CT BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM
AGENDA – REGULAR MEETING
10:00 a.m., Thursday, May 21, 2015
61 Woodland Street, Hartford, CT

1. **Call to Order**

2. **Roll Call and Declaration of Quorum**

3. **Adoption of Agenda**

4. **Executive Session**

5. **Resolution concerning Appointment of University President - WCSU** ………………*no exhibit*

6. **Faculty Advisory Committee** (*Attachment A; page 72*)

7. **Board of Regents President, Dr. Gregory W. Gray**

8. **Board of Regents Chairman, Nicholas M. Donofrio**

9. **Approval of Minutes – April 15, 2015**

10. **Consent Agenda**

Opportunity to Address the Board (limit 3 min. per speaker)
a)   Students (15 minutes)
b)   Faculty and Staff (15 minutes)

ITEM
Modification of the name and curriculum of a program in Business Office Technology leading to an Associate of Science degree at Housatonic Community College

BACKGROUND
Summary
The purpose of these changes is to make the degree more contemporary in name and focus. The name change to "Administrative Assistant" from "Executive Assistant" follows the lead of the International Association of Administrative Professionals (IAAP), the prominent trade organization in this field. The curriculum changes reflect the new roles of individuals in these positions – less keyboarding, more business-focused, and more dependent on technology. The changes also recognize that today's students enter the program with a higher level of proficiency in some skills that were previously developed in this program.

Need for the Program
Due to changes in the economy and advances in technology, the role of the administrative assistant has changed requiring the proposed modifications in this program. This is a terminal degree leading to a new position or enhanced performance in an existing role. Today's administrative assistant must be more familiar with general business and organizational concepts as well as be proficient in the use of a broader range of software tools.

Curriculum

Original Courses	Replacement Courses
BOT112 Keyboarding for Info Pro II	Elective (Business—BBG,BMK,BMG,BFN)*
BOT215 Word Processing Applications II	CSA106 Introduction to Computer Applications
Elective Business	Elective (Business—BBG,BMK,BMG,BFN)*
Elective Business	Elective (Business—BBG, BMK,BMG,BFN)*

*Choices for elective are: BMG220 Human Resource Management; BBG240 Business Ethics; BMK207 Consumer Behavior; BBG215 Global Business; BBG107 Sports Management; BBG101 Introduction to Business; BMK201 Principles of Marketing; BFN125 Principles of Banking

Students
This degree continues to be a good option for students – first time and returning -- with an interest in the office support field. As a result of these changes, students will be even better prepared for the modern office.

Faculty
Existing full time and adjunct faculty already teach the courses that will be included in the program as proposed.

Learning Resources
Suitable resources are already available to support the courses in this program which are already being offered through the Business Administration Department.

Facilities
Existing facilities already accommodate the current courses that will become part of this program under this proposal.

Fiscal Note
No additional expense will be required as a result of these proposed changes. A modest increase in enrollment in this program will lead to additional tuition.

Review of Documents:
a)   Campus Review
b)   Campus Budget and Finance
c)   Campus President
d)   Academic Council
e)   System Office

2/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Business Office Technology: Executive Assistant leading to an Associate of Science (A.S.) degree at Housatonic Community College changing the curriculum and the name to Business Office Technology: Administrative Assistant.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Modification of a program in marketing leading to an Associate of Science degree at Housatonic
Community College

BACKGROUND
Summary
Previously entitled "Customer Service/Marketing," the program's general focus has been on
retailing. This proposal changes the name of the program to "Marketing" and allows students to
take a wider variety of marketing courses to meet degree requirements.

Need for the Program
As amended, the program will prepare students for broader employment opportunities and for
further study in more areas of Marketing. For example, students could choose to focus on
marketing communications. The new program better reflects the true breadth of marketing and
will make the major more attractive and useful to students. The curriculum will also
accommodate the creation of additional courses in emerging marketing disciplines.

Curriculum

Original Courses	Replacement Courses
BMK106 Principles of Selling	Elective Business (Marketing)*
BMK123 Principles of Customer Service	Elective Business (Marketing)*
BMK205 Business to Business Marketing	Elective Business (Marketing)*
OR	
BMK241 Principles of Advertising	

*Choice of Electives: BMK106 Principles of Selling; BMK123 Principles of Customer Service;
BMK104 Principles of Retailing; BMK216 Internet Marketing; BMK241 Principles of
Advertising; BMK205 Business to Business Marketing; BMK214 International Marketing

Students
The program will prepare students for broader employment opportunities.

Faculty
Existing faculty are teaching the courses which become electives in this amended program.

Learning Resources
No additional resources are required to teach the revised curriculum.

Facilities
No additional facilities are required to teach the revised curriculum.

Fiscal Note
No additional expense. Some increase in enrollment will increase revenue.

Review of Documents:
  a)   Campus Review
  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

2/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Business Administration: Customer Service/Marketing Option" leading to a Associate of Science (A.S.) degree at Housatonic Community College changing the curriculum and the name to "Business Administration: Marketing Option".

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Modification of the curriculum in a program leading to a Certificate in "Business Office
Technology: Administrative Support Assistant" at Housatonic Community College

BACKGROUND
Summary
The purpose of the modest changes in this certificate program is to better cover skills required of
administrative assistants in today's modern offices. The revised curriculum focuses less on
keyboarding, more on general business, and more on office technology and computer
applications. It is anticipated this more contemporary focus will make the program appeal to a
wider group of students. Also, many students already have some of the basic skills that were
previously taught in the program. Removing that redundancy makes room for more valuable
course options.

Need for the Program
The role of administrative assistant has changed. Economic influences and advances in office
technology have changed the role of administrative assistants which thus require the proposed
modifications in this program. Today's administrative assistant must be more familiar with
general business and organizational concepts as well as being proficient in the use of a broader
range of software tools. This is a terminal degree leading to a new position or enhanced
performance in an existing role.

Curriculum

Original Courses	Replacement Courses
BOT*E112 Keyboarding for Info Pro II	CSA*E106 Introduction to Computer Applications
Elective Business	Elective Business (BBG, BMK, BMG, BFN)*
Elective Business	Elective Business (BBG, BMK, BMG, BFN)*

*Choices for electives are: BMG220 Human Resource Management; BBG240 Business Ethics;
BMG2078 Consumer Behavior; BBG215 Global Business; BBG107 Sports Management;
BBG101 Introduction to Business; BMG201 Principles of Marketing; BFN125 Principles of
Banking

Students
This certificate will prepare students – recent high school graduates and others returning to
school later in life – for jobs in this field. While students are encouraged to move from this
certificate to an associate's degree program, it will not always be the case. The certificate will
prepare students for entry level support positions.

Faculty
Current full time and adjunct faculty will continue to teach the program's required courses, all of
which are presently being offered.

Learning Resources
No additional resources are required to teach the revised curriculum.

Facilities
No additional facilities are required to teach the revised curriculum.

Fiscal Note
No additional expense will be required as a result of these proposed changes. A modest increase in enrollment in this program will lead to some additional tuition.

Review of Documents:
    a)   Campus Review
    b)   Campus Budget and Finance
    c)   Campus President
    d)   Academic Council
    e)   System Office

2/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education, approve modifications changing the curriculum of a program in Business Office Technology: Administrative Support Assistant leading to a Certificate at Housatonic Community College.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Modification of QVCC's Associate's Degree in Fine Arts; name change and credit reduction.

BACKGROUND
<u>Summary</u>
The AA in Fine Arts does not accurately reflect the courses the courses we are offering; Graphic Design I & II, Web Design, Illustration I, Computer Animation, Introduction to Computer Graphics, Advanced Computer Graphics, and Digital Video Editing.

A more inclusive, accurate and up to date name for the degree is **Visual Arts,** which encompass all of the courses we offer including fine arts courses (Drawing, Painting, Sculpture, Ceramics, Printmaking) the above graphics courses and photography.

Total number of credits will **reduce to 60 from the present number of 66** (see curriculum section).

<u>Need for the Program</u>
This program offers an excellent alternative in terms of duplication of the first two years (generally referred to as the foundation years) at a four-year art college or university art department. Three Rivers Community College offers a similar degree. Unnecessary duplication is avoided as courses at QVCC are different. We offer students an excellent introduction into several areas such as Illustration, Animation, Digital Video, Computer Graphics & Printmaking.

<u>Curriculum</u>
Admissions requirements (open) will remain the same. Total number of credits will **reduce to 60 from the present number of 66**. Mode of delivery will remain the same. The institution is supportive of these changes due to the fact that numerous substitutions have had to be performed at the time of graduation audit due to students not being able to fulfill the curriculum requirements of their current Option track

<u>Students</u>

PROJECTED Enrollment	First Term Year 1		First Term Year 2	
	Full Time	Part Time	Full Time	Part Time
Internal Transfers *(from other programs)*				
New Students *(first time matriculating)*	23	5	26	4
Continuing *(students progressing to credential)*	20	6	23	6
Headcount Enrollment	43	11	49	10

Faculty
Annie Joly, Program Coordinator and Associate Professor of Fine Arts
B.F.A., Rhode Island School of Design
M.F.A., Marywood University
Mark Szantyr, Professor of Fine Arts
B.F.A., M.F.A., University of Connecticut

Learning Resources
No additional resources required. Library resources remain the same.

Facilities
No change

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2	
	Full Time	Part Time	Full Time	Part Time
Tuition *(Do not include internal transfers)*	$166,238	$21,604	$189,434	$19,640
Program-Specific Fees	$15,480	$3,960	$17,640	$3,600
Other Rev. *(Annotate in text box below)*				
Total Annual Program Revenue	$207,282		$230,314	

Review of Documents:
  a)   Campus Review
  b)   Campus Budget and Finance
  c)   Campus President
  d)   Academic Council
  e)   System Office

3/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Fine Arts leading to an Associate of Arts(A.A.) degree at Quinebaug Valley Community College changing the curriculum and the name to Visual Arts.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Termination of the Child Development Associate (CDA) Certificate at Manchester Community College.

BACKGROUND
<u>Summary</u>
The CDA Certificate at MCC started in 1997 through a grant from the Hartford Foundation for Public Giving. At that time, institutions offering childcare were required to employ personnel with at least twelve college credits. The CDA program offered a directed twelve-credit certificate focused on early childhood education. This program provided an important credential for almost eighteen years. Recent changes, and upcoming changes, will require state funded early childhood education centers to employ practitioners with a minimum of an associate's degree.

<u>Need for the Program</u>
Given the above-mentioned changes to state requirements the CDA certificate no longer offers students a way to obtain work or improve their earning power.

<u>Curriculum</u>
ECE* 222   Methods and Techniques in Early Childhood Education
ECE* 103   Creative Experiences/Children
ECE* 290   Student Teaching I
ECE* 291   Student Teaching II

<u>Students</u>
Enrollment was strong during the first ten years of the certificate's existence, but has been in steady decline over the past five years. Last spring a decision was made not to accept any new students in the program. Only five students had applied and only three were eligible. Those three students were advised to enroll in the associate's degree program. All six students remaining in the program will graduate at the end of the Spring 2015 semester.

<u>Faculty</u>
Current faculty will teach exclusively in the Early Childhood Education, A.S. degree program. In the past the program coordinator taught twelve credits per academic year exclusively in the CDA certificate courses.

<u>Learning Resources</u>
CDA courses were taught in the Early Childhood Education (ECE) classroom/lab using the same equipment used in the Early Childhood Education, A.S. courses.

<u>Facilities</u>
Termination of the CDA Certificate program frees up the Early Childhood Education classroom for other courses, such as English and First Year Experience, that are traditionally run in smaller classrooms. The ECE classroom seats twenty-four students.

<u>Fiscal Note</u>
Termination of the program saves Manchester Community College approximately $32,000.00 in adjunct salaries and benefits.

<u>Review of Documents:</u>
 a) Campus Review

   All groups at the College approve of the termination of this certificate. It was proposed by the Early Childhood Education department, approved in its Academic Division and supported by both the Provost and President at MCC.
 b) Campus Budget and Finance
 c) Campus President
 d) Academic Council
 e) System Office

3/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Termination of a Program

February 26, 2015

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the program "Child Development Associate" leading to a Certificate at Manchester Community College effective July 1, 2015..

