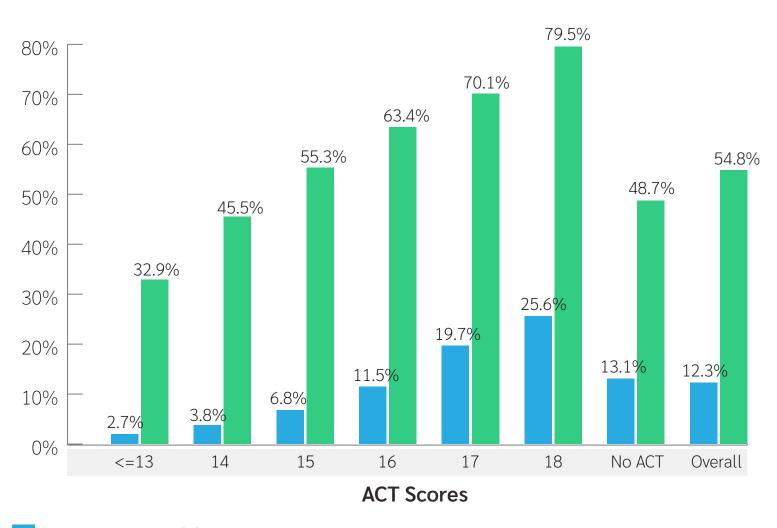


Corequisite Delivery of Supports

Enrolling students directly into college-level English and mathematics with supports, rather than into prerequisite developmental sequences, produces significant gains in timely completion of these courses.

Prerequisite v. corequisite support at scale

Results of **Tennessee Board of Regents** Full Implementation Co-requisite Mathematics in Community Colleges



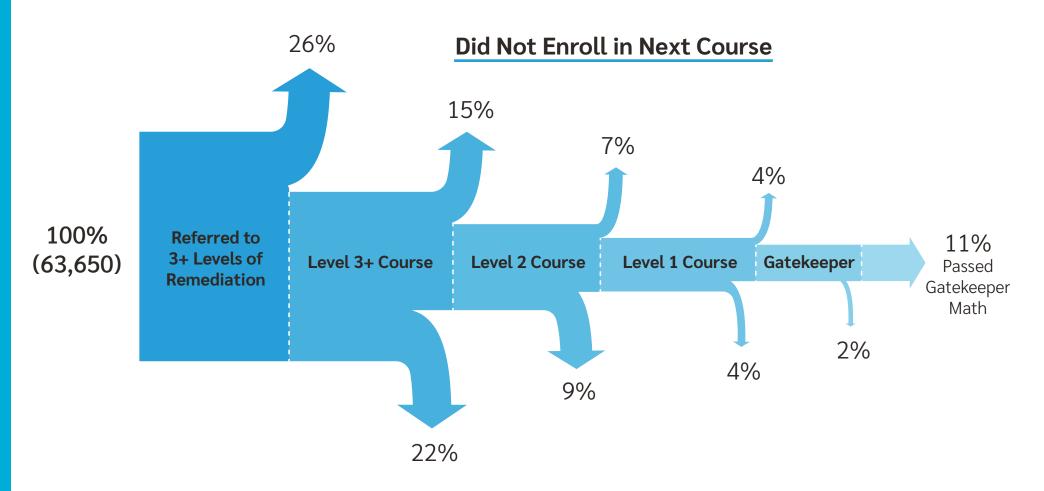
Pre-requisite Model AY 2021-13

Co-requisite Full Implementation AY 2015-16

Source: Tennessee Board of Regents

Prerequisite v. corequisite support

Student Progression Through the Developmental Math Sequence



Did Not Pass/Complete Course



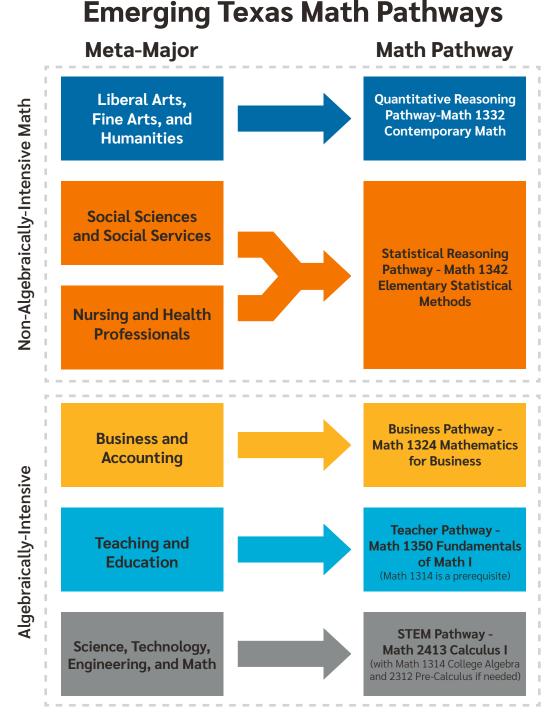
Mathematics Pathways

Aligning required mathematics courses with students' career goals and programs leads to significantly higher college-level mathematics completion.

Aligning relevant mathematics to program of study

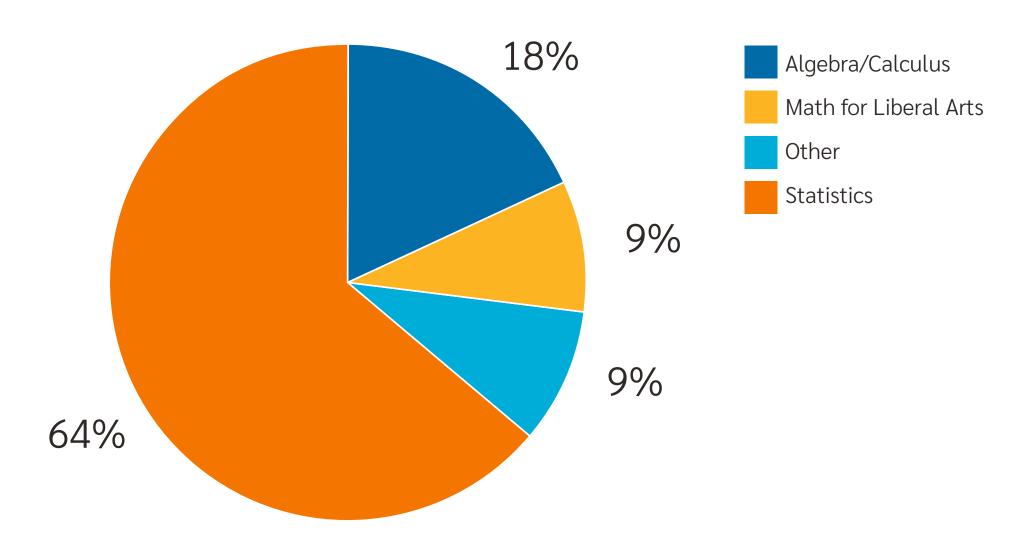
Default recommendations by program group

Shared learning outcomes to support transfer and applicability



Program-Aligned Math Pathways

Math Courses Taken by First-Time College Students: Tennessee Community Colleges, Fall 2016



Source: CCRC Analysis of Tennessee Board of Regents data. N=18,956.



Use of GPA Placement

High school GPA for primary assessment of student placement has consistently been shown to have a much stronger correlation to success in college than standardized placement tests.



Our Findings

Our findings suggest that placement test scores are not especially good predictors of course grades in development education classes. More importantly, the tests do not have much explanatory power across a range of measures of performance including college GPA, credit accumulation, and success in gatekeeper English and math classes. These findings are not restricted to one particular test or one subject but apply across all placement tests.

High school GPA is an extremely good and consistent predictor of college performance, and it appears to encapsulate all the predictive power of a full high school transcript in explaining college outcomes.

(CCRC Working Paper No. 42)

RESOLUTION

Concerning

CCC, CSU and COSC FY2020 TUITION AND FEES

March 25, 2021

- WHEREAS, The Board of Regents for Higher Education ("BOR") pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities ("CSCU"); and

 WHEREAS, The BOR in accord with Connecticut General Statute section 10a-77(a), shall fix fees for tuition at the regional community colleges and shall fix fees for such other purposes as the Board deems necessary at the regional community colleges; and
- WHEREAS, The BOR in accord with Connecticut General Statute section 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the state universities; and
- WHEREAS, The BOR in accord with Connecticut General Statute 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the Board deems necessary; and
- WHEREAS, CSCU colleges and universities have worked to meet the needs of students through the COVID19 pandemic but have nevertheless seen drops in enrollment and on-campus housing demand which are of urgent concern to the the system, and
- WHEREAS, CSCU has been successful in achieving savings in the community colleges through attrition of non-academic positions based on the Students First plan; and
- WHEREAS, The State Universities have been successful at controlling costs yet still must fund wage increases and other expenses necessary to ensure the high quality of the education they provide to students, and
- WHEREAS, Charter Oak State College has seen marked improvements in its fiscal position and enrollment over recent years and has maintained stable enrollment through aggressive marketing and outreach to students, and
- WHEREAS, CSCU remains committed to access and affordability, and is reflecting that commitment with the launch of Pledge to Advance Connecticut ("PACT"), Students First, and Guided Pathways, all of which are anticipated to grow enrollment across the system while improving outcomes for students, and

- WHEREAS, The proposals for tuition and fees as presented were developed through discussions among stakeholders, including campus leaders, who arrived at the consensus that CSCU is best served by freezing tuition and mandatory fees at our institutions, therefore be it
- RESOLVED, That the FY2022 rates reflected on the attached report and schedules are effective at each community college, state university and Charter Oak State College as appropriate, and be it further
- RESOLVED, That CSCU may implement the Transportation Fee at any of the remaining nonparticipating campuses based on transportation service improvements and in concurrence with campus leadership, and be it further
- RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further
- RESOLVED, That said rate adjustments may be reconsidered by the BOR should circumstances warrant.

A True Copy:	
Dr. Alice Pritchard, Secretary	
Board of Regents for Higher Edu	cation

ITEM

Fiscal Year 2022 CCC, CSU and COSC Tuition and Fees

CSCU is recommending freeze tuition and mandatory fees for the academic year that begins in the fall of 2020. Several adjustments to minor fees are also included, as described herein.

Community Colleges

The Community Colleges are proposing to freeze tuition, College Services fee and extension fees at FY2020-21 levels for FY2021-22. The following adjustments to other fees are also recommended:

- Late Drop Fee. This new fee was added as part of a revised College Refund Policy adopted by the Board of Regents in December 2020. It was originally designed to be \$75 per course, with a cap of \$200 per term. Staff has since determined that it is impractical to implement a per-term cap as originally planned. It is proposed that this fee be restructured to be \$50 per course, with no per-term cap. This change is not anticipated to materially change revenue, but will allow us to retain an incentive for students to drop classes earlier rather than simply not showing up, allowing others to enroll in their place.
- Transportation Fee. As a result of negotiations with the State DOT and OPM, and in accordance with proposed legislation, the cost of each UPASS will rise to \$40 per term for all public colleges and universities. The pass will continue to provide unlimited access to buses and trains (within CT.) DOT will provide enhanced functionality by converting to an electronic format as soon as practical, allowing for more timely and accurate reporting of utilization among students. They have also provided certain service enhancements in areas of the state where access to our campuses has been limited.

State Universities

The changes to the State Universities tuition and fee proposal for FY2021-22 are outlined below. For FY2021-22, it is proposed that tuition and mandatory fees remain anchored or zero % increase for undergraduate students and graduate students. The freeze of the University Fee is based on a thorough analysis of future debt service requirements and available reserves for debt service payment on CHEFA bonds. Among proposed changes are the Transportation fee, Tier II fees and housing and food services. The housing fee is campus specific based on the market analysis and demand within each area. The Food Service fee is also campus specific influenced by future contract negotiations or increased food costs.

Below is a summary of proposed changes to Tier II fee requests received from each university:

Central Connecticut State University:

The tuition and fee proposal for FY22 reflects a reduction to food service plan of \$542 or 2.1% decrease cost for all students that participate in the plan. Due to the COVID 19 pandemic, CCSU eliminated all online fees, normally charged as \$50 per online course and charged part-time online students the same registration fee as part-time on-ground students (\$58/UG & \$65/GR). Beginning with July 1st, 2021, the eLearning Fee at \$50 per course charged to full-time and part-time students prior to COVID-19 will be permanently eliminated and replaced with per-term registration fee of \$58 for undergraduate students and \$65 for graduate and doctoral program students. In addition, the FY21 approved increase in Orientation Fee from \$125 to \$150 was not implemented and remains unchanged for FY22. CCSU will also begin to charge \$40 per term for the UPASS, as discussed under Community Colleges.