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Accreditation of the Health Information Management Bachelor of Science program at Charter Oak State College.

BACKGROUND
Summary
The Health Information Management program was licensed in 2012. Charter Oak will have students graduating from the program as early as this summer, but definitely in the fall; therefore it is necessary to have the program accredited.

Need for the Program
The program was developed in response to need determined by, and with hired a grant funds from, the Connecticut Department of Higher Education, the Department of Public Health and the Office of Workforce Competiveness. The need was reinforced by a marketing study Charter Oak had commissioned.
Currently there are 69 students in the program. Enrollment will continue to grow once the program receives its national accreditation from CAHIIM. Additionally, Charter Oak has articulation agreements in place with the various health information technology programs, coding programs, etc. at the community colleges. The field of Health Information Management is growing as all health facilities are moving to electronic health records.

Curriculum
The curriculum combines health related courses, a foundation in the sciences, a foundation in information technology, with management courses. A couple of adjustments were made to the curriculum to better align it with the community college programs and the national standards. The curriculum was developed in be in alignment with the national standards. It is 121 credits. It meets the liberal arts and general education requirements.
We have practicum agreements with Middlesex Hospital, Hartford Hospital and Yale Hospital. Additional agreement will be secured based on student need.

Students
Currently there are 69 students in the program.

Faculty
CAHIIM requires that we have one full time person with the requisite credentials as the program director and a second full time person that has some responsibilities for the program, but doesn't need to be full time in the program. Both are full time administrators with teaching responsibilities. The Director oversees the program and is responsible for the curriculum, accreditation, supervising the faculty, recommending faculty for hiring, and evaluating faculty. The Assistant Director is responsible for advising students, teaching in the program, assisting the coordinator in the management of the program. However, he has other teaching responsibilities as well. The faculty who teach in the program are all adjuncts as are all of our faculty. They all have the credentials for the courses they teach and all have gone through our standard recruitment, hiring, and evaluation process.

Learning Resources
Library and tutoring services are in place.

Fiscal Note
The program was financially solvent for this year and should continue to be solvent. Program development was paid for by the grant.

Review of Documents:
   a) Campus Review-done
   b) Campus Budget and Finance-done
   c)   Campus President-done
   d) Academic Council-done
   e) System Office-

Accreditation:
NEASC accreditation for the Health Information Management major was effective as of September, 2012. The program also went through the substantive change process with NEASC.

3/11/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education accredit a program in Health
             Information Management leading to a Bachelor of Science (B.S.) degree at Charter Oak
             State College for a period of time concurrent with institutional accreditation.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
New Program: Charter Oak State College-- Masters of Science in Organizational Effectiveness and Leadership

BACKGROUND
Summary
The M.S. in Organizational Effectiveness and Leadership is a 33 credit graduate-level, online program designed for adults working in supervisory and management level positions in the business and non-profits sectors. Because the program is online, geared to working adults, has a liberal transfer policy, and recognizes prior learning, it continues the tradition and mission of the college. In addition, it puts Charter Oak in the same league as its peer colleges.
Since this degree is at a higher level than our current degrees, Charter Oak would have to request substantive change approval from NEASC.

Need for the Program
Charter Oak has conducted a number of needs surveys of its graduates, reviewed job outlook data, and conducted a literature review, all of which confirmed the need for this degree. Employments trends in CT and nationally show professional and managerial jobs increasing and the literature shows that these jobs more and more require graduate degrees.

Curriculum
The curriculum was designed by faculty with doctorates in organizational leadership and non-profit management. It was based on an extensive review of the literature and on similar programs being offered nationally. The program is not designed to be an MBA, but instead focuses on leadership and "people" skills with embedded "hard" skills, such as accounting. The curriculum is composed of a core with two tracks—business or non-profit.

Students
The college will recruit from its own graduates and recruit nationally via online marketing. The target audience is adults who are working in supervisory or management positions in business or non-profits.

Faculty
Faculty will be hired to develop and teach the courses. All faculty will be adjunct and have a doctorate in the subject area being taught. In addition, we will look to hire faculty who have significant work experience, have taught online, and understand adult learning theory. A full time director will be hired to oversee the program, to do the initial advising, etc. Additional staff is planned in the budget as the program grows.

Learning Resources
The college will review its library data-bases to insure that it has the appropriate resources to support the program. Money has been set aside in the budget for library acquisitions, if needed.

Facilities
NA

Fiscal Note

The program is expected to be in the black in year two. Starting any new program requires upfront capital to pay for staff, course development, and marketing. All expenses that are incurred before any tuition revenue can follow. Our Business Office carefully calculated the revenue and expenses. The college has set aside money to cover the start up costs.

Review of Documents:
   a)   Campus Review--done
   b)   Campus Budget and Finance--done
   c)   Campus President--done
   d)   Academic Council--done
   e)   System Office

Accreditation:

 The program will need to be sent to NEASC for a substantive change.

4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education license a program in Organizational Effectiveness and Leadership leading to a Master of Science (M.S.) degree at Charter Oak State College for a period of three years until May 31, 2018.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Licensure of a program in Software Engineering leading to an Associate of Applied Science degree at Norwalk Community College.

BACKGROUND
Summary
The A.A.S. in Software Engineering is one of two degree programs to be offered to students in the Norwalk Early College Academy (NECA). NECA is the first Connecticut Early College Opportunity (CT-ECO) school to be opened in the state. NECA is a partnership established among Norwalk Public Schools (NPS), Norwalk Community College (NCC), and IBM that follows the 9-14 model developed by IBM and implemented initially at the Pathways to Technology (P-Tech) high school in Brooklyn, NY. In the model, IBM provides a skills assessment indicating jobs available in high demand and those skills needed to fill them.

Need for the Program
In the latest skills assessment, IBM identifies Software Development and Support as the job category in highest demand.

In addition, The CT Department of Labor has identified Computer-related fields as some of the most in-demand jobs in Connecticut. Computer-related jobs in Connecticut are projected to grow 18% from 2010 – 2020. In-demand jobs include Computer Programmers, Information Security Analysts, Web Developers, and Computer Network Architects. The DOL has identified the following as "Hot Jobs:"
Computer Systems Analyst
Software Developer, Applications
Software Developer, Systems Software
Network System Administrator
Computer System Administrator
Computer Support Specialist
Source: http://www1.ctdol.state.ct.us/lmi/projections2010/computers.asp

The CT Department of Labor has forecasted incredible growth in IT-related fields through 2020:

Occupation	% Growth 2010 - 2020
Computer Systems Analyst	19.3%
Software Developer, Applications	21.4%
Software Developer, Systems	31.7%
Database Administrator	21.4%
Network and Computer Systems Admin	20.6%
Computer Support Specialist	15.7%
Web Developer	15.8%
Information Security Analyst	15.8%
Average Growth	17.7%
All Occupations in CT	9.6%

Source: http://www1.ctdol.state.ct.us/lmi/projections.asp

The Federal Bureau of Labor projects the same trend nationwide:

Occupation	% Growth 2010 - 2020
Software Developer	30%
Network and Computer Systems Admin	28%
Computer Programmer	12%
Web Architect and Developer	22%
All Computer Occupations	22%
All Occupations	12%

Source: http://www.bls.gov/ooh

This A.A.S. degree seeks to address these needs.

Curriculum
IBM identifies the following skills needs for Software Development:

Expertise
Apply Knowledge of DB2 (a Database Management System)*
Apply Knowledge of Java & JavaScript
Apply Knowledge of Lean/Agile Principles
Apply Knowledge of Python Scripting
Apply Knowledge of XML Schema, XPath, and XSLT
Code C++**
Code HTML
Develop Code Using Eclipse (an Integrated Development Environment)*
Develop Web Applications Using CSS
Develop Web Applications Using Dojo
Develop XML Applications

*NCC replaces DB2 with Oracle and Eclipse with Netbeans.
**NCC doesn't teach C++ but, instead, teaches Java as well as other modern programming languages.

This A.A.S. degree teaches students the above skills through the following classes:

Program Core Courses
CSC 108 Introduction to Programming
CST 153 Web Development and Design I
CSC 233 Database Development I
EGR 111 Introduction to Engineering
CST 252 Web Development and Design II
CSC 111 Bioinformatics
CSC 226 Object Oriented Programming Using Java
CST 255 XML for the WWW
CST 121 Operating Systems
CSC 265 Software Engineering Methods

The Software Engineering degree supports NCC's mission by providing a solid general education as well as a thorough coverage of the topics and skills supporting the dynamic information technology field. Programmatic goals relate to the mission in the following manner:

(a) Provide students with skills needed to gain entry level or higher employment;

(b) Provide students with appropriate educational experiences that give them the written, verbal, and interpersonal skills necessary to function as a team member in the IT environment as well as transfer to higher-level institutions;

(c) Provide students with course work and experience that improves on existing skills or develops new ones; and,

(d) Work in partnership with business and industry in responding to the employment and training needs in the field of information technology.

Learning Outcomes
Upon successful completion of all major requirements, graduates will be able to:
1. Show mastery of the software engineering knowledge and skills, and professional issues necessary to begin practice as a software engineer;
2. Work as an individual and as part of a team to develop and deliver quality software artifacts;
3. Reconcile conflicting project objectives, finding acceptable compromises within limitations of cost, time, knowledge, existing systems, and organizations;
4. Design appropriate solutions in one or more application domains using software engineering approaches that integrate ethical, social, legal, and economic concerns;
5. Demonstrate an understanding of and apply current theories, models, and techniques that provide a basis for problem identification and analysis, software design, development, implementation, verification, and documentation;
6. Demonstrate an understanding and appreciation for the importance of negotiation, effective work habits, leadership, and good communication with stakeholders in a typical software development environment;
7. Learn new models, techniques, and technologies as they emerge and appreciate the necessity of such continuing professional development.

Source: Association For Computing Machinery Curricula
Recommendation http://sites.computer.org/ccse/SE2004Volume.pdf

Students
The first cohort of 87 NECA students is currently completing their first year. Recruiting for the second cohort of students is underway. The model calls for cohorts of up to 100 students per year. In addition, traditional NCC students will have the opportunity to complete the degree.

Faculty
NCC Faculty are acknowledged experts in their fields and they bring years of practical experience to the classroom. In the fast moving field of Information Technology, curriculum must be updated continually in order to provide students with the skills needed to succeed. NCC Faculty continually updates their skills so that they can teach them to students.

Learning Resources

NCC provides all of the resources necessary for the degree. The College works to promote student success through quality instruction and state-of-the-art technology.

Facilities
Norwalk Community College is ideally located to offer the program. Lower Fairfield County possesses businesses ranging from IT start-ups to industry stalwarts, all of which need skilled IT workers in all facets of IT and at all levels. The Software Engineering degree will provide area businesses with a skilled workforce. The Center for Information Technology at NCC is a state of the art facility housing numerous PC and Mac-based computer labs.

Fiscal Note
The A.A.S. degree is made up of classes already being offered by NCC. Enrollment is expected to be 100 students per year in the NECA program. Costs and revenue are yet to be determined. Existing faculty currently teach courses in the program but NECA enrollments will triple the number of students in the Computer Sciences. Additional full-time and part-time faculty will no doubt be required.

Review of Documents:
    a)   Campus Review
    b)   Campus Budget and Finance
    c)   Campus President
    d)   Academic Council
    e)   System Office

1/14/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Software Engineering leading to an Associate of Applied Science degree at Norwalk Community College for a period of three years until May 31, 2018.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Licensure of a program in Mobile Programming leading to an Associate of Applied Science degree at Norwalk Community College.