Eastern Connecticut State University:

FY22 reflects no changes to tuition and mandatory fees or housing and food services, all remain at FY21 level across the entire student population. In addition, ECSU proposed the discontinuation of the \$25 fee for eLearning Incomplete /Access. All other Tier II Fees remain at the FY 21 levels.

Southern Connecticut State University:

The tuition and mandatory fees proposal for FY2022 reflects zero increase for all in-state undergraduate/graduate commuting students and for residential students.

Beginning with Fall 2021, Southern proposes changes to Tier II fees by implementing a number of six new fees and a change to Math Emporium Lab Fee, as follows:

- 1) edTPA fee of \$300 per occurrence for Student Teaching, edTPA represents a performance-based portfolio assessment that is required by the State of Connecticut for all teacher preparation programs. This assessment is required during student teaching, and is submitted to Pearson, the vendor. Currently, students pay this fee out of pocket during their last semester in the program. Adding this fee to the student teaching course, allow students to have it considered for inclusion in their financial aid package or other financial plans.
- 2) CMD Graduate Program fee one-time fee of \$130 for full-time and \$15 for part-time graduate students who are registered for any 500 or 600 level CMD courses. Department of Communication Disorders already requires graduate students to purchase all of the items included in this program fee proposal. Currently, students make these purchases on their own which is not the most cost effective or efficient way to ensure this program requirement is met. Required program items include: 1) safety training necessary for their clinical practicum experiences, 2) access to simulation software licenses to participate in clinical simulation to enhance their clinical training, and 3) access to

electronic health records system which has a per student cost associated with it. Bundling these expenses into a program fee will allow the department to manage the purchases of equipment and licenses at the department level where we can secure better pricing structures for the student. This will ensure timely and accurate purchase of necessary programs and licenses to be successful in our robust clinical training program.

- 3) NSCA Certification Test Fee (National Strength Conditioning Association) one-time lab fee of \$340 for full-time students enrolled in HMS 455 Conditioning for Strength & Human Performance II course. This lab fee will allow SCSU to build the National Strength & Conditioning Association Certified Strength & Conditioning Specialist (NSCA-CSCS) certification exam into the course for students in the HMS 455 course; conditioning for strength & human performance. HMS 455 is a required course in the sport science concentration of the Exercise and Sport Science degree program. The fee per student (\$340) is a considerable 28.5% discount from the non-member fee of \$475. This certification is required for most professionals who are employed as strength & conditioning coaches in the private or public sector. Making this student required fee a program fee may qualify Financial Aid overage.
- 4) HMS 571 Lab Equipment and Supplies Fee one-time lab fee of \$53 for full-time students enrolled in HMS 571 Methods and Procedures of Physical Fitness Testing course. Students currently purchase their own blood pressure cuffs and stethoscopes for sanitary reasons, and so they can practice outside of lab sessions and/or during virtual class sessions. Students will use this professional equipment throughout their career, following completion of this course. This fee will allow us to purchase equipment in bulk at a cost savings for the student. Additionally, students may qualify for financial aid if this is a course fee. This course fee will also cover the cost of consumable lab supplies (EKG electrodes, BodPod tubes and filters) for use during class demonstrations with these students.
- 5) ACSM-EP Exam & Equipment Fee one-time fee of \$207 for full-time students enrolled in HMS 488 – Exercise Testing & Prescription course. This lab fee will allow SCSU to offer the American College of Sports Medicine-Certified Exercise Physiologist Exam (ACSM-EP) to students in the HMS 488 course: exercise testing & prescription. The fee per student (\$167.40) is discounted 40% when offered to students in this manner because this degree is a CoAES-accredited program. This certification is the most reputable and one of the most sought credentials by employers in the clinical, allied health profession who are looking at potential post-baccalaureate employees. Preparation for the exam is included in the course curriculum. Students currently purchase their own blood pressure cuffs and stethoscopes for sanitary reasons, and so they can practice outside of lab sessions and/or during virtual class sessions. Students will use this professional equipment throughout their career, following completion of this course. This fee will allow SCSU to purchase equipment in bulk at a cost savings for the student. Additionally, students may qualify for financial aid if this is a course This course fee will also cover the cost of consumable lab supplies (EKG electrodes, BodPod tubes and filters) for use during class demonstrations with these students. Making this a program fee will qualify it for possible financial aid coverage.

- 6) SCSU will also begin to charge \$40 per term for the UPASS, as discussed under Community Colleges.
- 7) Physical Activity Equipment Fee— one-time fee of \$60 for full-time students and \$20 per credit for part-time students enrolled in HMS 581 Physical Activity Programming & Evaluation course. Currently, students must pay for their own accelerometer for use during this course. Because high quality accelerometers would be cost prohibitive for individual student purchase, the current accelerometer quality is moderate. This lab fee for HMS 581 will allow the program to purchase very high quality accelerometers and loan them to students for the full semester while class is in session. The fee will cover the cost of maintenance, replacement and software updates for the high quality accelerometers, which measures activity levels. This will give students the opportunity to get hands on experience measuring and assessing physical activity objectively, with a high quality item that is similar to what they will use in their professional career. This hands-on experience is instrumental to the course and the MS Physical Activity & Chronic Disease program. It is possible that this lab fee will qualify for financial aid for students.
- 8) Southern proposed an increase to Tier II fee Math Emporium Lab fee from \$50 to \$131 for all full-time and part-time students enrolled in MAT 100P course.

Western Connecticut State University:

For FY22, the only change is the \$50 online fee. It is now a per semester charge instead of a per course charge.

WCSU will also begin to charge \$40 per term for the UPASS, as discussed under Community Colleges.

Charter Oak State College

The tuition and fee recommendation for Charter Oak State College also reflects a system-wide focus on access and affordability. Charter Oak has significantly turned around its financial position in recent years, and has weathered the pandemic with only a small deficit projected for FY 2021. This financial strength allows the college to recommend a second year of tuition freeze. This will strengthen Charter Oak's competitive position with other on-line institutions, and will be used as a feature of the school's ongoing marketing efforts.

Finance and Infrastructure Committee 03/10/21 Board of Regents 03/25/21

SYSTEMWIDE AVERAGE

FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

					S'	YSTEMWIDE A	VERAGE					
	U	ndergraduate			Und	ergraduate Ou	ıt-of-State		Und	ergraduate NE	Regional	
	Actual	Proposed	FY22 v	s. FY21	Actual	Proposed	FY22 vs	. FY21	Actual	Proposed	FY22 v	s. FY21
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition	6,162	6,162	0	0.0%	18,436	18,436	0	0.0%	9,244	9,244	0	0.0
University General Fee	4,517	4,517	0	0.0%	4,517	4,517	0	0.0%	4,517	4,517	0	0.0
University Fee	946	946	0	0.0%	2,076	2,076	0	0.0%	946	946	0	0.0
Student Activity Fee	178	178	0	0.0%	178	178	0	0.0%	178	178	0	0.0
Media Fee	15	15	0	0.0%	15	15	0	0.0%	15	15	0	
Subtotal	11,818	11,818	0	0.0%	25,222	25,222	0	0.0%	14,900	14,900	0	
Transportation Fee (\$20 per semester)	30	60	30		30	60	30	100.0%	30	60	30	
Total - Commuting Student	11,848	11,878	30	0.3%	25,252	25,282	0	0.0%	14,930	14,960	0	
•												
Housing (Double)	7,691	7,691	0	0.0%	7,691	7,691	0	0.0%	7,691	7,691	0	0.0
Food Service	5,948	5,812	-136	-2.3%	5,948	5,812	-136	-2.3%	5,948	5,812	-136	-2.3
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0
Total Tuition and Fees	25,532	25,426	-106	-0.4%	38,936	38,830	-136	-0.3%	28,614	28,508	-136	-0.5
Tuition Part Time (Per Credit Hour)	257	257	0	0.0%	257	257	0	0.0%	257	257	0	0.0
General University Fee (Per Credit Hour)	323	323	0	0.0%	326	326	0	0.0%	326	326	0	0.0
Extension Fee (Per Credit Hour)	579	579	0	0.0%	583	583	0	0.0%	583	583	0	0.0
Registration Fee (Per Semester)	53	53	0	0.0%	53	53	0	0.0%	53	53	0	0.0
Transportation Fee (\$20 per semester)	15	30		100.0%	15	30	15	100.0%	15	30	15	100.0
Student Activity Fee	3	3	0	0.0%	3	3	0	0.0%	3	3	0	0.0
		Graduate In-S	State			YSTEMWIDE A' Graduate Out-o			· ·	Graduate NE Re	gional	
	Actual	Proposed	FY22 v	FY21	Actual	Proposed	FY22 vs	FY21	Actual	Proposed	FY22 v	s FY21
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
				0.004	40.760	40.700		0.004	44.540	44.540	•	
Tuition	7,674	7,674	0	0.0%	19,768	19,768	0	0.0%	11,512	11,512	0	
University General Fee	4,517	4,517	0	0.0%	4,517	4,517	0	0.0%	4,517	4,517	0	0.0
University Fee	946	946	0	0.0%	2,076	2,076	0	0.0%	946	946	0	0.0
Student Activity Fee	132	132	0	0.0%	132	132	0	0.0%	132	132	0	0.0
Total Commuting Student	13,269	13,269	0	0.0%	26,493	26,493	0	0.0%	17,107	17,107	0	0.0
Housing (Double)	7,691	7,691	0	0.0%	7,691	7,691	0	0.0%	7,691	7,691	0	0.0
Food Service	5,948	5,812	-136	-2.3%	5,948	5,812	-136	-2.3%	5,948	5,812	-136	-2.3
Residence Hall Social Fee	45	45	0	0.0%	45	45	0	0.0%	45	45	0	0.0
Total Tuition and Fees	26,953	26,817	-136	-0.5%	40,177	40,041	-136	-0.3%	30,791	30,655	-136	-0.4
Tuition Part Time	425	425	0	0.0%	425	425	0	0.0%	425	425	0	0.0
General University Fee	273	273	0	0.0%	276	276	0	0.0%	276	276	0	0.0
Extension Fee (Per Credit Hour)	697	697	0	0.0%	701	701	0	0.0%	701	701	0	0.0
Registration Fee (Per Semester)	56	56	0	0.0%	56	56	0	0.0%	56	56	0	0.0
, ,	3	3	0	0.0%	36	3	0	0.0%	36	3	0	
Student Activity Fee	3	3	U	0.0%	3	3	U	0.0%	3	3	U	0.0

ATTACHMENT A

CONNECTICUT STATE UNIVERSITIES

Undergraduate and Graduate Tuition and Fee Increases by Commuting & Resident Student Dollar & Percent Change FY2020-21 and FY2021-22

FY 2021-22 Academic Year		CEN	TRAL				ΓERN			SOUT	HERN			WES	TERN	
	<u>Undergr</u>	<u>raduate</u>	<u>Grad</u>	<u>uate</u>	Underg	<u>raduate</u>	Grad	<u>duate</u>	Underg	<u>raduate</u>	Grad	<u>duate</u>	Underg	<u>raduate</u>	Grad	<u>luate</u>
In-State Commuting Student	\$40	0.3%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$40	0.3%	\$0	0.0%	\$40	0.3%	\$0	0.0%
In-State Resident Student	-\$502	-2.1%	-\$542	-2.1%	\$0	0.0%	\$0	0.0%	\$40	0.2%	\$0	0.0%	\$40	0.2%	\$0	0.0%
Out-of-State Commuting Student	\$40	0.2%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$40	0.2%	\$0	0.0%	\$40	0.2%	\$0	0.0%
Out-of-State Resident Student	-\$502	-1.3%	-\$542	-1.4%	\$0	0.0%	\$0	0.0%	\$40	0.1%	\$0	0.0%	\$40	0.1%	\$0	0.0%

In-State Undergraduate Cost of Attendance Schedule FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

tual 2020-21	Proposed FY 2021 22	In-State FY22 vs.	FY2021	Ur Actual	ndergraduate II Proposed	n-State FY22 vs.	FY2021	Ur Actual	ndergraduate I Proposed	n-State FY22 vs.	51/2024
		FY22 vs.	FY2021	Actual	Proposed	FY22 vs.	FY2021 I	Actual	Proposed	FV22 vc	
	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	% %
6,162	6,162	0	0.0%	6,162	6,162	0	0.0%	6,162	6,162	0	0.0%
,					,			,		-	0.0%
											0.0%
				200	200						0.0%
				12 204	12 204						0.0%
,	,			12,304	12,304			,			0.0% 100.0%
				12 304	12 304						0.3%
11,302	11,542		0.570	12,504	12,504		0.070	11,040	11,070		0.570
7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
5,542	5,000			6,164	6,164			5,948			-2.3%
44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
24,218	23,716	-502	-2.1%	26,738	26,738	0	0.0%	25,532	25,426	-106	-0.4%
257	257	0	0.0%	256	256	0	0.0%	257	257	0	0.0%
310	310	0	0.0%	322	322	0	0.0%	323	323	0	0.0%
		0		578	578	0	0.0%	579	579	0	0.0%
58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
20	40	20	100.0%			0	N/A	15	30	15	100.0%
							-	3	3		
	COLITIES				MECTERN						
U				Ur		n-State					
Actual			FY2021	Actual			FY2021				
2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%				
6 162	6 162	0	0.0%	6 162	6 162	0	0.0%				
,	,			,	,						
,				,	,						
140	140	0		199	199	0	0.0%				
30		0		133	233	0					
11,762	11,762	0	0.0%	11,741	11,741	0	0.0%				
40	80	40	100.0%	40	80	40	100.0%				
11,802	11,842	40	0.3%	11,781	11,821	40	0.3%				
7 205	7 205	0	0.0%	0 020	0 020	0	0.09/				
25,466	25,506	40	0.0%	25,702	25,742	40	0.0%				
257	257	0	0.0%	257	257	0	0.0%				
355	355	0	0.0%	303	303	0	0.0%				
612	612	0	0.0%	560	560	0	0.0%				
						_	0.00/				
55	55	0	0.0%	60	60	0	0.0%				
55 20	55 40	0 20	0.0% 100.0%	60 20 3	40 3	20 0	0.0% 100.0% 0.0%				
	4,154 946 172 28 11,462 40 11,502 7,130 5,542 44 24,218 257 310 567 58 20 Actual 2020-21 6,162 4,484 946 140 30 11,762 40 11,802 7,385 6,229 50 25,466	4,154 4,154 946 946 172 172 28 28 11,462 11,462 40 80 11,502 11,542 7,130 7,130 5,542 5,000 44 44 24,218 23,716 257 257 310 310 567 567 58 58 20 40 SOUTHER Undergraduate Actual Proposed 2020-21 FY 2021-22 6,162 6,162 4,484 4,484 946 946 140 140 30 30 11,762 11,762 40 80 11,802 11,842 7,385 7,385 6,229 6,229 50 50 25,466 25,506	4,154 4,154 0 946 946 0 172 172 0 28 28 0 11,462 11,462 0 40 80 40 11,502 11,542 40 7,130 7,130 0 5,542 5,000 -542 44 44 0 24,218 23,716 -502 257 257 0 310 310 0 567 567 0 58 58 0 20 40 20 SOUTHERN Undergraduate Instate Actual Proposed FY22 vs. 2020-21 FY 2021-22 \$ \$ 6,162 6,162 0 4,484 4,484 0 946 946 0 140 140 0 30 30 0 11,762 11,762 0 40 80 40 11,802 11,762 0 40 80 40 11,802 11,842 40 7,385 7,385 0 6,229 6,229 0 50 50 0 25,466 229 6,229 0 50 0 25,466 25,506 40 257 257 0 355 355 0	4,154 4,154 0 0.0% 946 946 0 0.0% 172 172 0 0.0% 28 28 0 0.0% 40 80 40 100.0% 11,502 11,542 40 0.3% 7,130 7,130 0 0.0% 5,542 5,000 -542 -9.8% 44 44 0 0.0% 24,218 23,716 -502 -2.1% 257 257 0 0.0% 310 310 0 0.0% 567 567 0 0.0% 58 58 0 0.0% 20 40 20 100.0% SOUTHERN 20 40 20 100.0% 567 567 0 0.0% 58 58 0 0.0% 44 44 4.0 0.0% <td< td=""><td>4,154 4,154 0 0.0% 4,996 946 946 0 0.0% 946 172 172 0 0.0% 200 28 28 0 0.0% 12,304 40 80 40 100.0% 12,304 7,130 7,130 0 0.0% 8,230 5,542 5,000 -542 -9.8% 6,164 44 44 0 0.0% 40 24,218 23,716 -502 -2.1% 26,738 257 257 0 0.0% 322 567 567 567 0 0.0% 322 58 58 0 0.0% 40 20 40 20 100.0% 40 2020-21 FY 2021-22 \$ % FY 2020-21 6,162 6,162 0 0.0% 4,434 946 946 0 0.0% 946</td><td> A,154</td><td> A,154</td><td> 4,154</td><td> 4,154</td><td>4,154 4,154 0 0.0% 4,996 4,996 0 0.0% 4,517 4,517 946 946 0 0.0% 946 946 0 0.0% 946 946 172 172 0 0.0% 200 200 0 0.0% 178 178 28 28 0 0.0% 12,304 12,304 0 0.0% 11,515 15 11,462 0.0% 40 100.0% 12,304 0 0.0% 11,818 11,818 11,818 11,818 11,878 7,130 7,130 0 0.0% 8,230 8,230 0 0.0% 7,691 7,691 7,691 5,542 5,000 -542 -9.8% 6,164 6,164 0 0.0% 5,948 5,812 4,5 4,2 4,218 23,716 -502 -2.1% 26,738 26,738 0 0.0% 257 257 310 310 0</td><td>4,154 4,154 0 0.0% 4,996 4,996 0 0.0% 346 946 0 0.0% 946 0 0.0% 946 0 0.0% 946 0 0 0 178 178 0 0 118 178 0 0 118 178 0 0 118 118 118 0 118 118 0 0 N/A 15 15 0 0 N/A 118 11,818 11,818 0 0 N/A 30 60 30 11,502 11,542 40 0.3% 12,304 12,304 0 0.0% 11,848 11,878 30 7,130 7,130 0 0.3% 12,304 12,304 0 0.0% 7,691 7,691 0 5,542 9.8% 6,164 6,164 0 0.0% 5,948 5,812 -136 4 4 4 4 0 0.0% 4.0 4</td></td<>	4,154 4,154 0 0.0% 4,996 946 946 0 0.0% 946 172 172 0 0.0% 200 28 28 0 0.0% 12,304 40 80 40 100.0% 12,304 7,130 7,130 0 0.0% 8,230 5,542 5,000 -542 -9.8% 6,164 44 44 0 0.0% 40 24,218 23,716 -502 -2.1% 26,738 257 257 0 0.0% 322 567 567 567 0 0.0% 322 58 58 0 0.0% 40 20 40 20 100.0% 40 2020-21 FY 2021-22 \$ % FY 2020-21 6,162 6,162 0 0.0% 4,434 946 946 0 0.0% 946	A,154	A,154	4,154	4,154	4,154 4,154 0 0.0% 4,996 4,996 0 0.0% 4,517 4,517 946 946 0 0.0% 946 946 0 0.0% 946 946 172 172 0 0.0% 200 200 0 0.0% 178 178 28 28 0 0.0% 12,304 12,304 0 0.0% 11,515 15 11,462 0.0% 40 100.0% 12,304 0 0.0% 11,818 11,818 11,818 11,818 11,878 7,130 7,130 0 0.0% 8,230 8,230 0 0.0% 7,691 7,691 7,691 5,542 5,000 -542 -9.8% 6,164 6,164 0 0.0% 5,948 5,812 4,5 4,2 4,218 23,716 -502 -2.1% 26,738 26,738 0 0.0% 257 257 310 310 0	4,154 4,154 0 0.0% 4,996 4,996 0 0.0% 346 946 0 0.0% 946 0 0.0% 946 0 0.0% 946 0 0 0 178 178 0 0 118 178 0 0 118 178 0 0 118 118 118 0 118 118 0 0 N/A 15 15 0 0 N/A 118 11,818 11,818 0 0 N/A 30 60 30 11,502 11,542 40 0.3% 12,304 12,304 0 0.0% 11,848 11,878 30 7,130 7,130 0 0.3% 12,304 12,304 0 0.0% 7,691 7,691 0 5,542 9.8% 6,164 6,164 0 0.0% 5,948 5,812 -136 4 4 4 4 0 0.0% 4.0 4

Out-of-State Undergraduate Cost of Attendance Schedule FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

		CENTRAL				EASTERN			SY	STEMWIDE A	VERAGE	
	Und	ergraduate Ou	t-of-State		Und	ergraduate Ou	t-of-State		Und	ergraduate O	ut-of-State	
	Actual	Proposed	FY22 vs	s. FY21	Actual	Proposed	FY22 vs	. FY21	Actual	Proposed	FY22 vs	s. FY21
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition	18,436	18,436	0	0.0%	18,436	18,436	0	0.0%	18,436	18,436	0	0.0%
University General Fee	4,154	4,154	0	0.0%	4,996	4,996	0	0.0%	4,517	4,517	0	0.0%
University Fee	2,076	2,076	0	0.0%	2,076	2,076	0	0.0%	2,076	2,076	0	0.0%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%			0	N/A	15	15	0	0.0%
Subtotal	24,866	24,866	0	0.0%	25,708	25,708	0	0.0%	25,222	25,222	0	0.0%
Transportation Fee (\$40 per semester)	40	80	40	100.0%			0	N/A	30	60	30	100.0%
Total - Commuting Student	24,906	24,946	40	0.2%	25,708	25,708	0	0.0%	25,252	25,282	30	0.1%
Housing (Double)	7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
Food Service	5,542	5,000	-542	-9.8%	6,164	6,164	0	0.0%	5,948	5,812	-136	-2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	37,622	37,120	-502	-1.3%	40,142	40,142	0	0.0%	38,936	38,830	-106	-0.3%
Tuition Part Time (Per Credit Hour)	257	257	0	0.0%	256	256	0	0.0%	257	257	0	0.0%
General University Fee (Per Credit Hour)	324	324	0	0.0%	322	322	0	0.0%	326	326	0	0.0%
Extension Fee (Per Credit Hour)	581	581	0	0.0%	578	578	0	0.0%	583	583	0	0.0%
Registration Fee (Per Semester)	58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
Transportation Fee (Per semester)	20	40		100.0%	40	40	0	N/A	15	30		100.0%
Student Activity Fee	20	40	20	100.070			· ·	14//1	3	3	13	100.070
Student Netwick Fee									3	3		
		SOUTHERN				WESTERN						
		ergraduate Ou				ergraduate Ou						
	Actual	Proposed	FY22 vs		Actual	Proposed	FY22 vs					
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%				
Tuition (1)	18,436	18,436	0	0.0%	18,436	18,436	0	0.0%				
University General Fee	4,484	4,484	0	0.0%	4,434	4,434	0	0.0%				
University Fee (1)	2,076	2,076	0	0.0%	2,076	2,076	0	0.0%				
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%				
Media Fee	30	30	0	0.0%			0	N/A				
Subtotal	25,166	25,166	0	0.0%	25,145	25,145	0	0.0%				
Transportation Fee (\$40 per semester)	40	80	40	100.0%	40	80	40	100.0%				
Total - Commuting Student	25,206	25,246	40	0.2%	25,185	25,225	40	0.2%				
Housing (Double)	7,385	7,385	0	0.0%	8,020	8,020	0	0.0%				
•	1	6,229	0	0.0%	5,856	5,856	0	0.0%				
Food Service	6,229	0,229	U									
Residence Hall Social Fee	6,229 50	50	0	0.0%	45	45	0	0.0%				
				0.0% 0.1%	45 39,106	45 39,146	40	0.0%				
Residence Hall Social Fee Total Tuition and Fees	50	50	0									
Residence Hall Social Fee	50 38,870	50 38,910	0 40	0.1%	39,106	39,146	40	0.1%				
Residence Hall Social Fee Total Tuition and Fees Tuition Part Time (1)	50 38,870 257	50 38,910 257	0 40 0	0.1%	<u>39,106</u> 257	39,146 257	<u>40</u> 0	0.1%				
Residence Hall Social Fee Total Tuition and Fees Tuition Part Time (1) General University Fee Extension Fee (Per Credit Hour)	50 38,870 257 355	50 38,910 257 355	0 40 0 0	0.1% 0.0% 0.0%	39,106 257 303	39,146 257 303	0 0	0.1% 0.0% 0.0%				
Residence Hall Social Fee Total Tuition and Fees Tuition Part Time (1) General University Fee	50 38,870 257 355 612	257 355 612	0 40 0 0 0	0.1% 0.0% 0.0% 0.0%	39,106 257 303 560 60	39,146 257 303 560	0 0 0	0.1% 0.0% 0.0% 0.0%				
Residence Hall Social Fee Total Tuition and Fees Tuition Part Time (1) General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester)	50 38,870 257 355 612 55	50 38,910 257 355 612 55	0 40 0 0 0 0	0.1% 0.0% 0.0% 0.0% 0.0%	39,106 257 303 560 60	39,146 257 303 560 60	0 0 0 0	0.1% 0.0% 0.0% 0.0% 0.0%				

⁽¹⁾ WCSU Undergraduate Tuition and University Fee NYS Select Counties equal to In-State rates effective FY2018.