BACKGROUND
Summary
The A.A.S. in Mobile Programming is one of two degree programs to be offered to students in the Norwalk Early College Academy (NECA). NECA is the first Connecticut Early College Opportunity (CT-ECO) school to be opened in the state. NECA is a partnership established among Norwalk Public Schools (NPS), Norwalk Community College (NCC), and IBM that follows the 9-14 model developed by IBM and implemented initially at the Pathways to Technology (P-Tech) high school in Brooklyn, NY. In the model, IBM provides a skills assessment indicating jobs available in high demand and those skills needed to fill them.

Need for the Program
In the latest skills assessment, IBM identifies Software Development and Support as the job category in highest demand. In addition, IBM identifies mobile as a "strategic growth area [that] should form a foundation for all roles."

In addition, The CT Department of Labor has identified Computer-related fields as some of the most in-demand jobs in Connecticut. Computer-related jobs in Connecticut are projected to grow 18% from 2010 – 2020. In-demand jobs include Computer Programmers, Information Security Analysts, Web Developers, and Computer Network Architects. The DOL has identified the following as "Hot Jobs:"
Computer Systems Analyst
Software Developer, Applications
Software Developer, Systems Software
Network System Administrator
Computer System Administrator
Computer Support Specialist
Source: http://www1.ctdol.state.ct.us/lmi/projections2010/computers.asp

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Computer Programmer	12%
Web Architect and Developer	22%
All Computer Occupations	22%
All Occupations	12%

Source: http://www.bls.gov/ooh

This A.A.S. degree seeks to address these needs.

Curriculum
IBM identifies the following skills needs for Software Development:

Expertise
Apply Knowledge of DB2 (a Database Management System)*
Apply Knowledge of Java & JavaScript
Apply Knowledge of Lean/Agile Principles
Apply Knowledge of Python Scripting
Apply Knowledge of XML Schema, XPath, and XSLT
Code C++**
Code HTML
Develop Code Using Eclipse (an Integrated Development Environment)*
Develop Web Applications Using CSS
Develop Web Applications Using Dojo
Develop XML Applications

*NCC replaces DB2 with Oracle and Eclipse with Netbeans.
**NCC doesn't teach C++ but, instead, teaches Java as well as other modern programming languages.

This A.A.S. degree teaches students the above skills in addition to Mobile Programming through the following classes:

Program Core Courses
CSC 108 Introduction to Programming
CST 153 Web Development and Design I
CSC 233 Database Development I
EGR 111 Introduction to Engineering
CSC 262 Programming Mobile Devices I
CSC 234 Database Development II
CSC 226 Object Oriented Programming Using Java
CST 255 XML for the WWW
CSC 263 Programming Mobile Devices II

The Mobile Programming degree supports NCC's mission by providing a solid general education as well as a thorough coverage of the topics and skills supporting the dynamic information technology field. Programmatic goals relate to the mission in the following manner:

(a) Provide students with skills needed to gain entry level or higher employment;

(b) Provide students with appropriate educational experiences that give them the written, verbal, and interpersonal skills necessary to function as a team member in the IT environment as well as transfer to higher-level institutions;

(c) Provide students with course work and experience that improves on existing skills or develops new ones; and,

(d) Work in partnership with business and industry in responding to the employment and training needs in the field of information technology.

Learning Outcomes
Upon successful completion of all major requirements, graduates will be able to:
1. Demonstrate an understanding of connections between various mobile platforms and programming languages;
2. Demonstrate the ability to use an IDE (integrated development environment);
3. Demonstrate the use of OOP(object oriented programming) techniques in program design and development;
4. Demonstrate writing, compiling and executing code in Object Oriented programming languages;
5. Test programs and troubleshoot simple problems;
6. Understand relational database design methodology and be able to use database software to build, modify, and query relational databases;
7. Produce logical software solutions to problems.

Students
The first cohort of 87 NECA students is currently completing their first year. Recruiting for the second cohort of students is underway. The model calls for cohorts of up to 100 students per year. In addition, traditional NCC students will have the opportunity to complete the degree.

Faculty
NCC Faculty are acknowledged experts in their fields and they bring years of practical experience to the classroom. In the fast moving field of Information Technology, curriculum must be updated continually in order to provide students with the skills needed to succeed. NCC Faculty continually updates their skills so that they can teach them to students.

Learning Resources
NCC provides all of the resources necessary for the degree. The College works to promote student success through quality instruction and state-of-the-art technology.

Facilities
Norwalk Community College is ideally located to offer the program. Lower Fairfield County possesses businesses ranging from IT start-ups to industry stalwarts, all of which need skilled IT

workers in all facets of IT and at all levels. The Mobile Programming degree will provide area businesses with a skilled workforce. The Center for Information Technology at NCC is a state of the art facility housing numerous PC and Mac-based computer labs.

Fiscal Note
The AAS degree is made up of classes already being offered by NCC. Enrollment is expected to be 100 students per year in the NECA program. Costs and revenue are yet to be determined. Existing faculty currently teach courses in the program but NECA enrollments will triple the number of students in the Computer Sciences. Additional full-time and part-time faculty will no doubt be required.

Review of Documents:
   a)   Campus Review
   b)   Campus Budget and Finance
   c)   Campus President
   d)   Academic Council
   e)   System Office

1/14/2015 – Academic Council
4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Mobile Programming leading to an Associate of Applied Science degree at Norwalk Community College for a period of three years until May 31, 2018.

A True Copy:

_____
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM
Approval of Nomination for an Honorary Degrees

RECOMMENDED MOTION FOR FULL BOARD
RESOLVED, That the nominee for an honorary degree, as presented below, be approved 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

BACKGROUND
Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with approval of the Academic & Student Affairs Committee and confirmation of the Board of Regents. The candidate below has been recommended by the college president and approved by the Academic & Student Affairs Committee for conferral of an honorary degree at commencement.

ANALYSIS
Additional Honorary Degree Nominations for 2015 Commencement:

Institution	RECIPIENT	Commencement Date
Three Rivers Community College	Jeffrey R. Godley	May 29, 2015

Three Rivers Community College   **Jeffrey R. Godley**

Three Rivers Community College nominates for an honorary associate degree Mr. Jeffrey R. Godley. Mr. Godley practices in the area of residential and commercial real estate, banking law that includes commercial litigation and foreclosures, municipal law, and planning and zoning law. He is a graduate of Western New England College School of Law where he served as Managing Editor of the Western New England Law Review. He has authored "Defining the CIA's Intelligence Sources as an Exemption to the Freedom of Information Act - CIA v. Sims, 471 U.S. 159 (1985)", 9 Western New England Law Review 333 (1987). He has previously served as a legal research clerk for the Connecticut Judicial Department until joining Brown Jacobson in 1989.

Mr. Godley is a public member, representing the State of Connecticut, of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges. He is Legal Counsel for, and an ex officio member of the Board of Directors of The Chamber of Commerce of Eastern Connecticut, Inc. He is past President, of the Three Rivers Community College Foundation, a past member of the Executive Board of the Connecticut Rivers Council, Boy Scouts of America, and a Corporator of Chelsea Groton Bank. In 2006 Mr. Godley received the National

Distinguished Service Award from the Boy Scouts of America and in 2013 the Connecticut Rivers Council, Boy Scouts of America, presented him with their Outstanding Leadership Award.

Mr. Godley has long been active in a number of professional organizations, including the Connecticut Bar Association (Past Member House of Delegates and Board of Governors), New London County Bar Association and Mashantucket Pequot Bar Association (Treasurer). His noteworthy leadership, ability to inspire our youth and unwavering commitment to our community sends a strong message of responsibility beyond self-interest.

04/24/2015 – Academic & Student Affairs Committee
05/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nomination for an Honorary Degree

May 21, 2015

RESOLVED, That the nominee for an honorary degree for Three Rivers Community College be approved 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

A True Copy:

_____
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

Honorary Degree Nominations for 2015 Commencements:

Institution	RECIPIENT	Commencement Date
Charter Oak State College	Colin McEnroe	May 31, 2015
Eastern Connecticut State University	Chimamanda Ngozi Adichie	May 12, 2015
Gateway Community College	William E. Curran	May 21, 2015
Manchester Community College	Raymond F. "Sonny" Damato	May 28, 2015
Naugatuck Valley Community College	Samuel Gold	May 28, 2015
Norwalk Community College	Ann Stafford Mandel	May 21, 2015
Southern Connecticut State University	John Searles	May 14, 2015
Western Connecticut State University	M. Jodi Rell	May 10, 2015

Charter Oak State College   Colin McEnroe

The Charter Oak Honorary Doctorate Committee recommends Colin McEnroe as recipient of the 2015 honorary degree.

Colin McEnroe is an American columnist and radio personality. He currently hosts The Colin McEnroe Show on Connecticut Public Radio, writes for The Hartford Courant, and hosts a blog, ToWit, on the Courant's website. He is a lifelong resident of Connecticut and graduate of Yale University. He started writing newspaper columns in the 1980s and was syndicated for a while. It was also in the 1980s that he started writing for magazines. McEnroe has been a contributing editor at *Best Life* and *Men's Health* magazines and has been a heavy contributor to *Mirabella*, *Mademoiselle* and *Verge*. His writing has also appeared in *Forbes FYI*, *Cosmopolitan*, *McSweeney's*, *Family Fun* and *Metropolitan Home*. McEnroe is a weekly columnist for *The Hartford Courant*; he has been a reporter and columnist for *The Courant* for over 30 years. In addition, his columns have appeared in hundreds of newspapers across America and abroad; he occasionally contributes to the *New York Times* op-ed page.

In May 2003, his play "A Woman of a Certain Age," was produced at the Ivoryton Playhouse in CT. The musical was done in collaboration with former Courant colleagues, Steve Metcalf and Lary Bloom. In 2004, McEnroe's third book, "My Father's Footprints," published by Warner Books, won the Connecticut Book Award for best biography or memoir. In Fall 2008 he resumed his teaching duties at Trinity College in Harford with a graduate course that tracks media coverage of the 2008 election. In 2009, McEnroe moderated the Connecticut Forum for a record-setting sixth time. Since that time, he has moderated twice more. In 2013, under the auspices of the Mark Twain House, he interviewed Stephen King before an audience of more than 2500. In the 2008-2009 season, McEnroe and Edward Cumming reformatted the Hartford Symphony Orchestra's Connections series. He has performed his own spoken word pieces twice with the orchestra under Carolyn Kuan.

Colin McEnroe's accomplishments, leadership, and commitment to higher education makes him an exemplary candidate and he is highly recommended to receive the 2015 Doctor of Humane Letters honorary degree from Charter Oak State College at their May 31st graduation.

Eastern Connecticut State University   **Chimamanda Ngozi Adichie**

Eastern Connecticut State University nominates for an honorary doctorate Ms. Chimamanda Ngozi Adichie.

Ms. Adichie grew up in Nigeria and came to the United States to study at age 19. She received a bachelor's degree from Eastern Connecticut State University, summa cum laude, in 2001. In 2003, she completed a master's degree in creative writing at Johns Hopkins University and in 2008, she received a Master of Arts degree in African Studies from Yale University. Ms. Adichie was a Hodder Fellow at Princeton University during the 2005–06 academic year. In 2008 she was awarded a MacArthur Fellowship and received a 2011–12 fellowship from the Radcliffe Institute for Advanced Study at Harvard University.

Ms. Adichie is a highly successful writer of poetry and fiction. She published a collection of poems in 1997 (Decisions) and a play (For Love of Biafra) in 1998. She was shortlisted in 2002 for the Caine Prize for her short story "You in America." In 2003, her story "That Harmattan Morning" was selected as a joint winner of the BBC Short Story Awards, and she won the O. Henry Prize for "The American Embassy." She also won the David T. Wong International Short Story Prize in 2002-03, a PEN Center Award.