NE Regional Undergraduate Cost of Attendance Schedule FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

		CENTRAL				EASTERN			SI	/STEMWIDE A	VERAGE	
	Und	ergraduate NE	Regional		Und	lergraduate NE				ergraduate N		
	Actual	Proposed	FY22 vs	. FY21	Actual	Proposed	FY22 vs	. FY21	Actual	Proposed		s. FY21
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition	9,244	9,244	0	0.0%	9,244	9,244	0	0.0%	9,244	9,244	0	0.0%
University General Fee	4,154	4,154	0	0.0%	4,996	4,996	0	0.0%	4,517	4,517	0	0.0%
University Fee	946	946	0	0.0%	946	946	0	0.0%	946	946	0	0.0%
Student Activity Fee	172	172	0	0.0%	200	200	0	0.0%	178	178	0	0.0%
Media Fee	28	28	0	0.0%					15_	15	0	
Subtotal	14,544	14,544	0	0.0%	15,386	15,386	0	0.0%	14,900	14,900	0	
Transportation Fee (\$40 per semester)	40	80	40	100.0%					30	60	30	
Total - Commuting Student	14,584	14,624	40	0.3%	15,386	15,386	0	0.0%	14,930	14,960	30	0.2%
Housing (Double)	7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
Food Service	5,542	5,000	-542	-9.8%	6,164	6,164	0	0.0%	5,948	5,812	-136	-2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	27,300	26,798	-502	-1.8%	29,820	29,820	0	0.0%	28,614	28,508	-106	-0.4%
					-							
Tuition Part Time (Per Credit Hour)	257	257	0	0.0%	256	256	0	0.0%	257	257	0	0.0%
General University Fee (Per Credit Hour)	324	324	0	0.0%	322	322	0	0.0%	326	326	0	0.0%
Extension Fee (Per Credit Hour)	581	581	0	0.0%	578	578	0	0.0%	583	583	0	0.0%
Registration Fee (Per Semester)	58	58	0	0.0%	40	40	0	0.0%	53	53	0	0.0%
Transportation Fee (Per semester)	20	40	20	100.0%			0	N/A	15	30	15	100.0%
Student Activity Fee									3	3		
	Und	SOUTHERN ergraduate NE			Und	WESTERN lergraduate NE						
			FY22 vs	- EV21	Actual	Proposed	FY22 vs	EV21				
	Actual FY 2020-21	Proposed FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$. F1Z1 %				
			7	,,,			, , , ,	,,,				
Tuition (1)	9,244	9,244	0	0.0%	9,244	9,244	0	0.0%				
University General Fee	4,484	4,484	0	0.0%	4,434	4,434	0	0.0%				
University Fee (1)	946	946	0	0.0%	946	946	0	0.0%				
Student Activity Fee	140	140	0	0.0%	199	199	0	0.0%				
Media Fee	30	30	0	0.0%			0	N/A				
Subtotal	14,844	14,844	0	0.0%	14,823	14,823	0	0.0%				
Transportation Fee (\$40 per semester)	40	80	40	100.0%	40	80		100.0%				
Total - Commuting Student	14,884	14,924	40	0.3%	14,863	14,903	40	0.3%				
Housing (Double)	7,385	7,385	0	0.0%	8,020	8,020	0	0.0%				
Food Service	6,229	6,229	0	0.0%	5,856	5,856	0	0.0%				
Residence Hall Social Fee	50	50	0	0.0%	5,856 45	5,856 45	0	0.0%				
Total Tuition and Fees	28,548	28,588	40	0.0%	28,784	28,824	40	0.0%				
Total Tuttoli and Lees	28,348	28,388	40	0.176	28,784	28,824	40	0.176				
Tuition Part Time (1)	257	257	0	0.0%	257	257	0	0.0%				
	355	355	0	0.0%	303	303	0	0.0%				
General University Fee					560			0.0%				
General University Fee Extension Fee (Per Credit Hour)	612	612	0	0.0%	200	560	0	0.0%				
		612 55	0	0.0%	60	60	0	0.0%				
Extension Fee (Per Credit Hour)	612											
Extension Fee (Per Credit Hour) Registration Fee (Per Semester)	612 55	55	0	0.0%	60	60	0	0.0%				

⁽¹⁾ WCSU Undergraduate Tuition and University Fee NYS Select Counties equal to In-State rates effective FY2018.

FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

		CENTRAL Graduate In-S				EASTERN Graduate In-S	tate		31	YSTEMWIDE A' Graduate In-	State	
	Actual	Proposed	FY22 vs		Actual	Proposed	FY22 vs		Actual	Proposed	FY22 vs	
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition University General Fee	7,674 4,154	7,674 4,154	0	0.0%	7,674 4,996	7,674 4,996	0 0	0.0%	7,674 4,517	7,674 4,517	0	0.0%
University Fee	946	946	0	0.0%	946	946	0	0.0%	946	946	0	0.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	12,848	12,848	0	0.0%	13,816	13,816	0	0.0%	13,269	13,269	0	0.0%
Housing (Double)	7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
Food Service	5,542	5,000	-542	-9.8%	6,164	6,164	0	0.0%	5,948	5,812	-136	-2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	25,564	25,022	-542	-2.1%	28,250	28,250	0	0.0%	26,953	26,817	-136	-0.5%
Part Time Tuition (Per Credit Hour)	424	424	0	0.0%	424	424	0	0.0%	425	425	0	0.0%
General University Fee (Per Credit Hour)	290	290	0	0.0%	236	236	0	0.0%	273	273	0	0.0%
Extension Fee (Per Credit Hour)	714	714	0	0.0%	660	660	0	0.0%	697	697	0	0.0%
Registration Fee (Per Semester)*	65	65	0	0.0%	40	40	0	0.0%	56	56	0	0.0%
Student Activity Fee Ed.D Leadership Tuition (Per Credit Hour)									3 660	3 660	0	0.0%
Ed.D Leadership Function (Fer Gredit Hour)									321	321	0	0.0%
Doctoral Program Fee PT Tuition (Per Credit Hour)	663	663	0	0.0%					773	773	0	0.0%
Doctoral Program General University Fee	316	316	0	0.0%					365	365	0	0.0%
Doctoral Program Extension Fee (Per Credit Hour)	979	979	0	0.0%					979	979	0	0.0%
d. D. Nursing Part Time (Per Credit Hour) d. D.Nursing General University Fee (Per Credit Hour)									882 414	882 414	0	0.0%
MBA Part Time Tuition (Per Credit Hour)									523	523	0	0.0%
MBA General University Fee (Per Credit Hour)									352	352	0	0.0%
MLS Part Time Tuition (Per Credit Hour)									523	523	0	0.0%
MLS General University Fee									352	352	0	0.0%
MFA - Writing Part Time Tuition (Per Credit Hour)									495	495	0	0.0%
MFA - General University Fee MS Education Program (Full-time Commuting)									216 13,253	216 13,253	0	0.0%
MS Music Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MAT Secondary Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MBA Program (Full-time)									14,642	14,642	0	0.0%
Accelerated MBA Program (Full-time Online/Hybrid) MLS Program (Full-time)									14,642 14,642	14,642 14,642	0	0.0%
MFA Art Program (Full-time)									9,750	9,750	0	0.0%
MFA Writing Program (Full-time)									8,053	8,053	0	0.0%
		SOUTHERI Graduate In-S				WESTERN Graduate In-S						
	Actual	Proposed	FY22 vs	. FY21	Actual	Proposed	FY22 vs.	FY21				
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%				
Tuition	7,674	7,674	0	0.0%	7,674	7,674	0	0.0%				
University General Fee	4,484	4,484	0	0.0%	4,434	4,434	0	0.0%				
					.,		U					
University Fee	946	946	0	0.0%	946	946	0	0.0%				
Student Activity Fee	54	54	0	0.0%	946 199	199	0	0.0%	,			
Student Activity Fee					946		0					
Student Activity Fee Total - Commuting Student	54	54	0	0.0%	946 199	199	0	0.0%				
Student Activity Fee Total - Commuting Student Housing (Double)	54 13,158	54 13,158	0	0.0%	946 199 13,253	199 13,253	0 0	0.0%				
Student Activity Fee Fotal - Commuting Student Housing (Double) Food Service Residence Hall Social Fee	7,385 6,229 50	7,385 6,229 50	0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45	199 13,253 8,020 5,856 45	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee	7,385 6,229	7,385 6,229	0 0 0 0	0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856	199 13,253 8,020 5,856	0 0 0	0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Fotal - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Fotal Tuition and Fees Part Time Tuition	54 13,158 7,385 6,229 50 26,822 426	54 13,158 7,385 6,229 50 26,822 426	0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174	199 13,253 8,020 5,856 45 27,174	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee	54 13,158 7,385 6,229 50 26,822 426 349	54 13,158 7,385 6,229 50 26,822 426 349	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216	199 13,253 8,020 5,856 45 27,174 424 216	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Fotal - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Fotal Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour)	54 13,158 7,385 6,229 50 26,822 426 349 775	54 13,158 7,385 6,229 50 26,822 426 349 775	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640	199 13,253 8,020 5,856 45 27,174 424 216 640	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester)	54 13,158 7,385 6,229 50 26,822 426 349	54 13,158 7,385 6,229 50 26,822 426 349	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60	199 13,253 8,020 5,856 45 27,174 424 216 640 60	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee	7,385 6,229 50 26,822 426 349 775 57	7,385 6,229 50 26,822 426 349 775 57	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour)	54 13,158 7,385 6,229 50 26,822 426 349 775	54 13,158 7,385 6,229 50 26,822 426 349 775	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60	199 13,253 8,020 5,856 45 27,174 424 216 640 60	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed. D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57	54 13,158 7,385 6,229 50 26,822 426 349 775 57	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Boctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57	54 13,158 7,385 6,229 50 26,822 426 349 775 57	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 882	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 416 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Fotal - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Fotal Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed. D. Leadership Part Time Tuition (Per Credit Hour) Ed. D. Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed. D. Part Time (Per Credit Hour) Nursing Ed. D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA General University Fee (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting) MS Counseling Education Program (Full-time Commuting) MAT Secondary Education Program (Full-time Commuting)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Student Activity Fee Total - Commuting Student Housing (Double) Food Service Residence Hall Social Fee Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Nursing Ed.D. Part Time (Per Credit Hour) Nursing Ed.D. General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Counseling Education Program (Full-time Commuting) MS Counseling Education Program (Full-time Commuting) MBA Program (Full-time)	7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
•	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414 523 352 523 352 523 352	54 13,158 7,385 6,229 50 26,822 426 349 775 57 662 345 882 414 523 352 523 352 523 352	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	946 199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	199 13,253 8,020 5,856 45 27,174 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				

^{*} Registration fee per semester is assessed to students in Graduate and Doctorial Programs.