Ms. Adichie's first novel, "Purple Hibiscus" (2003), received wide critical acclaim; it was shortlisted for the Orange Prize for Fiction (2004) and was awarded the Commonwealth Writers' Prize for Best First Book (2005). Her second novel, "Half of a Yellow Sun," received the 2007 Orange Prize for Fiction and the Anisfield-Wolf Book Award. Half of a Yellow Sun was adapted into a film of the same title and released in 2014. Her third book, "The Thing around Your Neck" (2009), is a collection of short stories. In 2010 she was listed among the authors of The New Yorker′s "20 Under 40" Fiction Issue. Ms. Adichie's story, "Ceiling," was included in the 2011 edition of The Best American Short Stories. Her third novel, "Americanah" (2013) was selected by the New York Times as one of The 10 Best Books of 2013. In April 2014 she was named as one of 39 writers aged under 40 in the Hay Festival and Rainbow Book Club project celebrating Port Harcourt UNESCO World Book Capital 2014.

In addition to winning a number of literary awards, Ms. Adichie's TEDx on the necessity of feminism has gained more than 1.5 million YouTube views and is featured in Beyonce's single, "Flawless."

Eastern highly recommends Chimamanda Ngozi Adichie be awarded an Honorary Doctorate of Humane Letters at its May 2015 Commencement.

Gateway Community College   **William E. Curran**

Gateway Community College nominates William E. Curran for an Honorary Associates degree.

William Curran subtitles his biographical sketch, "A Totally Fulfilling Life," and those words epitomize this remarkable man's achievements and outlook. Truly, the hallmark of Bill's life has been dedication to country, community, conservation, career – and family.

During his 30 years with Halsey Associates, an investment management group, he helped investors promote private philanthropy by creating charitable foundations. Out of that grew a passion for conservation, and he worked closely with The Nature Conservancy, Maine Forestry Foundation, Forest Society of Maine and the Maine Coast Heritage Trust. During that time, two million acres of Maine's most scenic areas were preserved and conserved, with the stipulation they be managed sustainably and always open for recreation. Over one million of those acres were due to Bill's efforts alone.

Born in Birmingham, Ala., Bill attended public schools and earned Eagle Scout ranking with the Boy Scouts of America. At 16, he was admitted to Yale University, where he studied engineering, economics and business management for three semesters before entering the Navy, in which he served for eight years. He returned to Yale to complete his degree. An active reservist, he was recalled to duty during the Korean War. During that conflict, he was a full lieutenant, assigned as the Damage Control officer and Auxiliary and Repair Divisions officer, maintaining everything mechanical and electrical on the aircraft carrier U.S.S. Yorktown.

He later pursued graduate studies in finance and management at Marquette University. He worked with an equity team at Northwestern Mutual Life Insurance Company, persuading that conservative company to buy their first common stocks. He later joined with Yale University's investment office to convince an equally conservative Yale Finance Committee to purchase growth stocks, such as IBM and General Reinsurance, for the Yale endowment.

Mr. Curran continues his late wife's work at the Curran Foundation largely in Greater New Haven. He has made significant personal donations to both Gateway and the Gateway Community College Foundation, as well as to Elm Shakespeare, New Haven Symphony, Long Wharf Theatre, Common Ground and Yale-New Haven Hospital, just to name a few. At 86 years "young," Bill stays active in the community and the business world – all part of his "totally fulfilling life."

Gateway highly recommends William Curran for an Honorary Associates Degree at their May, 2015 commencement.

Manchester Community College   **Raymond F. "Sonny" Damato**

Manchester Community College requests a posthumous degree for Raymond F. (Sonny) Damato, a lifelong Manchester resident who passed away in April. Understanding that board policy states that "Ordinarily, an honorary degree will not be awarded posthumously," the president and college committee ask to receive special consideration.

Mr. Damato, throughout his lifetime, has provided much of the town infrastructure that has allowed Manchester Community College to prosper for 50 years. Through his residential and real estate holdings he provided opportunities for affordable housing for faculty, staff and students at Manchester Community College. Additionally, Mr. Damato has been a long-time philanthropic supporter of many Manchester non-profits that have become the fabric of our community.

Sonny Damato was a devoted businessman, family-man and lifelong resident of Manchester. For more than 80 years Sonny committed his life and business to improving the quality of life in Manchester. Through his business ventures he developed affordable rental units in Manchester, known today as Damato Enterprises (13 properties in total). He also volunteered his time, having served on the board of

directors for many local organizations, including the Savings Bank of Manchester (SBM), the Eastern Connecticut Health Network (ECHN) and the 8th Utilities District of Manchester.

Manchester Community College would like to honor his memory with a posthumous honorary associate degree. Without Sonny's vision and passion for the town of Manchester, the town that MCC calls home may not be what it is today. It is because of this passion and dedication that President Glickman and MCC respectfully ask this committee to recommend a posthumous degree for Sonny Damato.

Naugatuck Valley Community College   **Samuel Gold**

Naugatuck Valley Community College submits the nomination of Samuel (Sam) Gold as a recipient of an honorary associate in the arts degree.

Mr. Gold is a highly-involved member of the NVCC extended family with extensive contributions to the college and the greater Waterbury region. Sam graduated cum laude from the University of Rochester with degrees in Ecology and Architectural History. He also earned a Master's in Urban Planning from the State University of New York at Buffalo where he received the Academic Achievement Award for highest overall GPA. Sam previously served the greater Waterbury community as the Executive Director of the Council of Governments of the Central Naugatuck Valley, where he was awarded the 2013 Silver Medal Award from Valley Chamber of Commerce on the behalf of the Naugatuck River Greenway Steering Committee. Sam is currently the Executive Director of the Lower Connecticut River Valley Council of Governments and a member of the American Institute of Certified Planners

Mr. Gold has been a strong supporter and partner in the College's pursuit of sidewalks along Chase Parkway. He provided vital assistance in the planning of the NVCC Students Walk to their Future event on October 8, where he served as a guest speaker and marched alongside our students. Sam also assisted NVCC with the successful request for evening bus service in the city of Waterbury. The evening bus service initiative has proven to be a huge success not only for our students and community members, but also for local businesses and major employers in the city.

In addition, Sam has served as a member of NVCC's Regional Advisory Council, attending numerous meetings and on-campus activities in support of the College and our efforts. He has been an enthusiastic member of our Public Art Advisory Committee, whose charge is to identify potential artists for our Founders Hall renovation and campus-wide improvement project.

Naugatuck Valley CC highly recommends Mr. Samuel Gold receive an honorary associates degree at their May 28, 2015 commencement.

Norwalk Community College   **Ann Stafford Mandel**

Norwalk Community College recommends Ann Safford Mandel as a recipient of an honorary associates degree. Ms. Mandel has made significant and sustained contributions to advance the work and reputation of Norwalk Community College. Her volunteer leadership and fundraising firepower have set the standard at the Norwalk Community College Foundation and allowed NCC to take advantage of opportunities that would never have happened without her personal involvement.

Ann earned a bachelor's degree from Smith College and a master's degree in education from Fairfield University. In our local Fairfield County community, she is a founder and past chairman of the

Fairfield County's Community Foundation, has served as chairman of the Board of the Darien Library, as the scholarship chairman of the Darien Community Association and on both the town's Board of Education and Board of Finance. Mrs. Mandel is also a former First Selectman for the Town of Darien and is a lifelong Darien resident.

Ann served as a volunteer on the Board of Norwalk Community College Foundation from 2002 to 2011, which included a three year commitment as Board president. During her tenure, Ann was the driving force in private fundraising for our Campaign for Norwalk Community College; the extraordinary result was a $20 million capital campaign which matched the $20 million State of Connecticut funding to create our 55,000 square foot Center for Science, Health and Wellness (CSHW). She has continued her commitment to the success of our CSHW programs by participating in the NCC Foundation's CSHW Task Force which evaluates proposals for new programs, faculty support and equipment to maintain this state-of-the art facility.

Ann is undoubtedly one of the Norwalk Community College's most enthusiastic champions. She considers her own college experience at Smith to be one of the most influential parts of her life. She felt it opened the doors to the world and gave her the skills and confidence to try most anything. Although Ann feels that her own college experience is a debt she could never repay, through her steadfast commitment to Norwalk Community College along with her accomplishments and dedication to our local community throughout her life, she has done just that. Ann Safford Mandel is an exceptional candidate to receive an Associate of Science Honorary Degree from Norwalk Community College at their May 21, 2015 commencement.

Southern Connecticut State University   **John Searles**

Southern CSU submits the name of critically acclaimed author John Searles, '91, as the recipient of an honorary doctorate.

The first in his family to earn a university degree, Mr. Searles held down three jobs – factory worker, telemarketer, and stock boy – to finance his education at Southern. Though he had dreamed of becoming a writer since the second trade, he majored in business. But he also enrolled in several writing classes for fun and thrived under the mentorship of English Professor Vivian Shipley, a nationally known poet.

Mr. Searles has gone ont o build a successful, multi-faceted career. The bestselling author of "Boy Still Missing" and "Strange but True" (William Morrow/Harper Collins), he appears regularly as a book critic on NBC's "Today Show" and CBS's "The Early Show." He is also the editor-at-large of Cosmopolitant magazine and has had his essays published in The New York Times, The Washington Post, The Daily Beast, and other national publications. His most recent novel, "Help for the Haunted," has been named a Boston Globe Best Crime Novel of the Year, included on Entertainment Weekly's "Top Ten Must List," and is the winner of the American Library Association's Alex Award.

Mr. Searles has maintained strong ties with his alma mater and works to encourage the next generation of writers. In the early 2000s he established the Shannon Searles Prize in memory of his sister, who dies of complications from juvenile diabetes just before her high school

graduation in 1989. The prize is awarded to a fiction writer from the Connecticut State University System who is being published in The Connecticut Review.

For his literary accomplishments, his philanthropy and his efforts to inspire student writers, John Searles would be a most worthy recipient of an honorary doctorate of humane letters from SCSU at their commencement on Mary 14, 2015.

Western Connecticut State University   **M. Jodi Rell**

Western Connecticut State University highly recommends awarding an honorary doctor of humane letters to the Honorable M. Jodi Rell, a former student of our university who served as Connecticut's Governor from 2004 through 2011.

Governor Rell's career of public service began with years of engagement in civic associations such as Meals for Wheels in her hometown of Brookfield. She was elected to the first of four terms as State Representative to Connecticut's 107th District in 1984, and in 1994 became Lieutenant Governor. She assumed the Governorship ten years later when Governor John Rowland was forced to resign in the face of corruption charges. She was re-elected in 2006 to a second full term. Her service to the state was notable for its focus on ethics in politics, including the establishment of a new Ethics Commission and reforms in state campaign finance. For these efforts, she was awarded the "Clean Elections M.V.P. Award" by Common Cause, Public Campaign and Democracy Matters. Other priorities of her gubernatorial tenure include investment in childcare and transportation, enactment of the Charter Oak Health Plan, and legislation permitting civil unions for same sex couples.

As Connecticut's second female (and first Republican) Governor and as the ninth female governor in the United States, Ms. Rell served as a role model for women in government and politics. She also provided a profile in courage in successfully overcoming breast cancer and becoming an advocate for fighting the disease. For these efforts, she received the Mary Waterman Award for her "outstanding individual achievement in the search for a cure for breast cancer," as well as the 2005 CURE Award for Excellence "for significant contribution or achievement in Connecticut bioscience." In 2008, she also received the Dr. Nathan Douglas Award from the American Medical Association.

During her tenure Governor Rell was a strong supporter of public higher education in Connecticut. Evidence of that support at Western include Centennial Hall, the university's award-winning Science Building, the Westside Campus Center and Midtown Parking Garage as well as significant renovations of Fairfield and Old Main Halls. She also provided the initial approval for funding for our recently opened Visual and Performing Arts Center. She often relates the emotional affection she has for "her" university.

Governor Rell's record of public service and support for the higher education that creates Connecticut's future make her especially appropriate for an honorary degree from Western CSU at their commencement on May 10, 2015.

ITEM
Establishment of a Middle College

BACKGROUND

At the October 2014 meeting of the Board of Regents (BOR) the Regents authorized Capital Community College (CCC) to continue discussions with the Hartford Public Schools Board of Education (HPS) on the establishment of Capital Community College Magnet Academy (CCCMA).   Discussions between CCC and HPS have resulted in the attached Management Operation Agreement outlining the operational and financial terms for CCCMA. The agreement has been reviewed and approved by the System Office.