Out-of-State Graduate Cost of Attendance Schedule

FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

		CENTRAL Graduate Out-o				EASTERN Graduate Out-o				STEMWIDE AV		
	Actual	Proposed	FY22 vs.		Actual	Proposed	FY22 vs.		Actual	Proposed	FY22 vs	
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition University General Fee	19,768 4,154	19,768 4,154	0	0.0%	19,768 4,996	19,768 4,996	0 0	0.0% 0.0%	19,768 4,517	19,768 4,517	0	0.0%
University Fee	2,076	2,076	0	0.0%	2,076	2,076	0	0.0%	2,076	2,076	0	0.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	26,072	26,072	0	0.0%	27,040	27,040	0	0.0%	26,493	26,493	0	0.0%
Housing (Double)	7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
Food Service Residence Hall Social Fee	5,542	5,000 44	-542 0	-9.8% 0.0%	6,164 40	6,164 40	0 0	0.0% 0.0%	5,948 45	5,812	-136 0	-2.3% 0.0%
Total Tuition and Fees	38,788	38,246	-542	-1.4%	41,474	41,474	0	0.0%	40,177	45 40,041	-136	-0.3%
Part Time Tuition (Per Credit Hour)	424	424	0	0.0%	424	424	0	0.0%	425	425	0	0.0%
General University Fee (Per Credit Hour)	304	304	0	0.0%	236	236	0	0.0%	276	276	0	0.0%
Extension Fee (Per Credit Hour)	728	728	0	0.0%	660	660	0	0.0%	701	701	0	0.0%
Registration Fee (Per Semester)*	65	65	0	0.0%	40	40	0	0.0%	56	56	0	0.0%
Student Activity Fee Ed.D Leadership Tuition (Per Credit Hour)			0	N/A					3 660	3 660	0	0.0%
Ed.D Leadership Fullon (Let Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour)									321	321	0	0.0%
Doctoral Program Fee Tuition (Per Credit Hour)	663	663	0	0.0%					773	773	0	0.0%
Doctoral Program General University Fee	316	316	0	0.0%					365	365	0	0.0%
Doctoral Program Extension Fee (Per Credit Hour)	979	979	0	0.0%					979	979	0	0.0%
Ed. D. Nursing Part Time (Per Credit Hour)									882	882	0	0.0%
Ed. D.Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour)									414 523	414 523	0	0.0% 0.0%
MBA General University Fee									352	352	0	0.0%
MLS Part Time Tuition (Per Credit Hour)									523	523	0	0.0%
MLS General University Fee									352	352	0	0.0%
MFA - Writing Part Time Tuition (Per Credit Hour)									495	495	0	0.0%
MFA - General University Fee MS Education Program (Full-time Commuting)									216 13,253	216 13,253	0	0.0%
MS Music Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MAT Secondary Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MBA Program (Full-time)									27,764	27,764	0	0.0%
Accelerated MBA Program (Full-time Online/Hybrid)									27,764	27,764	0	0.0%
MLS Program (Full-time) MFA Art Program (Full-time)									14,642 23,510	14,642 23,510	0	0.0%
MFA Writing Program (Full-time)									20,739	20,739	0	0.0%
	G	SOUTHERN Fraduate Out-o			c	WESTERN Graduate Out-o						
	Actual	Proposed	FY22 vs.	. FY21	Actual	Proposed	FY22 vs.	FY21				
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	•			
Tuition	19,768	19,768	0	0.0%	19,768	19,768	0	0.0%				
University General Fee University Fee	4,484 2,076	4,484 2,076	0	0.0% 0.0%	4,434 2,076	4,434 2,076	0 0	0.0% 0.0%				
Student Activity Fee	54	2,076 54	0	0.0%	199	199	0	0.0%				
Total - Commuting Student	26,382	26,382	0	0.0%	26,477	26,477	0	0.0%				
Housing (Double)	7,385	7,385	0	0.0%	8,020	8,020	0	0.0%				
Food Service	6,229	6,229	0	0.0%	5,856	5,856	0	0.0%				
Residence Hall Social Fee	50	50	0	0.0%	45	45	0	0.0%				
Total Tuition and Fees	40,046	40,046	0	0.0%	40,398	40,398	0	0.0%				
Part Time Tuition	426	426	0	0.0%	424	424	0	0.0%				
General University Fee Extension Fee (Per Credit Hour)	349	349 775	0	0.0%	216	216	0 0	0.0%				
Registration Fee (Per Semester)	775 57	775 57	0	0.0%	640 60	640 60	0	0.0% 0.0%				
Student Activity Fee	37	57	0	0.070	3	3	0	0.0%				
Ed.D Leadership Part Time Tuition (Per Credit Hour)	662	662	0	0.0%	658	658	0	0.0%				
Ed.D Leadership General University Fee (Per Credit Hour)	345	345	0	0.0%	297	297	0	0.0%				
Doctoral Program Part Time (Per Credit Hour)	882	882	0	0.0%								
Doctoral Program General University Fee (Per Credit Hour)	414	414	0	0.0%	882	002	0	0.0%				
Ed. D. Nursing Part Time (Per Credit Hour) Ed. D.Nursing General University Fee (Per Credit Hour)					882 414	882 414	0	0.0%				
MBA Part Time Tuition (Per Credit Hour)	523	523	0	0.0%	714	414	U	3.370				
MBA General University Fee	352	352	0	0.0%								
MLS Part Time Tuition (Per Credit Hour)	523	523	0	0.0%								
MLS General University Fee	352	352	0	0.0%			_					
MFA - Writing Part Time Tuition (Per Credit Hour)					495 216	495 216	0 0	0.0%				
MFA - General University Fee MS Education Program (Full-time Commuting)					216 13,253	216 13,253	0	0.0% 0.0%				
MS Music Education Program (Full-time Commuting)					13,253	13,253	0	0.0%				
MS Counseling Education Program (Full-time Commuting)					13,253	13,253	0	0.0%				
MAT Secondary Education Program (Full-time Commuting)					13,253	13,253	0	0.0%				
MBA Program (Full-time)	27,764	27,764	0	0.0%								

Effective July 31, 2017, students are no longer required to opt-out of the University sponsored insurance plan. Students are encourage to evaluate options available via Connecticut's health insurance exchange online at Access Health CT (Connecticut residents) or Healthcare.gov (non-Connecticut resident).

27,764

14,642

27,764

14,642

MBA Program (Full-time)

MLS Program (Full-time)

Accelerated MBA Program (Full-time Online/Hybrid)

MFA Art Program Tuition (Full-time)
MFA Writing Program Tuition (Full-time)

0 0.0%

0 0.0%

23,510 20,739

23,510

 $^{* \}quad \mbox{Registration fee per semester is assessed to students in Graduate and Doctorial Programs.} \\$

NE Regional Graduate Cost of Attendance Schedule

FY2020-21 & FY2021-22 Tuition and Fee Rates - Academic Year

	6	CENTRAL Graduate NE Re			G	EASTERN raduate NE Re				TEMWIDE AVEI aduate NE Regi		
	Actual	Proposed	FY22 vs.	. FY21	Actual	Proposed	FY22 vs.	. FY21	Actual	Proposed	FY22 vs	s. FY21
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%
Tuition	11,512	11,512	0	0.0%	11,512	11,512	0	0.0%	11,512	11,512	0	0.0%
University General Fee University Fee	4,154 946	4,154 946	0	0.0% 0.0%	4,996 946	4,996 946	0	0.0% 0.0%	4,517 946	4,517 946	0	0.0%
Student Activity Fee	74	74	0	0.0%	200	200	0	0.0%	132	132	0	0.0%
Total - Commuting Student	16,686	16,686	0	0.0%	17,654	17,654	0	0.0%	17,107	17,107	0	0.0%
Housing (Double)	7,130	7,130	0	0.0%	8,230	8,230	0	0.0%	7,691	7,691	0	0.0%
Food Service	5,542	5,000	-542	-9.8%	6,164	6,164	0	0.0%	5,948	5,812	-136	-2.3%
Residence Hall Social Fee	44	44	0	0.0%	40	40	0	0.0%	45	45	0	0.0%
Total Tuition and Fees	29,402	28,860	-542	-1.8%	32,088	32,088	0	0.0%	30,791	30,655	-136	-0.4%
Part Time Tuition (Per Credit Hour)	424	424	0	0.0%	424	424	0	0.0%	425	425	0	0.0%
General University Fee (Per Credit Hour)	304	304	0	0.0%	236	236	0	0.0%	276	276	0	0.0%
Extension Fee (Per Credit Hour)	728	728	0	0.0%	660	660	0	0.0%	701	701	0	0.0%
Registration Fee (Per Semester)*	65	65	0	0.0%	40	40	0	0.0%	56	56	0	0.0%
Student Activity Fee Ed.D Leadership Tuition (Per Credit Hour)			0	N/A					3 660	3 660	0	0.0%
Ed.D Leadership General University Fee (Per Credit Hour)									321	321	0	0.0%
Doctoral Program Fee Tuition (Per Credit Hour)	663	663	0	0.0%					773	773	0	0.0%
Doctoral Program General University Fee	316	316	0	0.0%					365	365	0	0.0%
Doctoral Program Extension Fee (Per Credit Hour)	979	979	0	0.0%					979 882	979 882	0	0.0%
Ed. D. Nursing Part Time (Per Credit Hour) Ed. D.Nursing General University Fee (Per Credit Hour)									882 414	414	0	0.0%
MBA Part Time Tuition (Per Credit Hour)									523	523	0	0.0%
MBA General University Fee									352	352	0	0.0%
MLS Part Time Tuition (Per Credit Hour)									523	523	0	0.0%
MLS General University Fee									352 495	352 495	0	0.0%
MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee									216	495 216	0	0.0%
MS Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MS Music Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MS Counseling Education Program (Full-time Commuting)									13,253	13,253	0	0.0%
MAT Secondary Education Program (Full-time Commuting) MBA Program (Full-time)									13,253	13,253 21,964	0	0.0%
Accelerated MBA Program (Full-time Online/Hybrid)									21,964 21,964	21,964	0	0.0%
MLS Program (Full-time)									14,642	14,642	0	0.0%
MFA Art Program (Full-time)									14,625	14,625	0	0.0%
MFA Writing Program (Full-time)		SOUTHERN				WESTERN			12,080	12,080	0	0.0%
	e	SOUTHERN Graduate NE Re			G	raduate NE Re						
	Actual	Proposed	FY22 vs.		Actual	Proposed	FY22 vs.					
	FY 2020-21	FY 2021-22	\$	%	FY 2020-21	FY 2021-22	\$	%				
Tuition	11,512	11,512	0	0.0%	11,512	11,512	0	0.0%				
University General Fee University Fee	4,484 946	4,484 946	0	0.0% 0.0%	4,434 946	4,434 946	0	0.0% 0.0%				
Student Activity Fee	54	54	0	0.0%	199	199	0	0.0%				
Total - Commuting Student	16,996	16,996	0	0.0%	17,091	17,091	0	0.0%				
Hausing (Dauble)	7 205	7,385										
Housing (Double) Food Service	7,385			0.00/	0.020	0.020	0	0.00/				
Residence Hall Social Fee	6 229		0	0.0%	8,020 5.856	8,020 5,856	0	0.0%				
	6,229 50	6,229 50	0 0 0	0.0% 0.0% 0.0%	8,020 5,856 45	8,020 5,856 45	0 0 0	0.0% 0.0% 0.0%				
Total Tuition and Fees		6,229	0	0.0%	5,856	5,856	0	0.0%				
Total Tuition and Fees	30,660	6,229 50 30,660	0 0 0	0.0% 0.0% 0.0%	5,856 45 31,012	5,856 45 31,012	0 0 0	0.0% 0.0% 0.0%				
	50	6,229 50	0 0	0.0% 0.0%	5,856 45	5,856 45	0 0	0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour)	30,660 426 349 775	6,229 50 30,660 426 349 775	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640	5,856 45 31,012 424 216 640	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester)	30,660 426 349	6,229 50 30,660 426 349	0 0 0	0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60	5,856 45 31,012 424 216 640 60	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee	30,660 426 349 775 57	6,229 50 30,660 426 349 775 57	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3	5,856 45 31,012 424 216 640 60 3	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour)	50 30,660 426 349 775 57	6,229 50 30,660 426 349 775 57	0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658	5,856 45 31,012 424 216 640 60 3 658	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee	30,660 426 349 775 57	6,229 50 30,660 426 349 775 57	0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3	5,856 45 31,012 424 216 640 60 3	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour)	50 30,660 426 349 775 57 662 345	6,229 50 30,660 426 349 775 57 662 345	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658	5,856 45 31,012 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882	6,229 50 30,660 426 349 775 57 662 345 882	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297	5,856 45 31,012 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297	5,856 45 31,012 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D.Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297	5,856 45 31,012 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297	5,856 45 31,012 424 216 640 60 3 658 297	0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting)	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee	50 30,660 426 349 775 57 662 345 882 414	6,229 50 30,660 426 349 775 57 662 345 882 414	0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting) MS Counseling Education Program (Full-time Commuting) MAT Secondary Education Program (Full-time Commuting)	50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523 352	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414	5,856 45 31,012 424 216 640 60 3 658 297 882 414	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting) MAT Secondary Education Program (Full-time Commuting) MBA Program (Full-time)	50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting) MAT Secondary Education Program (Full-time Commuting) MBA Program (Full-time) Accelerated MBA Program (Full-time Online/Hybrid)	50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352 523 352	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				
Total Tuition and Fees Part Time Tuition General University Fee Extension Fee (Per Credit Hour) Registration Fee (Per Semester) Student Activity Fee Ed.D Leadership Part Time Tuition (Per Credit Hour) Ed.D Leadership General University Fee (Per Credit Hour) Doctoral Program Part Time (Per Credit Hour) Doctoral Program General University Fee (Per Credit Hour) Ed. D. Nursing Part Time (Per Credit Hour) Ed. D. Nursing General University Fee (Per Credit Hour) MBA Part Time Tuition (Per Credit Hour) MBA General University Fee (Per Credit Hour) MLS Part Time Tuition (Per Credit Hour) MLS General University Fee (Per Credit Hour) MFA - Writing Part Time Tuition (Per Credit Hour) MFA - General University Fee MS Education Program (Full-time Commuting) MS Music Education Program (Full-time Commuting) MAT Secondary Education Program (Full-time Commuting) MBA Program (Full-time)	50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352	6,229 50 30,660 426 349 775 57 662 345 882 414 523 352 523 352 523 352	0 0 0 0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	5,856 45 31,012 424 216 640 60 3 658 297 882 414 495 216 13,253 13,253	0 0 0 0 0 0 0 0 0	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%				