Upon approval of the agreement, Capital Community College Magnet Academy will be located and operate at Capital Community College. The middle college will be an inter-district magnet school under the Milo Sheff vs William A. O'Neill stipulation and proposed order, dated December 13, 2013.

CCCMA serves students in the eleventh and twelfth grades. The academy is designed with a theme of "Community Engaged Learning" which strives to encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community.

CCCMA is designated as an inter-district magnet Sheff School. The purpose of an inter-district magnet school is to reduce, eliminate or prevent racial, ethnic or economic isolation of public school students, while offering a high-quality curriculum that supports educational improvement. Overall, CCCMA's goal is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve personal success and to become engaged citizens for the good of the community and society at large.

4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Establishment of a Middle College

May 21, 2015

RESOLVED: That the Management Operation Agreement between the Board of Regents on behalf of Capital Community College and the Hartford Board of Education for the Capital Community College Magnet Academy be approved with the following conditions: 1) all college courses will be taught by qualified faculty under standards established by NEASC; 2) that upon Board of Regents approval, full and final payment of established facility costs for FY 2015 will be made by the end of June, 2015 by the Hartford Board of Education.

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

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Management Operation Agreement
Between
The Board of Regents Higher Education on behalf of Capital Community College
And
Hartford Board of Education
For the
Capital Community College Magnet Academy

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This Agreement is made by and between the Board of Regents for Higher Education ("BOR") on behalf of Capital Community College a constituent unit of higher education which has its offices at 950 Main Street, Hartford, CT 06103 and the Hartford Board of Education, a municipal body and State agent of the City of Hartford, Connecticut, having an address and place of business at 960 Main Street, 8th Floor Hartford, CT 06103 acting herein by Beth Schiavino-Narvaez its Superintendent.

Whereas, the specific powers and duties of the BOR are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the BOR from time to time; and

Whereas, Capital Community College (CCC), is the host of the Capital Community College Magnet Academy (CCCMA); an inter-district magnet school established under the Milo Sheff v. William A. O'Neil stipulation and proposed order, dated December 13, 2013 which in partnership with the Hartford Board of Education (HBOE) has shared overall responsibility of CCCMA; and

Whereas, the HBOE is a municipal body and State agent established pursuant to Chapter IX, Section 1 of the Charter of the City of Hartford, Connecticut; and

Whereas, CCCMA is an Early College High School serving students in the eleventh and twelfth grades located on the campus of CCC, 950 Main Street, Hartford, Connecticut 06103, and designed with a theme of "Community Engaged Learning" to encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community; and

Whereas, CCCMA is designated as an inter-district magnet Sheff school for the purpose of reducing, eliminating and preventing racial, ethnic or economic isolation of public school students, while offering a high-quality curriculum that supports educational improvement, and with a goal to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, to support students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve personal success and to become engaged citizens for the good of the community and society at large; and be it

NOW THEREFORE, consistent with the commitment of the State of Connecticut to provide high quality, diverse and unique public school educational choices to Connecticut students and to provide opportunities for its students to participate in public educational programs of choice, CCC and HBOE agree CCCMA shall be operated in accordance with this agreement as follows:

I. **Definitions**
    A. CCC shall mean Capital Community College.
    B. HBOE shall mean the Hartford Board of Education.
    C. BOR shall mean the Board of Regents for Higher Education of the Connecticut State Colleges and Universities.

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D. CCCMA shall mean Capital Community College Magnet Academy.

E. Capital Community College Magnet Academy Operation Plan is the title of a procedure and planning document required by the State Department of Education that establishes and further describes the Magnet School's theme, mission, academic and administrative operations.

F. Early College High School shall mean a high school program that bridges the gap between secondary and postsecondary education by immersing high school students into the College community, as well as provide access to college coursework for eligible students.

G. CCCMA Early College Governance Council is a body formed comprised of an HBOE designated School Governance Council formed accordance with HBOE policy and three representatives of the CCC to provide general oversight and guidance based on the Operation Plan.

H. Annual/Operation Budget is the document that lists and describes the estimated revenues and expenditures for the CCCMA school year.

I. Per-Student Revenues shall mean the per-student funds from the State Department of Education.

J. CCC Administrative/Facility Fee shall mean the per-student charge to CCCMA, for facility usage and administrative services.

K. CCC Workplace Policies in effect at CCCMA shall, to the extent that they are consistent with HBOE policy, include the following:

1. American with Disabilities Act
2. Drug-Free Workplace Policy
3. Electronic Monitoring in the Workplace
4. Equal Employment Opportunity and Affirmative Action
5. Records Retention and Disposition Policy
6. Sex Offender Registry
7. Sexual Harassment Policy
8. Tolerance on Campus – No Acts of Discrimination
9. Violence in the Workplace Policy Acknowledgment
10. Emergency and Safeties Procedures and Protocols
11. Building Closings, School Cancellation and Delay

II. **CCC and HBOE Joint Roles and Responsibilities** - Both CCC and HBOE shall be equally responsible for the following:

A. Operation Plan: Shall jointly develop and maintain the approved State Department of Education OPERATION PLAN.

B. Academic Program: In absence of a CCCMA Early College Governance Council, CCC and HBOE will retain the responsibility to ensure CCCMA functions and adheres to the academic programs and themed instructional model as outlined in the OPERATION PLAN.

   1. CCC will make available to CCCMA students college courses, after consultation with CCC enrollment staff and based on conditions of assessment, pre-requisite, content, availability and other matters of general college concern.

   2. CCC courses shall be available to CCCMA students at no cost to CCCMA, providing those classes are listed in CCC term schedule. CCC reserves the right to cancel, modify and adjust college courses at its determination. College courses held at the request of CCCMA are considered contracted courses and costs will be billed to HBOE according to CCC standard fee schedule.

C. Mission and Design: Share responsibility for the mission, design, implementation and assessment of CCCMA. These areas are generally described in the Operation Plan, incorporated herein and attached hereto as Exhibit A.

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D. Financial Management: HBOE and CCC have shared responsibility for the overall financial management of CCCMA. Certain financial responsibilities shall be handled by HBOE and CCC including but not limited to developing the annual Operation budget for CCCMA Early College Governance Council approval.

E. Collaboration: HBOE and CCC shall ensure the faculty and staff of CCCMA work in collaboration with CCC faculty and staff on all related academic issues, including, but not limited to expectations and issues related to student behavior, academic preparation for college-level work, academic advising and assessment of academic behavioral outcomes.

F. Student Policies: HBOE and CCC shall reach a shared vision for the implementation of consequences for violations of student behavior in accordance with HBOE policy which is attached and incorporated herein as Exhibit B, a series of Hartford Public School policies and regulations within the Series 5000, as delineated.

III. **HBOE Roles and Responsibilities – HBOE shall be exclusively responsible for the following:**

A. Academic Program: HBOE is responsible for the day to day operation and management of CCCMA's academic program and certain administrative functions as set forth herein, including accreditation and compliance with State Laws.
   1. HBOE shall seek to ensure the high school curriculum is designed to meet and/or exceed the standards and content of Connecticut Common Core State Standards.
   2. HBOE shall assist CCCMA staff in developing specific curriculum to meet the unique focus of CCCMA as an Early College High School as described in the Operation Plan as it may be amended from time to time.
   3. HBOE will work with CCC enrollment staff to determine appropriate College Courses to be made available to CCCMA students according to the Operation Plan.

B. Instructional Materials: HBOE shall select instructional materials (texts, audio /visual, computer software, etc.) to support the curriculum and student learning in accordance with Connecticut Statutes with approval from the CCCMA Early College Governance Council. Instructional materials may include College textbooks and supplies for purchase by CCCMA.

C. Assessment and Reporting: HBOE shall assess student progress and report aggregate results to CCC and the CCCMA Early College Governance Council. Assessment tools will include, but will not be limited to, required State and Federal instruments and those designed specifically for CCCMA's special focus.

D. Professional Development: Within the approved budget of CCCMA, HBOE shall oversee the implementation of staff training and development.

E. Student Admissions: All CCCMA applicants must participate in the annual lottery for student admission that meets legal requirements. CCCMA and Capital Community College Staff who select CCCMA for their child/children as their first choice shall have a partnership preference but they must complete and submit a Regional School Choice Office application and participate in the lottery.

F. Personnel: HBOE is responsible for staffing. CCCMA's Dean and staff shall be recruited, selected and hired, and if need be terminated in accordance with HBOE policies and procedures and Connecticut statutes and regulations.

G. Financial Management and Reporting: HBOE shall be responsible on behalf of CCCMA for the overall financial management and oversight of CCCMA as outlined herein.
   1. Payments to CCC: HBOE shall ensure that CCC receives the annual per student Administrative/Facility Fee.
   2. The Facility and Administrative Fee shall include the following services:
      a) Campus and facility safety and security
      b) Custodial services

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c) Renovations, maintenance and repair - CCC will initiate and coordinate any and all renovations, modifications and alterations to CCCMA allocated space. CCCMA shall not make any changes, renovations or repairs without CCC's explicit approval.
d) Telecommunication and information technology service
e) Provide up to 75 Chrome Books with technology support, HBOE shall be responsible for loss of this equipment
f) Utility services including electricity, heating and cooling and water
g) Campus grounds keeping services including grounds maintenance, parking and sidewalks maintenance and snow and ice removal
h) Trash removal and recycling
i) Capital Equipment (associated with Facility - furniture, fixtures, infrastructure, technology and communications)
j) Parking for staff and parents at the Morgan Street garage

3. Program-related Administrative Support: As part of the Facility and Administrative Fee, CCC shall provide and support the CCCMA program, with the following services:
a) Access to College library
b) Access to Academic Success Center
c) Participation in Athletic and student activities
d) Copy of academic documents
e) Parking
f) Dedicated copy machine

4. Other Administrative Support: CCC will provide, at CCCMA's expense, business office and clerical administrative support, including but not limited to:

a) Operating buildings outside of CCC posted hours of operation
b) Replacement and repair of facility, building infrastructure and equipment repair caused by malicious or excessive use beyond normal wear and tear
c) Contracted CCCMA college courses
d) Goods and services procured through CCC purchasing department
e) Catering and Bookstore requests
f) Parking that exceeds assigned access privileges
g) Bus pass for CCCMA student
h) Meals at cafeteria for students and guests (regular school meals provided by HBOE)
i) Supplies and cost associated with dedicated copy machine
j) Any other additional expenses incurred by the College for the benefit of CCCMA

H. HBOE shall communicate regularly and inform CCC and the CCCMA Early College Governance Council about any financial problems or concerns related to CCCMA as soon as reasonable. HBOE shall provide CCC with any program or financial audits related to CCCMA. HBOE shall provide timely financial, aggregated student assessment data or program data to CCC for its audits, research and analysis in accordance with FERPA.

IV. CCC Roles and Responsibilities
A. College Curriculum: Provide college course curriculum established and set based on accreditation and program standards. CCC will not adjust or modify college course curriculum or requirements for CCCMA enrollees.

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B. Facility/Space: CCC will provide CCCMA full access to CCC facilities during posted Operation operating hours. CCC will provide designated office and storage space for CCCMA. CCC will assign, if needed, prior to the beginning of a CCC semester instructional or classrooms areas in various time slots for sole use by CCCMA. The goal of CCCMA is to have class rooms with the same accommodations as CCC class rooms through the school year. Use of the CCC facility outside of posted operating hours and additional spaces beyond semester pre-assigned areas and times, may be requested through CCC buildings and rooms reservation coordinator for a rental fee.

C. Controls/Standards: CCC will manage all services provided on behalf of CCCMA in accordance with CCC policies, procedures and internal controls, to the extent applicable.

D. Financial Management/Other Funding: CCC may also apply for, receive and administer grants and other support for CCCMA. Other Grants and resources received by CCC which directly or indirectly support CCCMA will be managed by CCC.