 $^{{}^{*} \ \ \}text{Registration fee per semester is assessed to students in Graduate and Doctorial Programs}.$

TIER II FEES SCHEDULE FY2020-21, FY2021-22 Rates

((a) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	Application Fee (one time) ED. D Evaluation Fee Bad Check Penalty (per occurrence) Late Fee (per occurrence) Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester) On-campus residents	\$50 2020-21 \$50 20 50 50	2021-22 \$50 20 50	\$50 - 20 50 - 40 12	\$50 - 20 50 - 40	\$50 100 20 50 0/15	\$50 100 20 50 0/15	2020 \$	50 \$50 00 100 20 20 50 50
((a) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	ED. D Evaluation Fee Bad Check Penalty (per occurrence) Late Fee (per occurrence) Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	\$50 20 50 25 10/25	\$50 20 50	\$50 - 20 50 - 40	\$50 - 20 50 -	\$50 100 20 50	\$50 100 20 50	\$	50 \$50 00 100 20 20 50 50
((a) (1) (1) (1) (1) (1) (1) (1) (1) (1) (1	ED. D Evaluation Fee Bad Check Penalty (per occurrence) Late Fee (per occurrence) Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	20 50 25 10/25	20 50	20 50 - 40	- 20 50	100 20 50	100 20 50		00 100 20 20 50 50
(1) [1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	Bad Check Penalty (per occurrence) Late Fee (per occurrence) Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	50 25 10/25	50	50 - 40	50 -	20 50	20 50		20 20 50 50
(1) 1 (1) 1 (1) (1) (1) (1) (1) (1) (1)	Late Fee (per occurrence) Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	50 25 10/25	50	50 - 40	50 -	50	50		50 50
(1) T	Transcript Fee (per occurrence) Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	25 10/25	25	- 40	-				
[[[] [] [] [] [] [] [] [] []	Full-time Students (one-time) Part-time Students (one-time) Duplicate Diploma Fee (per occurrence) Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	10/25			40	-	0/13		0 0
1 1 (((((()	Lost ID Card Fee-Resident Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)	10/25			12	-	-		30 30 30
l (((6)	Lost ID Card Fee-Non Resident Nautilus/Fitness Center User Fee (per semester)			25	25	25	25		25 25
(6)			10/25 10/25	10 10	10 10	10/20 10/20	10/20 10/20		15 15 15 15
(6) e	Off-campus residents	-	-	- -	-	45 45	45 45	-	-
(6)	Cooperative Education Fee (per semester)	200	200	-	-	-	-	-	-
	Installment Payment Program (per Semester)	35	35	35	35	45	45		35
(5) 6	eLearning Incomplete/Access Fee eLearning Registration Fee (per course) Past Due Payment Plan Enrollment Fee (for inactive students) per semester	- 50	-	25 50	- 50	- - 50	- - 50		25 50 50
	Re-registration Fee	100	100	100	100	100	100	1	100
	Orientation Fee (Orientation Program Fee at CCSU)	125	125	150	150	150	150	_	-
. ,	First Year Experience	-	-	-	-	_	-	1	100
	Credit Card Service Fee/Convenience Fee (per transaction/\$3 min.)	2.85%	2.85%	2.85%	2.85%	2.85%	2.85%	2.8	
(4)	Over-Registration / Excess Credit Fee Undergraduate (per credit hour) Graduate (per credit hour)	567 714	567 714	578 660	578 660	612 775	612 775		50 560 10 640
S	Study Abroad Program Fee (per semester) Undergraduate Graduate	150 150	150 150	150 150	150 150	150 150	150 150		50 150 50 150
1	Nat'l Student Exchange Application Fee	-	-	150	150	-	-	-	-
9	Study Abroad Application Fee (per semester) Undergraduate Graduate	75 75	75 75	75 75	75 75	75 75	75 75		75 75 75 75
9	Study Abroad Placement Fee (per semester) Undergraduate Graduate	75 75	75 75		- -		- -	-	
(Graduate Continuing Enrollment Fee Graduate Resident (per semester) Graduate Nonresident (per semester) Part-time Matriculating (per semester)	40 40 40	40 40 40	- - -	- - -	150 150 150	150 150 150		40 40 40 40 40
(Graduate Re-entry Fee: Graduate Resident (per occurrence) Graduate Nonresident (per occurrence) Part-time (per occurrence)	50 50 50	50 50 50	- - -	- - -	- - -	- - -		50 50 50 50 50
l	Undergraduate Nursing Lab Fee Full Time (per semester) Part Time (per credit)	325 27	325 27		- -	500 50	500 50		96 396 33 33
(Graduate Nursing Lab Fee Full Time (per semester) Part Time (per credit)	-	-		- -	500 50	500 50		96 396 33 33
1	Marriage & Family Therapy Program Fee Full Time (per semester) Part Time (per credit)	- -	-		- -	150 15	150 15	-	-
١	Writing Center Fee Full Time (per semester) Part Time (per credit)	- -	- -		- -	20 10	20 10	-	-
(Graduate Business Program Fee (per semester)	125	125	-	-	-	-	-	-

TIER II FEES SCHEDULE FY2020-21, FY2021-22 Rates

			NTRAL		TERN	SOUT			WES	
	FEE DESCRIPTION		cal Year		l Year	Fisca		20	Fiscal	
		2020-21	2021-22	2020-21	2021-22	2020-21	2021-22	20	020-21	2021-22
	Nursing Ed. D. Residency Fee	-	-	-	-	1,296	1,296		1,296	1,296
	Art Studio Fee (per course)	-	-	50	50	60	60		50	50
	Biology Lab Fee (per course)	-	-	50	50	-	-		50	50
	Chemistry Lab Fee (per course)	-	-	50	50	-	-		50	50
	Earth Science Lab Fee (per course)	-	-	50	50	-	-		50	50
*	School of Ed edTPA Fee (per occurrence)						300			
	Science Lab Fee	-	-	-	-	60	60		-	-
*	CMD Graduate Program Fee Full Time (One Time) Part Time (per credit for One Course)						130 15			
*	NSCA Test & Equipment Fee (Full Time Only) One Time						340			
*	HMS 571 Lab Fee (Full Time Only) One Time						53			
*	ACSM-EP Exam Fee (Full Time Only) One Time						207			
*	Physical Activity Equipment Fee Full Time (One Time) Part Time (per credit for One Course)						60 20			
(2)	Science Engineering Technology Lab Fee (per course) (1)	40	40	-	-	-	-		-	-
*	Math Emporium Lab Fee (Full Time and Part Time per MAT 100P course)	-	-	-	-	50	131		-	-
	MATH 100/E Course Fee	-	-	-	-	-	-		120	120
	Music Lab Fee (per course)	-	-	50	50	50	50		-	-
	Applied Music Fee (max./sem.) Undergraduate (1/2 hr./1 hr. lesson) Graduate (1/2 hr./1 hr. lesson)	200/400 200/400	200/400 200/400		-	-	-		20/620 20/620	320/620 320/620
	Theater Lab Fee (per course)	-	-	50	50	-	-		-	-
	Language Lab Fee	-	-	-	-	25	25		-	-
	Physics Lab Fee (per course)	-	-	50	50	-	-		50	50
	EMT Lab Fee (per course)	-	-	-	-	75	75		-	-
	Counseling Procedures with Children Lab Fee	-	-	-	-	20	20		-	-
	Counseling Procedures Lab Fee	-	-	-	-	200	200		-	-
	Outdoor Advanture Leadership Lab Fee (per course)	-	-	-	-	30	30		-	-
	Rec & Leisure Program Fee	-	-	-	-	10	10		-	-
	Exercise Science Lab Fee (Standard First Aid & Safety per course)	-	-	-	-	40	40		-	-
	Athletic Training Clinical Course Fee (per course) Undergraduate Graduate	-	-	-	-	60 70	60 70		-	-
	EPY 600 Course Fee (per course)	_	_	_	_		- ,3		75	75
	Education /Ed Cert Fee (one time per student)	_	_	_	_	_	_		125	125
	Design Lab Fee (per designated course)	65	65	_		_				123
	Teacher Cert/Transcript Eval. Fee	- 53	- 03						- 75	- 75
	MBA Challenge Exam Fee (per occurrence)					250	250		- 73	-
	Challenge Exam Fee Challenge Exam Fee					250	230		-	-
	Full-time Students (per occurrence) Part-time Students (per occurrence) Other Students (per occurrence)	-	-		- - -	- - -	-		200 200 250	200 200 250
	Full-time Undergraduate Program Fee (per semester) Music Program	-	-	-	-	-	-		500	500
	Art Program Theatre Program Musical Theater Program		- - -	- - -	- - -	- - -	- - -		300 350 450	300 350 450

- (1) CCSU \$5 per semester within the University General Fee for FT students and \$3 per semester charge within the registration fee for PT students
- (2) Cap on lab fees will be set to \$80 per semester for students who enroll in 2 or more labs.
- (3) Change to credit card service fee rate approved on 12/13/18 per BR 18-150.
- (4) Over-Registration / Excess Credit Fee applies to credit hours in excess of 18 credit hours per semester.
 (5) CCSU beginning with July 1st, 2021, the eLearning Fee (FT & PT Students) at \$50 per course will be permanently eliminated and replaced with per term registration fee, \$58 UG, \$65 GR & DR.
- (5) WCSU beginning with July 1st, 2021, the eLearning Fee will be per semester charge instead of a per course charge.
- (6) ECSU beginning with July 1, 2021, elearning Incomplete / Access Fee eliminated.

 [7) CCSU the approved increase in Orientation Fee for FY21, from \$125 to \$150 was not implemented and remains unchanged for FY22.

CONNECTICUT STATE UNIVERSITIES ATTACHMENT A

eLearning Tuition and Fees

	CENTRAL											
			AY 202	21			AY 202	22				
	Fall	and Spi	ring	Extension Fee (per	Fall	and Spi	ring	Extension Fee				
	Tuition	GUF	Total	Credit Hour)	Tuition	GUF	Total	(per Credit Hour)				
Undergraduate	'			_				_				
In State	257	310	567	567	257	310	567	567				
Out of State *	257	324	581	581	257	324	581	581				
NE	257	324	581	581	257	324	581	581				
Graduate												
In State	424	290	714	714	424	290	714	714				
Out of State*	424	304	728	728	424	304	728	728				
NE	424	304	728	728	424	304	728	728				
Data Mining												
In State	402	308	710	710	402	308	710	710				
Out of State*	402	308	710	710	402	308	710	710				
NE	402	308	710	710	402	308	710	710				
Doctoral Program												
In State	663	316	979	979	663	316	979	979				
Out of State*	663	316	979	979	663	316	979	979				
NE	663	316	979	979	663	316	979	979				

	EASTERN												
	AY 2021						AY 202	.2					
Fall	and Spi	ring	Extension Fee		Fall	and Spi	ring	Extension Fee					
Tuition	GUF	Total	(per Credit Hour)		Tuition GU		Total	(per Credit Hour)					
256	322	578	578		256	322	578	578					
256	322	578	578		256	322	578	578					
256	322	578	578		256	322	578	578					
424	236	660	660		424	236	660	660					
424	236	660	660		424	236	660	660					
424	236	660	660		424	236	660	660					

	SOUTHERN							WESTERN								
			AY 20	21		AY 2022			AY 2021			1			.2	
	Fall	and Sp	ring	Extension Fee (per	Fall	and Spr	ing	Extension Fee	Fall and Spring		Extension Fee	Fall	and Sp	ring	Extension Fee	
	Tuition	GUF	Total	Credit Hour)	Tuition	GUF	Total	(per Credit Hour)	Tuition GUF Total		(per Credit Hour)	Tuition	GUF	Total	(per Credit Hour)	
Undergraduate	·				<u>-</u>				='				·-			
In State	257	355	612	612	257	355	612	612	257	303	560	560	257	303	560	560
Out of State	257	355	612	612	257	355	612	612	257	303	560	560	257	303	560	560
NE	257	355	612	612	257	355	612	612	257	303	560	560	257	303	560	560
Graduate																
In State	426	349	775	775	426	349	775	775	424	216	640	640	424	216	640	640
Out of State	426	349	775	775	426	349	775	775	424	216	640	640	424	216	640	640
NE	426	349	775	775	426	349	775	775	424	216	640	640	424	216	640	640

Note:

^{*} CCSU - FY21 Rates Approved on 6/4/20 to have the eLearning Rates be the same as the PT Rates for Out-Of-State Students. InState rates match PT Tuition and GUF split.

FY2021-22 Tuition, General Fees and Mandatory Usage Fees

	FY2021 Ap	proved (effective	Fall 2020)	FY2022 Proposed (effective Fall 2021)				
		College			College			
Semester Hours	Tuition	Services Fee	Total	Tuition	Services Fee	Total		
In-state								
1	\$166.00	\$88.00	\$254.00	\$166.00	\$88.00	\$254.00		
2	\$332.00	\$95.00	\$427.00	\$332.00	\$95.00	\$427.00		
3	\$498.00	\$101.00	\$599.00	\$498.00	\$101.00	\$599.00		
4	\$664.00	\$106.00	\$770.00	\$664.00	\$106.00	\$770.00		
5	\$830.00	\$125.00	\$955.00	\$830.00	\$125.00	\$955.00		
6	\$996.00	\$142.00	\$1,138.00	\$996.00	\$142.00	\$1,138.00		
7	\$1,162.00	\$160.00	\$1,322.00	\$1,162.00	\$160.00	\$1,322.00		
8	\$1,328.00	\$175.00	\$1,503.00	\$1,328.00	\$175.00	\$1,503.00		
9	\$1,494.00	\$194.00	\$1,688.00	\$1,494.00	\$194.00	\$1,688.00		
10	\$1,660.00	\$209.00	\$1,869.00	\$1,660.00	\$209.00	\$1,869.00		
11	\$1,826.00	\$227.00	\$2,053.00	\$1,826.00	\$227.00	\$2,053.00		
12 or more**	\$1,992.00	\$246.00	\$2,238.00	\$1,992.00	\$246.00	\$2,238.00		
Annual Full-time	\$3,984.00	\$492.00	\$4,476.00	\$3,984.00	\$492.00	\$4,476.00		
Out-of-State *								
1	\$498.00	\$264.00	\$762.00	\$498.00	\$264.00	\$762.00		
2	\$996.00	\$285.00	\$1,281.00	\$996.00	\$285.00	\$1,281.00		
3	\$1,494.00	\$303.00	\$1,797.00	\$1,494.00	\$303.00	\$1,797.00		
4	\$1,992.00	\$318.00	\$2,310.00	\$1,992.00	\$318.00	\$2,310.00		
5	\$2,490.00	\$375.00	\$2,865.00	\$2,490.00	\$375.00	\$2,865.00		
6	\$2,988.00	\$426.00	\$3,414.00	\$2,988.00	\$426.00	\$3,414.00		
7	\$3,486.00	\$480.00	\$3,966.00	\$3,486.00	\$480.00	\$3,966.00		
8	\$3,984.00	\$525.00	\$4,509.00	\$3,984.00	\$525.00	\$4,509.00		
9	\$4,482.00	\$582.00	\$5,064.00	\$4,482.00	\$582.00	\$5,064.00		
10	\$4,980.00	\$627.00	\$5,607.00	\$4,980.00	\$627.00	\$5,607.00		
11	\$5,478.00	\$681.00	\$6,159.00	\$5,478.00	\$681.00	\$6,159.00		
12 or more**	\$5,976.00	\$738.00	\$6,714.00	\$5,976.00	\$738.00	\$6,714.00		
Annual Full-time	\$11,952.00	\$1,476.00	\$13,428.00	\$11,952.00	\$1,476.00	\$13,428.00		
NEBHE *								
1	\$249.00	\$132.00	\$381.00	\$249.00	\$132.00	\$381.00		
2	\$498.00	\$142.50	\$640.50	\$498.00	\$142.50	\$640.50		
3	\$747.00	\$151.50	\$898.50	\$747.00	\$151.50	\$898.50		
4	\$996.00	\$159.00	\$1,155.00	\$996.00	\$159.00	\$1,155.00		
5	\$1,245.00	\$187.50	\$1,432.50	\$1,245.00	\$187.50	\$1,432.50		
6	\$1,494.00	\$213.00	\$1,707.00	\$1,494.00	\$213.00	\$1,707.00		
7	\$1,743.00	\$240.00	\$1,983.00	\$1,743.00	\$240.00	\$1,983.00		
8	\$1,992.00	\$262.50	\$2,254.50	\$1,992.00	\$262.50	\$2,254.50		
9	\$2,241.00	\$291.00	\$2,532.00	\$2,241.00	\$291.00	\$2,532.00		
10	\$2,490.00	\$313.50	\$2,803.50	\$2,490.00	\$313.50	\$2,803.50		
11	\$2,739.00	\$340.50	\$3,079.50	\$2,739.00	\$340.50	\$3,079.50		
12 or more**	\$2,988.00	\$369.00	\$3,357.00	\$2,988.00	\$369.00	\$3,357.00		
Annual Full-time	\$5,976.00	\$738.00	\$6,714.00	\$5,976.00	\$738.00	\$6,714.00		

^{*} In-state tuition and fees for neighboring States (Massachusetts, Rhode Island and New York) at the following Colleges:
Asnuntuck CC, Quinebaug Valley CC, Three Rivers CC, Norwalk CC, Northwestern CC, Housatonic CC, and Naugatuck Valley CC-Danbury Campus

^{**}Excess Credits Tuition Charge - An additional flat tuition charge of \$100 per semester shall apply when total registered credits exceed 17 for the semester.

Mandatory Usage Fees	FY21 Ap	proved
		Max per Term
Clinical Program Fee-Level 1*	\$487.00	-
Clinical Program Fee-Level 2*	\$359.00	1
Advanced Manufacturing Lab Fee (per course) *** (3)	120.00	-
Supplemental Course Fee Level 1 **	\$102.50	\$410.00
Supplemental Course Fee Level 2 ** (2)	\$205.00	\$410.00
Material Fee *** (1)	\$51.00	\$102.00

FY22 Ap	FY22 Approved				
	Max per Term				
\$487.00	-				
\$359.00	=				
120.00	-				
\$102.50	\$410.00				
\$205.00	3410.00				
\$51.00	\$102.00				

 $[\]ensuremath{^{*}}$ Per semester; not assess Material or Supplemental Course Fee

^{**} Per course; level determined by additional contact hours Level 1 = 1 to 1.5 contact hours greater than credit hours Level 2 = 2 or more contact hours greater than credit hours

^{***} Per course, where applicable

⁽¹⁾ Material Fee excludes Advanced Manufacturing and Nursing courses which have different material assessments.

⁽²⁾ Supplemental Course Fee Level 2 is maximum per course and maximum per Semester to \$410.

⁽³⁾ Advanced Manufacturing Program Fee with a per lab class fee of \$120. No max - # labs per semester can vary greatly.

		Approved (effective Fa	all 2020)		Proposed (effective Fa	all 2021)
	Extension	College	Total	Extension	College	Total
Semester Hours	Fee	Services Fee		Fee	Services Fee	
In-State						
1	\$180.00	\$88.00	\$268.00	\$180.00	\$88.00	\$268.00
2	\$360.00	\$95.00	\$455.00	\$360.00	\$95.00	\$455.00
3	\$540.00	\$101.00	\$641.00	\$540.00	\$101.00	\$641.00
4	\$720.00	\$106.00	\$826.00	\$720.00	\$106.00	\$826.00
5	\$900.00	\$125.00	\$1,025.00	\$900.00	\$125.00	\$1,025.00
6	\$1,080.00	\$142.00	\$1,222.00	\$1,080.00	\$142.00	\$1,222.00
7	\$1,260.00	\$160.00	\$1,420.00	\$1,260.00	\$160.00	\$1,420.00
8	\$1,440.00	\$175.00	\$1,615.00	\$1,440.00	\$175.00	\$1,615.00
9	\$1,620.00	\$194.00	\$1,814.00	\$1,620.00	\$194.00	\$1,814.00
10	\$1,800.00	\$209.00	\$2,009.00	\$1,800.00	\$209.00	\$2,009.00
11	\$1,980.00	\$227.00	\$2,207.00	\$1,980.00	\$227.00	\$2,207.00
12	\$2,160.00	\$246.00	\$2,406.00	\$2,160.00	\$246.00	\$2,406.00
13	\$2,340.00	\$246.00	\$2,586.00	\$2,340.00	\$246.00	\$2,586.00
14	\$2,520.00	\$246.00	\$2,766.00	\$2,520.00	\$246.00	\$2,766.00
15	\$2,700.00	\$246.00	\$2,946.00	\$2,700.00	\$246.00	\$2,946.00
etc.	\$2,700.00	\$240.00	\$2,540.00	\$2,700.00	Ç240.00	72,540.00
Out-of-State *	¢400.00	¢264.00	ć444.00	¢400.00	¢264.00	Ć444.00
1	\$180.00	\$264.00	\$444.00	\$180.00	\$264.00	\$444.00
2	\$360.00	\$285.00	\$645.00	\$360.00	\$285.00	\$645.00
3	\$540.00	\$303.00	\$843.00	\$540.00	\$303.00	\$843.00
4	\$720.00	\$318.00	\$1,038.00	\$720.00	\$318.00	\$1,038.00
5	\$900.00	\$375.00	\$1,275.00	\$900.00	\$375.00	\$1,275.00
6	\$1,080.00	\$426.00	\$1,506.00	\$1,080.00	\$426.00	\$1,506.00
7	\$1,260.00	\$480.00	\$1,740.00	\$1,260.00	\$480.00	\$1,740.00
8	\$1,440.00	\$525.00	\$1,965.00	\$1,440.00	\$525.00	\$1,965.00
9	\$1,620.00	\$582.00	\$2,202.00	\$1,620.00	\$582.00	\$2,202.00
10	\$1,800.00	\$627.00	\$2,427.00	\$1,800.00	\$627.00	\$2,427.00
11	\$1,980.00	\$681.00	\$2,661.00	\$1,980.00	\$681.00	\$2,661.00
12	\$2,160.00	\$738.00	\$2,898.00	\$2,160.00	\$738.00	\$2,898.0
13	\$2,340.00	\$738.00	\$3,078.00	\$2,340.00	\$738.00	\$3,078.0
14	\$2,520.00	\$738.00	\$3,258.00	\$2,520.00	\$738.00	\$3,258.0
15 etc.	\$2,700.00	\$738.00	\$3,438.00	\$2,700.00	\$738.00	\$3,438.00
NEBHE *						
1	\$180.00	\$132.00	\$312.00	\$180.00	\$132.00	\$312.00
2	\$360.00	\$142.50	\$502.50	\$360.00	\$142.50	\$502.50
3	\$540.00	\$151.50	\$691.50	\$540.00	\$151.50	\$691.50
4	\$720.00	\$159.00	\$879.00	\$720.00	\$159.00	\$879.00
5	\$900.00	\$187.50	\$1,087.50	\$900.00	\$187.50	\$1,087.50
6	\$1,080.00	\$213.00	\$1,293.00	\$1,080.00	\$213.00	\$1,293.00
7	\$1,260.00	\$240.00	\$1,500.00	\$1,260.00	\$240.00	\$1,500.00
8	\$1,440.00	\$262.50	\$1,702.50	\$1,440.00	\$262.50	\$1,702.50
9	\$1,620.00	\$291.00	\$1,911.00	\$1,620.00	\$291.00	\$1,911.00
10	\$1,800.00	\$313.50	\$2,113.50	\$1,800.00	\$313.50	\$2,113.50
11	\$1,980.00	\$340.50	\$2,320.50	\$1,980.00	\$340.50	\$2,320.50
12	\$2,160.00	\$369.00	\$2,529.00	\$2,160.00	\$369.00	\$2,529.00
13	\$2,340.00	\$369.00	\$2,709.00	\$2,340.00	\$369.00	\$2,709.00
14	\$2,520.00	\$369.00	\$2,889.00	\$2,520.00	\$369.00	\$2,889.00
15	\$2,700.00	\$369.00	\$3,069.00	\$2,700.00	\$369.00	\$3,069.00
etc.	+-,: 55:50	730	,-,	7-,: 55.50	7222.00	+-,5.00