V. CCCMA Early College Governance Council Roles and Responsibilities

A. Operations Plan: Any substantial submission, version or modifications to the CCCMA operations Plan or any substantial thematic changes to the academic program must be approved by the CCCMA Early College Governance Council.

B. Academic Program: The CCCMA Early College Governance Council will ensure that CCCMA functions and adheres to its academic programs and themed instructional model as generally outlined in the OPERATION PLAN.

C. Personnel: The CCCMA Early College Governance Council shall participate in the Executive Search Committee for the hiring of the school principal or other administrators for CCCMA by conducting interviews of candidates and reporting on such interviews to the superintendent of schools. The HBOE shall have sole responsibility for overall personnel management; including recruitment, hiring and evaluation.

D. Budget and Financial Reports: The annual budget must be approved by the CCCMA Early College Governance Council.

VI. Budget and Financial Management

A. Budget: HBOE and CCC shall jointly develop the CCCMA annual budget.

B. Budget Collaboration, Planning and Approval: HBOE and CCC shall provide comparative cost information and project future costs at least three years in advance, and shall collaborate to develop and review preliminary annual budget figures and to refine and finalize the total annual CCCMA budget recommendation.

C. Budget Monitoring and Revision: HBOE and CCC shall review actual CCCMA revenues, expenditures and the projected budgetary net change quarterly and shall mutually develop and agree in advance to any adjustments to the budget as may be required or otherwise proposed throughout the year based on available resources and programmatic or operational needs.

D. Financial Reporting: All financial activity and resources related to the operation of CCCMA, whether such activity is provided and managed by CCCMA, CCC or other State agencies on behalf of CCC, shall be reflected on the financial records of CCCMA

E. Annual Audit: CCCMA must have an annual audit of its financial transactions and records. HBOE shall provide timely financial, aggregate student assessment data or program data to CCC for its audits, research and analysis in accordance with FERPA

VII. Schedule and Payments

A. Invoicing and Payment: CCC shall be compensated and or reimbursed for goods and services requested by CCCMA and for the Facility Administrative Fee and within 30 days of invoice.

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B. Total Contract Not to Exceed: CCC shall be compensated for a total sum outlined within this MOA not to exceed $3,000,000 for services provided under this agreement through June 30, 2021 unless this agreement is amended.

C. Facility Administrative Fee: The Facility Administrative Fee shall be calculated upon the total costs of certain CCC's annual facility and administrative services divided by the total head count of CCC credit enrollment, based on 4356 students enrolled at CCC. HBOE will not be billed for any students, upward or downwards of 200 based on the total student count of 4356, as according to its budget entitled Capital Community College Facility and Administrative Fees Calculations, incorporated herein and attached hereto as Exhibit C.

VIII. Effective Dates and Termination

A. Term of Agreement: This agreement shall be in effect from the effective date of August 1, 2014 through July 30, 2021.

B. Termination: If CCC elects to terminate this agreement, it shall give HBOE notice in writing no later than June 30 of the year prior to the terminal year in order to afford a full fiscal year for the transition. If HBOE elects to terminate this agreement, it shall give CCC notice in writing no later than June 30 of the year prior to the terminal year in order to afford a full fiscal year for the transition.

C. State Liability: The State of Connecticut, the BOR and the State contracting agency (State or College) shall assume no liability for services under the terms of this contract until the contract is fully executed by the State Contracting Agency, the HBOE and, if applicable, by the Attorney General of the State of Connecticut.

IX. Notices:

All notices, approvals, demands, requests, or other documents required or permitted under this MOA shall be deemed properly given if hand delivered or sent by express mail courier service or United States registered or certified mail, postage prepared, as follows:

To HBOE: Hartford Board of Education
                    960 Main Street
                    Hartford, CT 06103
                    Attn: Sonia Dinnal

                    Office of the Corporation Counsel
                    550 Main Street
                    Hartford, CT 06103

To the Contractor: Capital Community College
                    950 Main Street
                    Hartford, CT. 06103
                    Attn: Lester Primus

X. Name Rights

CCC reserves the right to have HBOE remove the Capital Community College logo and Capital Community College portion of the Capital Community College Magnet Academy name if termination or non-renewal is executed by either HBOE or CCC.

XI. Terms and Conditions

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A. Entire Agreement: This written contract shall constitute the entire agreement between the parties and no other terms and conditions in any document, acceptance or acknowledgment shall be effective or binding unless expressly agreed to in writing by CCC. This contract may not be changed other than by a formal written contract amendment signed by the parties hereto and approved by the Office of the Attorney General. The terms, conditions, roles, and responsibilities in this document, supersede all prior oral or written communications between CCC and HBOE and shall have foremost precedence over any other documents.

B. Sovereign Immunity: The parties acknowledge and agree that nothing in this Contract shall be construed as a modification, compromise or waiver by the State of any rights or defenses of any immunities provided by Federal law or the laws of the State of Connecticut to the State or any of its officers and employees, which they may have had, now have or will have with respect to all matters arising out of this Contract. To the extent that this section conflicts with any other section, this section shall govern.

C. Executive Orders: This Contract is subject to the provisions of Executive Order No. Three of Governor Thomas J. Meskill, promulgated June 16, 1971, concerning labor employment practices, Executive Order No. Seventeen of Governor Thomas J. Meskill, promulgated February 15, 1973, concerning the listing of employment openings and Executive Order No. Sixteen of Governor John G. Rowland promulgated August 4, 1999, concerning violence in the workplace, all of which are incorporated into and are made a part of the Contract as if they had been fully set forth in it. The Contract may also be subject to the applicable parts of Executive Order No. 7C of Governor M. Jodi Rell, promulgated July 13, 2006, concerning contracting reforms and Executive Order No. 14 of Governor M. Jodi Rell, promulgated April 17, 2006, concerning procurement of cleaning products and services, in accordance with their respective terms and conditions. If Executive Orders 7C and 14 are applicable, they are deemed to be incorporated into and are made a part of the Contract as if they had been fully set forth in it. At the HBOE's request, the Department shall provide a copy of these orders to the HBOE.

D. Americans with Disabilities Act: The Licensor shall comply with the Americans with Disabilities Act in accordance with Public Law 101-336 and any other applicable federal laws and regulations.

E. Forum and Choice of Law: The parties deem the Contract to have been made in the City of Hartford, State of Connecticut. Both parties agree that it is fair and reasonable for the validity and construction of the contract to be, and it shall be, governed by the laws and court decisions of the State of Connecticut, without giving effect to its principles of conflicts of laws. To the extent that any immunities provided by Federal law or the laws of the State of Connecticut do not bar an action against the State, and to the extent that these courts are courts of competent jurisdiction, for the purpose of venue, the complaint shall be made returnable to the Judicial District of Hartford only or shall be brought in the United States District Court for the District of Connecticut only, and shall not be transferred to any other court, provided, however, that nothing here constitutes a waiver or compromise of the sovereign immunity of the State of Connecticut. The Contractor waives any objection which it may now have or will have to the laying of venue of any claims in any forum and further irrevocably submits to such jurisdiction in any suit, action or proceeding.

F. Claims Against the State: The HBOE agrees that the sole and exclusive means for the presentation of any claim against the State arising from this Agreement shall be in accordance with Chapter 53 of the Connecticut General Statutes (Claims Against the State) and the Contractor

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further agrees not to initiate legal proceedings in any state or federal court in addition to, or in lieu of, said Chapter 53 proceedings.

G. Indemnification and Insurance:
(a) The HBOE shall indemnify, defend and hold harmless the State and its officers, representatives, agents, servants, employees, successors and assigns from and against any and all (1) claims arising, directly or indirectly, in connection with the Contract, including the acts of commission or omission (collectively, the "Acts") of the HBOE or contractor parties; and (2) liabilities, damages, losses, costs and expenses, including but not limited to, attorneys' and other professionals' fees, arising, directly or indirectly, in connection with claims, Acts or the contract. The HBOE shall use counsel reasonably acceptable to the State in carrying out its obligations under this section. The HBOE's obligations under this section to indemnify, defend and hold harmless against claims includes claims concerning confidentiality of any part of or all of the HBOE's bid, proposal or any records, any intellectual property rights, other proprietary rights of any person or entity, copyrighted or uncopyrighted compositions, secret processes, patented or unpatented inventions, articles or appliances furnished or used in the performance.
(b) The HBOE shall carry and maintain at all times during the term of the Contract, and during the time that any provisions survive the term of the Contract, sufficient general liability insurance to satisfy its obligations under this Contract. The HBOE shall cause CCC to be named as an additional insured on the policy and shall provide (1) a certificate of insurance, (2) the declaration page and (3) the additional insured endorsement to the policy to the Client Agency prior to the Effective Date of the Contract evidencing that CCC is an additional insured. The HBOE shall not begin Performance until the delivery of these 3 documents to the Client Agency. State shall be entitled to recover under the insurance policy even if a body of competent jurisdiction determines that CCC is contributorily negligent.

XII. Anti-Discrimination and Affirmative Action:

CCC agrees to abide by all applicable provisions of the Hartford Municipal Code, State law and federal law regarding anti-discrimination in employment in performing this Contract. CCC or any of their subcontractors shall not discriminate against any employee or applicant for employment because of race, color, religious creed, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information, disability, marital status, present or past history of mental disorder, intellectual disability, or learning disability. HBOE shall take affirmative action to ensure applicants are employed and employees are treated without regard to their race, color, religious creed, national origin, ancestry, age, sex, sexual orientation, gender identity or expression, genetic information, disability, marital status, present or past history of mental disorder, intellectual disability, or learning disability. Such action shall include, but not be limited to the following: employment; upgrading; demotion; transfer; recruitment; recruitment advertising; layoff; termination; rates of pay or other forms of compensation; and selection for training and apprenticeship. CCC or any of their subcontractors shall incorporate or cause to be incorporated, the provisions of this clause in all subcontracts it enters into pursuant to this Contract.
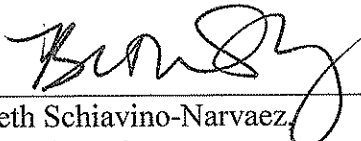
XIII. FERPA

In all respects, Contractor shall comply with the provisions of the **Family Educational Rights and Privacy Act (FERPA)**. For purposes of this contract, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations, as amended from time to time. Nothing in this agreement may be construed to allow Contractor to maintain, use, disclose or share student information in a manner not allowed by

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federal law or regulation or by this contract. Contractor agrees that it shall not provide any student information obtained under this contract to any party ineligible to receive data protected by FERPA.
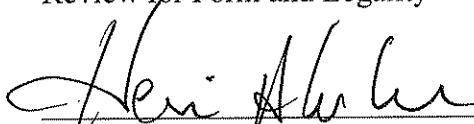
IN WITNESS WHEREOF, the parties have executed this Management Operation Agreement by their respective representatives with full knowledge of and agreement with its terms and conditions.

Hartford Board of Education

Date: 3/20/15

Beth Schiavino-Narvaez,
Superintendent

Review for Form and Legality

3/13/15

Henri Alexandre
Acting Corporation Counsel

Board of Regents for Higher Education
(statutory authority 4a-52a, 10a-151a)

Date: _____

_____
Signature

_____
Printed name and Title

Office of the Attorney General (as to form)

Date: _____

_____
Signature

_____
Printed name and Title

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Exhibit-C

Capital Community College
Facility and Administrative Fees Calculations

Total Head Count   4,356

Description	Function	FY Total Cost/Year	Cost Per Head Count/Year
Maintenance HR cost			
Custodial Services	Cleaning and Classrooms setup	$ 494,667.92	$ 113.55
Public Safety	Protection of persons and Building assets	$ 747,698.96	$ 171.63
College Engineers	General Repairs & Maint. of Bldg. infrastructure	$ 282,552.34	$ 64.86
Utilities			
Electricity		$ 296,904.13	$ 68.15
Heating		$ 173,803.03	$ 39.90
Cooling		$ 311,151.93	$ 71.43
Natural Gas		$ 2,596.12	$ 0.60
Water and Sewer Service		$ 14,307.00	$ 3.28
Phone Services {Land lines only)		$ 21,656.82	$ 4.97
Other cost			
	Supplies	$ 12,000.00	$ 2.75
Maintenance Building Contracts	cost for elevators, sprinkler systems, Siemens, In-house plants maintenance, easement agreement	$ 523,649.00 $ 816,921.86	$ 120.20 $ 187.53
IT Cost		$ 50,931.49	$ 50,931.49 60
Totals		**$ 3,697,909.11**	**$ 848.86**
Operational Liaison	Coordinate & Address CCCMA needs and concerns	$ 18,022.50	$ 18,022.50
Totals		**$ 3,715,931.61**	**$ 68,953.99**

Cost Per Head Count (2)

ITEM
Approval of the 2015 promotions and tenures recommended by the Connecticut State University presidents.

BACKGROUND
Summary
In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board awards promotion and tenure to state university faculty. The contract prescribes a thorough, multi-level review process at the campus and recommendations that are forwarded to the Board have been approved by the university president and provost. The Board of Regents acts on the presidents' recommendations.

The Academic & Student Affairs Committee has received and reviewed the packages from the university presidents. The letters of recommendations are attached.

4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

2015 Connecticut State University Promotions and Tenures

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education approve the 2015 promotions and tenures recommended by the Connecticut State University presidents.

A True Copy:

_____
Erin A. Fitzgerald, Secretary of the
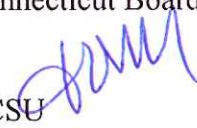CT Board of Regents for Higher Education

MEMORANDUM

TO: Dr. Gregory W. Gray
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller
President, CCSU

DATE: April 17, 2015

RE: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2015-16. This letter certifies that, to the best of my knowledge, there is nothing in the background of the candidates that would prove to be an embarrassment to the Board of Regents. Also submitted is a short paragraph highlighting each candidate's qualifications for promotion and/or tenure.

To Professor
Krishna Saha, Mathematical Sciences
Ravindra Thamma, Manufacturing and Construction Management
Lisa Frank, Finance
Kathy Czyrnik, Finance
Henry Greene, Marketing
Mary McCarthy, Accounting
Burlin Barr, English
Beth Merenstein, Sociology
Kimberly Kostelis, Physical Education and Human Performance
Julia Kara-Soteriou, Reading and Language Arts
Cara Mulcahy, Reading and Language Arts

To Associate Professor
Marian Anton, Mathematical Sciences
Xiaobing Hou, Computer Electronics and Graphics Technology
Namhun Lee, Manufacturing and Construction Management
Edward Moore, Engineering
Fu-Shang Wei, Engineering
Scott Bartley, Theatre
Susan Koski, Criminology and Criminal Justice
Christina Robinson, Economics
Jason Melnyk, Physical Education and Human Performance

To Assistant Professor
Karen Santoro, Mathematical Sciences

1615 Stanley Street – P.O. Box 4010 – New Britain, Connecticut 06050-4010 – T: 860-832-3000 – F: 860-832-3033 – www.ccsu.edu

5/21/15 BOR AGENDA PACKET PAGE # 56

To Coach II
Jennifer Prozzo
Greg Shell

The following will be granted <u>tenure</u>:

Khaled Hammad, Engineering
Xiaobing Hou, Computer Electronics and Graphics Technology
Edward Moore, Engineering
Talat Salama, Manufacturing and Construction Management
Karen Santoro, Mathematical Sciences
Fu-Shang Wei, Engineering
Matthew Martin, Physical Education and Human Performance
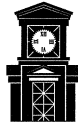Jason Melnyk, Physical Education and Human Performance
Scott Bartley, Theatre
Susan Koski, Criminology and Criminal Justice
Mary McCarthy, Accounting
Mark Cistulli, Management Information Systems

JM/rp
Attachments

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

DATE: April 16, 2015

TO: Dr. Gregory Gray
            President of the Board of Regents

FROM: Elsa M. Núñez
            President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 24, 2015.

To the best of my knowledge, I hereby certify that there is nothing in the background of the candidates that would prove to be an embarrassment to the Board of Regents.

For Tenure:

Dr. W. Dickson Cunningham, Environmental Earth Science Department
Ms. Tracy Sutherland, Library Services

For Promotion to the rank of Professor in rank order:

Dr. W. Dickson Cunningham, Environmental Earth Science Department
Dr. Melanie Evans, Psychology Department
Dr. Alita Cousins, Psychology Department
Dr. Daniel Donaghy, English Department
Dr. Bonsu Osei, Mathematics & Computer Science Department
Dr. Weiping Liu, Business Administration Department
Dr. Joel Rosiene, Mathematics & Computer Science Department

For Promotion to the rank of Librarian in rank order:

Ms. Janice Wilson, Library Services
Mr. Bruce Johnston, Library Services

For Promotion to the rank of Associate Librarian in rank order:

Ms. Tracy Sutherland, Library Services

For Promotion to the rank of Athletic Trainer IV in rank order:

Ms. Julie Alexander, Athletics

For Promotion to the rank of Coach IV in rank order:

Ms. Katherine Manizza, Athletics

For Promotion to the rank of Coach III in rank order:

Mr. Greg DeVito, Athletics
Mr. Christian D'Ambrosio, Athletics
Ms. Christine Hutchison, Athletics

EMN/go

cc: Dr. Estela Lopez, Interim Provost & Senior VP Academic & Student Affairs
        Ms. Maureen McClay, Executive Assistant, Academic Affairs

Southern Connecticut State University

SC SU

Mary A. Papazian, Ph.D.
PRESIDENT

April 15, 2015

Dr. Gregory Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
39 Woodland Street
Hartford, CT 06105-2237

Dear Dr. Gray:

The following are my recommendations for Promotion and Tenure, which will be effective August 24, 2015:

TENURE

Wendeline Hardenberg (Library Services)
Klay Kruszek (Mathematics)
Lynn Kwak (Marketing)
William Lunn (Exercise Science)
Kelly Mabry (Communication Disorders)
Theresa Marchant-Shapiro (Political Science)
Helen Marx (Elementary Education)
Michael Mink (Public Health)
Gregory Robbins (Management/MIS)
Kari Sassu (Counseling & School Psychology)
Todd Schwendemann (Physics)
Jeffrey Webb (Chemistry)

PROMOTION

From Assistant to Associate Professor:
Adiel Coca, (Chemistry)
William Lunn (Exercise Science)
Kelly Mabry (Communication Disorders)
Theresa Marchant-Shapiro (Political Science)
Helen Marx (Elementary Education)
Kari Sassu (Counseling & School Psychology)
Todd Schwendemann (Physics)

From Associate to Full Professor:
Mark Cameron (Social Work)
Kevin Colwell (Psychology)
Matthew Enjalran (Physics)
Adam Goldberg (Elementary Education)
Andrew Smyth (English)
Daniel Swartz (Exercise Science)

Dr. Gray
April 15, 2015
Page two

Promotion to Athletic Trainer III:
Allison Dale

Promotion to Coach II:
Nathan Cole
Mathew Hurst

Promotion to Coach III:
Michael Makubika
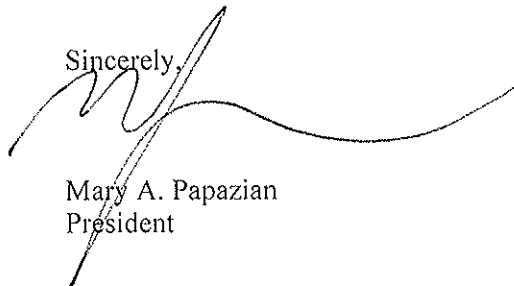
Promotion to Coach IV:
Michael Donnelly
Melissa Stoll
John Wallin

Promotion to Associate Librarian:
Wendeline Hardenberg

Promotion to Librarian:
Jacqueline Toce

Please let me know if you have any questions.

Sincerely,

Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff
    B. Bergeron, SCSU Provost and Vice President for Academic Affairs

OFFICE OF THE PRESIDENT
JAMES W. SCHMOTTER, PH.D

To: Gregory W. Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities

From: James W. Schmotter

Date: March 25, 2015

Re: Promotion & Tenure Recommendations

I support and concur with Provost Jane Gate's recommendations that the following faculty members receive promotion and tenure:

Promotion to Associate Professor
Jamie Begian
Jay Brower
Linda Warren

Promotion to Professor
Galina Bakhtiarova
Daniel Barrett
Robyn Housemann
Joshua Rosenthal

Tenure
Jay Brower
Mohinder Dugal
Linda Forbes
Nicholas Greco
James Greene
Becky Eide Hall
Catherine O'Callaghan
Linda Warren

c: F. Cratty, Assoc. VP for Human Resources
J. Gates, Provost/VP for Academic Affairs
W. Petkanas, P&T Committee Chair

ITEM

Approval of one additional 2015 tenure recommendation from Southern Connecticut State University.

BACKGROUND

Summary

One additional tenure recommendation was received after the meeting of the Academic & Student Affairs Committee. The following faculty member is recommended by the president at Southern Connecticut State University for tenure:

<div align="center">Cynthia O'Sullivan (Nursing)</div>

The letter of recommendation is attached.

4/24/2015 – Academic and Student Affairs Committee
5/21/2015 – Board of Regents

May 14, 2015

Dr. Gregory Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
39 Woodland Street
Hartford, CT 06105-2237
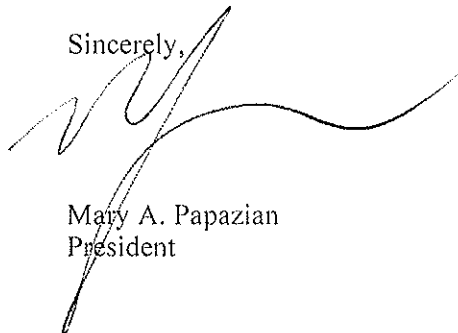
Dear Dr. Gray:

Pursuant to Article 4.11.14 of the CSU-AAUP Collective Bargaining Agreement, I am recommending the following faculty member for tenure, effective August 24, 2015 –

* Cynthia O'Sullivan, Department of Nursing

Please let me know if you have any questions.

Sincerely,

Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff
    B. Bergeron, SCSU Provost and Vice President for Academic Affairs

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Additional 2015 State University Tenure

May 21, 2015

RESOLVED: That the Board of Regents for Higher Education approve one additional 2015 tenure recommended by the president at Southern Connecticut State University.

A True Copy:

_____
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Tuition Charged to Certain Veterans of the Armed Forces and Qualified Individuals under the Veterans Access, Choice, and Accountability Act of 2014

BACKGROUND

Section 702 of the Veterans Access, Choice and Accountability Act of 2014 ("Choice Act"), requires the Veterans Administration (VA) requires that institutions of higher education provide all qualifying veterans in-state tuition rates, regardless of residency, in order to qualify for participation under certain veterans' assistance programs for terms beginning after July 1, 2015.

ANALYSIS

The Connecticut State Colleges and Universities have been supportive of engaging veterans. Transform CSCU 2020 has placed continued focus on enrollment of veterans as a key initiative for the system. Providing our veterans with the opportunity for continuing their education at in-state rates is consistent with our interests in advocating for this population with the dignity they deserve.

In order to qualify for the VA's GI Bill programs, schools must charge in-state tuition and fees to "covered individuals." A "covered individual" is defined in the Choice Act as:

- A Veteran who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of discharge from a period of active duty service of 90 days or more.

- A spouse or child using transferred benefits who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within 3 years of the transferor's discharge from a period of active duty service of 90 days or more.

- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the institution of higher learning is located (regardless of his/her formal state of residence) and enrolls in the school within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.

Individuals who initially meet the requirements above will maintain "covered individual" status as long as they remain continuously enrolled at the institution of higher learning, even if they are outside the 3-year window or enroll in multiple programs.

The law requires VA to disapprove programs of education for everyone training under the Post-9/11 GI Bill and the Montgomery GI Bill –Active Duty (MGIB-AD) if in-state tuition and fees are not offered to all "covered individuals."