^{*} In-state tuition and fees for neighboring States (Massachusetts, Rhode Island and New York) at the following Colleges:
Asnuntuck CC, Quinebaug Valley CC, Three Rivers CC, Norwalk CC, Northwestern CC, Housatonic CC, and Naugatuck Valley CC-Danbury Campus

Mandatory Usage Fees	FY21 A	oproved
		Max per Term
Clinical Program Fee-Level 1*	\$487.00	-
Clinical Program Fee-Level 2*	\$359.00	-
Advanced Manufacturing Lab Fee (per	120.00	-
Supplemental Course Fee Level 1 **	\$102.50	\$410.00
Supplemental Course Fee Level 2 ** (\$205.00	3410.00
Material Fee *** (1)	\$51.00	\$102.00

FY22 Pi	roposed
	Max per Term
\$487.00	-
\$359.00	-
120.00	-
\$102.50	\$410.00
\$205.00	3410.00
\$51.00	\$102.00

^{*} Per semester; not assess Material or Supplemental Course Fee

^{**} Per course; level determined by additional contact hours Level 1 = 1 to 1.5 contact hours greater than credit hours Level 2 = 2 or more contact hours greater than credit hours

^{***} Per course, where applicable

⁽¹⁾ Material Fee excludes Advanced Manufacturing and Nursing courses which have different material assessments.

⁽²⁾ Supplemental Course Fee Level 2 is maximum per course and maximum per Semester to \$410.

⁽³⁾ Advanced Manufacturing Program Fee with a per lab class fee of \$120. No max - # labs per semester can vary greatly.

CONNECTICUT COMMUNITY COLLEGES

FY2021-22 Student Activity and Transportation Fees

Per Semester

	FY2021 Approved					FY2022 F	Prop	oosed
College		Full-Time		Part-Time		Full-Time		Part-Time
Asnuntuck	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Capital	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Gateway	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Housatonic	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Manchester	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Middlesex	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Naugatuck Valley	\$	20.00	\$	15.00	\$	20.00	\$	15.00
Northwestern	\$	20.00	\$	15.00	\$	20.00	\$	15.00
Norwalk	\$	15.00	\$	10.00	\$	15.00	\$	10.00
Quinebaug	\$	15.00	\$	10.00	\$	15.00	\$	10.00
Three Rivers	\$	20.00	\$	10.00	\$	20.00	\$	10.00
Tunxis	\$	20.00	\$	10.00	\$	20.00	\$	10.00
					\$	230.00	\$	130.00
Transportation Fee (U_PASS Per								
Semester) (1-3)	\$	20.00	\$	20.00	\$	80.00	\$	40.00

Notes:

- (1) Transportation Fee applies to all students at Colleges except Naugatuck Valley CC and Quinebaug Valley CC.
- (2) Beginning with Fall 2019, CSCU may add additional non-credit cohorts with advance notice to DOT.
- (3) Some exclusions apply

CONNECTICUT COMMUNITY COLLEGES FY2021-22 Tier II Fees

		Effective Fall 2020 Approved <u>FY2021</u>	Effective Fall 2021 Proposed <u>FY2022</u>
	Educational Extension Fees		
	Academic Evaluation Fee	\$15.00	\$15.00
	Portfolio Assessment Fee	\$100.00	\$100.00
(1)	Proctoring fee per test	\$15/\$35	\$15/\$35
(2)	CT-CCNP Student Assessment Fee	\$82 / \$262	\$82 / \$262
(3)	Nursing Media Fee	\$247.75	\$247.75
	Auxiliary Activity Fees		
(4)	Application Fee	\$0.00	\$0.00
(4)	Program Enrollment Fee	\$0.00	\$0.00
	Late Registration Fee	\$5.00	\$5.00
	Replacement of Lost ID Card	\$10.00	\$10.00
(5)	Replacement of Lost Parking Access Card Fee	\$15.00	\$15.00
	Returned Check Fee	\$25.00	\$25.00
	Late Payment Fee	\$15.00	\$15.00
(7)	Late Drop Fee (per course)	\$0.00	\$50.00
	Installment Plan Fee	\$25.00	\$25.00
(6)	CLEP Service Fee (6)	\$15.00	\$15.00

Notes:

- (1) Proctoring fee of \$15 for CCC students and \$35 for non-CCC students
- (2) Connecticut Community College Nursing Program (CT-CCNP) Student Assessment and NCLEX-RN Preparation Fee; \$82.00 per student per semester for semesters 1-3; \$262.00 per student in semester 4. The higher fee in the final semester accounts for the cost of the NCLEX-RN Review course provided at the end of the program.
- (3) Nursing Media Fee of \$247.75 per semester represents 25% of total cost of the publisher resources is collected from students when they register for each of the four semesters of the nursing program. Based on strategic partnership with Pearson Education, Inc. and Follett, Inc., this "installment plan" will allow CCC nursing students to receive materials, including books and digital content at the beginning of the nursing program.
- (4) Beginning with Fall 2019, Application Fee and Program Enrollment Fee have been eliminated.
- (5) Capital Community College replacement of Lost Parking Access Card Fee
- (6) Authorized to a maximum amount as stated, subject to change based on CLEP fee schedule
- (7) In December 2020, the Board adopted a change to the Colleges' Refund Policy. Those changes included institution of a "Late Drop Fee" of \$75 per course, not to exceed \$200 per term. Because of limitations with our Banner financial system, this fee proposal recommends restructuring this fee to be \$50 per course, but with no limit per term.

FY22 Tuiti	on Rate & Fee Schedule	_				_			
			dopted		oposed	Annual Change			
		20	21 Rate	20	22 Rate	-	\$	%	
Tier I Und	ergraduate Tuition Rate	<u> </u>		<u> </u>		<u> </u>			
ner i ona	ergraduate ration nate	T		T		T			
<u>In</u>	<u>State</u>								
	Undergraduate Tuition per credit	\$	319	\$	319	\$	-	0.00%	
	Student Services Fee	\$	224	\$	224	\$	-	0.00%	
	Technology Fee per active semester	\$	75	\$	75	\$	-	0.00%	
Ou	ut of State								
·	Undergraduate Tuition (Nonresident) per credit	\$	419	\$	419	\$	-	0.00%	
	Student Services Fee	\$	295	\$	295	\$	-	0.00%	
	Technology Fee per active semester	\$	75	\$	75	\$	-	0.00%	
Mi	ilitary								
<u></u>	Active Duty, Guardsmen's and Drilling Reservist per Credit Fee	\$	250	\$	250	\$	-	0.00%	
Tier I Grad	duate Tuition Rate			1	1	1			
In	<u>State</u>								
	Graduate Tuition (Resident) per credit	\$	516	\$	516	\$	_	0.00%	
	Student Services Fee (billed 3 times per year)	\$	333	\$	333	\$	-	0.00%	
	Technology Fee per active semester	\$	75	\$	75	\$	-	0.00%	
_									
<u>O</u> ı	<u>ut of State</u> Graduate Tuition (Nonresident) per credit	\$	540	\$	540	ė	_	0.00%	
	Student Services Fee (billed 3 times per year)	\$	354	\$	354	\$	-	0.00%	
	Technology Fee per active semester	\$	75	\$	75	\$	-	0.00%	
		Ľ		Ľ		Ľ			
Tier II Fee		_		1		1			
Mi	iscellaneous Application Fee for Certificate or Degree Program	\$	50	\$	50	\$		0.00%	
	Undergraduate Program Deposit	\$	150	\$	150	\$	-	0.00%	
	Payment Plan Registration Fee	\$	45	\$	45	\$	-	0.00%	
	Late Registration Fee	\$	70	\$	70	\$	-	0.00%	
	Late Payment Plan Fee	\$	20	\$	20	\$	-	0.00%	
	Bad Check Fee Graduation Fee	\$	35 225	\$	35 225	\$	-	0.00%	
	Cap & Gown Fee	,	Varies	,	Varies	۶	-	0.00%	
	Rush Transcript (mailed within 48 business hours of receipt)	\$	20	\$	20	\$	-	0.00%	
	Diploma Replacement	\$	30	\$	30	\$	-	0.00%	
Co	urse Audit Fee								
	Undergraduate Resident Course Audit	\$	160	\$	160	\$	-	0.00%	
	Undergraduate Non-Resident Course Audit	\$	210	\$	210	\$	-	0.00%	
	Graduate Resident Course Audit	\$	258 270	\$ \$	258 270	\$	-	0.00%	
	Graduate Non-Resident Course Audit	,	2/0	,	2/0	۶	-	0.00%	
All	ternative Route to Certification (ARC) Early Childhood Program ARC - Non Refundable Deposit	\$	500	\$	500	\$		0.00%	
	ARC - Semester 1	\$	3,250	\$	3,250	\$	-	0.00%	
	ARC - Semester 2	\$	3,250	\$	3,250	\$	-	0.00%	
	ARC - EDTPA Credentialing	\$	300	\$	300	\$	-	0.00%	
	ARC - EDTPA Assessment Retake	\$	100	\$	100	\$	-	0.00%	
	ARC - Course Retake ARC - Key Assessment Regrade	\$	750 200	\$	750 200	\$	-	0.00%	
	ARC - Additional Observation	\$	350	\$	350	\$	-	0.00%	
Co	nnecticut Directors Credential	*		*		*			
<u>co</u>	Initial Level Credentialing	\$	107	\$	107	\$	_	0.00%	
	Standard Level Credentialing	\$	134	\$	134	\$	-	0.00%	
	Master Level Credentialing	\$	161	\$	161	\$	-	0.00%	
	Initial & Standard Level Renewal	\$	80	\$	80	\$	-	0.00%	
	Master Level Renewal	\$	107	\$	107	\$	-	0.00%	
<u>Co</u>	nnecticut Parenting Educator Credential Level 1 through Level IV	\$	100	\$	100	\$		0.00%	
	Renewal Fee	\$	75	\$	100 75	\$	-	0.00%	
Τρ	sting & Examinations	1		1		[2.3070	
16	COSC Exam (Pathways Exam)	\$	100	\$	100	\$	-	0.00%	
	CLEP Administration	\$	53	\$	53	\$	-	0.00%	
	DANTES Administration	\$	53	\$	53	\$	-	0.00%	
	Rescheduling Fee	\$	20	\$	20	\$	-	0.00%	
Ge	eneral Credit Registry	_		_		_		0.0001	
	Resident per year Non resident per year	\$	475 850	\$ \$	475 850	\$	-	0.00% 0.00%	
	Reactivate registry	\$	150	\$	150	\$	-	0.00%	
PI.	A - Connecticut Credit Assessment Program (CCAP)	*		1		[
<u>. L.</u>	Administrative Fee - Non-Profit Training Sponsor	\$	2,500	\$	2,500	\$	-	0.00%	
	Administrative Fee - for Profit Training Sponsor	\$	5,000	\$	5,000	\$	-	0.00%	
PL	A - Portfolio Program								
	Assessment Fee for Matriculated Students per course	\$	350	\$	350	\$	-	0.00%	
	Assessment Fee for Non-matriculated Students per course	\$	450	\$	450	\$	-	0.00%	
PL	A - Credential Credit Program					,		0.0007	
	Credential Evaluation for Matriculated students Credential Credit Application to Transcripting for Matriculated Students	\$	500	\$ \$	500	\$	-	0.00%	
	Credential Credit Application to Transcripting for Matriculated Students Credential Credit Application to Transcripting for Non-Matriculated Students	\$	-	\$					
Ph	armacy Refresher	*		1		1			
<u>r11</u>	Pharmacists Refresher Courses	\$	550	\$	550	\$	-	0.00%	
				<u> </u>					