States must ensure all public institutions of higher learning offering VA-approved programs charge in-state tuition and fees to "covered individuals" as described, to include same-sex spouses and children (biological, adopted, pre-adoptive, and stepchildren of same-sex spouses) after July 1, 2015. To ensure compliance, States should consider offering in-state tuition and fees to all individuals eligible for benefits under the Post-9/11 and MGIB-AD programs.

Public institutions must offer in-state tuition and fees to all "covered individuals" for Veterans and family members to be eligible to receive GI Bill benefits for training beginning after July 1, 2015. VA will not issue payments for any students eligible for the Post-9/11 GI Bill or the MGIB-AD until the school becomes fully compliant. VA is in the process of developing waiver criteria for States that are actively pursuing changes to comply with these provisions.

These new requirements will ensure that our Nation's recently discharge Veterans, and their eligible family members, will not have to bear the cost of out-of-state charges while using their well-deserved education benefits.

RECOMMENDATION

Approve the Resolution charging in-state tuition to certain veterans of the Armed Forces and qualified individuals under the Veterans Access, Choice, and Accountability Act of 2014.

RESOLUTION

concerning

TUITION CHARGED
TO
CERTAIN VETERANS OF THE ARMED FORCES
AND
QUALIFIED INDIVIDUALS UNDER
THE VETERANS ACCESS, CHOICE, AND ACCOUNTABILITY ACT OF 2014

May 21, 2015

WHEREAS,   Section 702 of the Veterans Access, Choice, and Accountability Act of 2014 (PL 113-146) requires the Secretary of the Department of Veterans Affairs to disapprove from participating in certain Veterans' assistance programs institutions of higher education that charge certain Veterans and qualified individuals living in this State higher tuition and fees than are charged to in-state students;

WHEREAS,   CSCU institutions have made great strides to improve veteran-specific services through the establishment of Veterans' OASIS centers and the award of credit for specialized military training;

WHEREAS,   One initiative of Transform CSCU 2020 is to continue to improve Veterans outreach and recruitment efforts through the extension of campus best practices throughout the system;

WHEREAS,   Recent global military drawdowns have created, and are expected to continue to create, an influx of Veterans seeking educational opportunities; and

WHEREAS,   Veterans deserve access to public educational opportunities that will allow for the most successful transition from military to civilian life, benefiting themselves, institutions, and the State in the process;

RESOLVED, For any course, semester, or term commencing on or after July 1, 2015, the below classified students shall be charged tuition and fees at in-state rates:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38 of the United States Code, who lives in this State, notwithstanding their status of residency or domicile, and enrolls in a CSCU institution within three years of discharge from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits under 38 U.S.C. § 3319 who lives in this State while attending a CSCU institution, notwithstanding

their status of residency or domicile, and enrolls in the institution within three years of the transferor's discharge from a period of active duty service of 90 days or more.

- A spouse or child using benefits under 38 U.S.C. § 3311(b)(9) (Marine Gunnery Sergeant John David Fry Scholarship) who lives in this state while attending a CSCU institution, notwithstanding their status of residency or domicile, and enrolls in the institution within three years of the Servicemember's death in the line of duty following a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled, other than during regularly scheduled breaks between courses, semesters, or terms, at the same institution. The individual so described must have enrolled in said institution prior to the expiration of the three year period following discharge or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, of the United States Code.

A True Copy:

_____
Erin A. Fitzgerald
Secretary

PROJECT NAME	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
CCSU									
Burritt Library HVAC Code Compliance Improvement	4/1/2013	2,182,000	141,200	2,182,000	-	6%	N	Project to commence Summer 2015	
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	462,500	459,996	462,500	-	99%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	2,235,000	1,407,822	2,235,000	-	63%	Y		X
Window Replacement in Four General Fund Buildings	Phased Project	2,297,500	675,332	2,297,500	-	29%	Y		
New Classroom Office Bldg - Design & Construction	5/30/2013	37,992,000	37,200,350	37,992,000	-	98%	Y		
Auxiliary Services Fund Facilities (FY 2013)		3,200,000	1,962,647	3,200,000	-	61%	Y		
ITBD Renovations		200,000		200,000	-	0%	Y		
HVAC Improvements - Campus-Wide		5,970,000	4,464,615	5,970,000	-	75%			
Copernicus Hall Lower Roof Replacement		722,000		722,000	-	0%	Y		
Maloney Hall HVAC Improvements		1,220,000		1,220,000	-	0%	Y		
Willard & DiLoreto Hall Renovate/Expand		8,360,137	17,424	8,360,137	-	0%	Y		
ECSU									
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	872,686	855,666	872,686	-	98%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	3,325,000	2,510,671	3,325,000	-	76%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	831,906	1,000,000	-	83%			X
Fine Arts Instructional Center		83,556,000	51,876,804	83,556,000	-	62%	Y		X
New Warehouse	10/1/2013	2,269,000	2,154,554	2,269,000	-	95%	Y		
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	813,000	812,999	813,000	-	100%	Y		X
Auxiliary Services Fund Facilities (FY 2012)	Ongoing	2,200,000	1,862,504	2,200,000	-	85%	Y		X
Auxiliary Services Fund Facilities (FY 2014)	Ongoing	1,000,000		1,000,000	-	0%			
Goddard / Communication Building Renovations		2,551,000	71,855	2,551,000	-	3%			X
Shafer Hall Renovations		4,100,000	111,279	4,100,000	-	3%			X
SCSU									
Academic Laboratory Building (New)	7/1/2015	67,587,000	25,227,920	67,587,000	-	37%	Y		X
Buley Library Addition & Renovations (2020 Share)	1/1/2016	17,437,937	17,437,937	17,437,937	-	100%	Y		X
Earl Hall Mechanical & Electrical Upgrades	1/24/2011	6,454,456	4,642,230	6,454,456	-	72%	Y		
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	776,845	775,574	775,574	1,271	100%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,656,000	1,653,231	1,656,000	-	100%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	1,299,000	1,163,565	1,299,000	-	90%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	928,382	1,000,000	-	93%	Y		X
General Fund Minor Capital Improvements Programs (FY 2015)	Ongoing	1,000,000	88,332	1,000,000	-	9%	Y		X
Jennings Hall Mechanical & Electrical Upgrades	3/4/2011	6,013,168	5,009,514	6,013,168	-	83%	Y		
Moore Field House - Locker Room Renovations	1/30/2012	929,500	922,195	929,500	-	99%	Y		
Moore Field House - Swimming Pool Renovations	7/30/2011	925,000	821,800	925,000	-	89%	Y	Increased Construction Scope	
Old Student Center Renovations (New School of Business)	6/1/2012	6,124,145	5,728,543	6,124,145	-	94%	Y		
Earl Hall Broadcast Studio Security Corridor	T.B.D	136,189		136,189	-	0%	N	Project schedule to be determined	
Moore Field House Locker Room Renovation, Phase III		963,600	657,827	963,600	-	68%	Y		X
Moore Field House Roof Replacement, Phase II		1,119,592	691,953	1,119,592	-	62%	Y		
Wintergreen Renovations		1,975,000		1,975,000	-	0%	Y		
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	1,126,265	1,052,346	1,126,265	-	93%	Y		
Auxiliary Services Fund Facilities (FY 2012)	Ongoing	2,800,000	1,583,677	2,800,000	-	57%	Y		
Auxiliary Services Fund Facilities (FY 2013)	Ongoing	400,000	0	400,000	-	0%	Y		
Auxiliary Services Fund Facilities (FY 2009)	Ongoing	5,466,717	5,253,284	5,466,717	-	96%	Y		
Auxiliary Services Fund Facilities (FY 2015)	Ongoing	1,000,000	0	1,000,000	-	0%	Y		
WCSU									
Fine Arts Instructional Center	4/1/2014	97,593,000	88,666,062	97,593,000	-	91%	Y		
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	1,485,000	1,221,906	1,485,000	-	82%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,165,000	995,906	1,165,000	-	85%	Y		X
General Fund Minor Capital Improvement Program (FY 2012)	Ongoing	2,800,000	1,542,523	2,800,000	-	55%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	545,000	390,088	545,000	-	72%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	29,823	1,000,000	-	3%	Y		
Higgins Hall Annex - HVAC Improvements	6/30/2011	280,000	132,488	280,000	-	47%	Y		
Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)	1/15/2012	699,258	676,700	699,258	-	97%	Y		
Higgins Hall Annex - Learning Emporium		807,025	583,387	807,025	-	72%	Y		
Steam and Hot Water Utilities' Infrastructure Central Heat Plant Improvements	Ongoing	1,975,000	1,626,227	1,975,000	-	82%	Y		
Auxiliary Services Fund Facilities (FY 09)	Ongoing	985,000	637,130	985,000	-	65%	Y		
Auxiliary Srvices Fund Facilities (FY 11)	Ongoing	1,081,000	27,050	1,081,000	-	3%			
New Police Station (Design Only)		500,000	131,974	500,000	-	26%	Y		X
Litchfield Hall Renovations		1,139,213	203,005	1,139,213	-	18%	Y		
Westside Athletic Complex Synthetic Turf Replacement		853,450	610,322	853,450	-	72%	Y		X
Asnuntuck									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,152,497	13,810	1,152,497		1%	Y		
Advanced Manufacturing		2,000,000		2,000,000		0%	Y		
Campus-Wide Infrast. Improvement		1,255,000		1,255,000		0%	Y		
Capital									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	809,036		809,036		0%	Y		
Gateway									
Code Compliance/Infrastructure Impr. - Minor Capital Projects		661,291	49,684	661,291		8%	Y		
Housatonic									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	830,436	163,178	830,436		20%	Y		
Manchester									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,156,451	97,757	1,156,451		8%	Y		
Compl/Infrast. Improvement - Campus-Wide Strucutre - Concrete Repairs		450,000		450,000		0%	Y		
Middlesex									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,195,803		1,195,803		0%	Y		
Roof/Re-Roofing Investigation		500,000		500,000		0%	Y		
Wheaton Hall - Chem Lab Renovations		800,000		800,000		0%	Y		
Naugatuck									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	2,063,574		2,063,574		0%	Y		
Compl/Infrast. Improvement -Campus-Wide Remediation		980,000		980,000		0%	Y		

PROJECT NAME	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
Code Compl/Infrast. Improvement -Sprinkler Lab Relocation Project		400,000		400,000		0%	Y		
Northwestern									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	831,767		831,767		0%	Y		
Norwalk									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	1,460,002	468,121	1,460,002		32%	Y		
Library HVAC Repairs/Adj.		430,000		430,000		0%	Y		
East Campu Chiller Replacement		1,385,000		1,385,000		0%	Y		
Quinebaug									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	707,215		707,215		0%	Y		
Three Rivers									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	679,601		679,601		0%	Y		
Boiler Replacement		950,000		950,000		0%	Y		
Indoor Air Quality Adjustments		450,000		450,000		0%	Y		
Campus-Wide Site Remediation		450,000		450,000		0%	Y		
Tunxis									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	824,172		824,172		0%	Y		
Charter Oak									
Code Compliance/Infrastructure Impr. - Minor Capital Projects	Ongoing	60,570		60,570		0%	Y		
SYSTEM									
Master Plan Upgrades	Ongoing	3,000,000		3,000,000		0%	Y		
Consolidation & Upgrades of Student Finanical IT Systems		20,250,000		20,250,000		0%	Y		
Smart Classroom Technology (SMART)		20,000,000		20,000,000		0%	Y		
Telecom Upgrades to Campuses		7,500,000	636,620	7,500,000	-	8%	Y		
New & Replacement Equipment (FY 2009)	Ongoing	10,000,000	10,000,000	10,000,000	-	100%	Completed		
New & Replacement Equipment (FY 2011)	Ongoing	8,000,000	8,000,000	8,000,000	-	100%	Completed		
New & Replacement Equipment (FY 2012)	Ongoing	8,895,000	8,895,000	8,895,000	-	100%	Completed		
New & Replacement Equipment (FY 2013)	Ongoing	9,500,000	8,344,578	9,500,000	-	88%	Y		X
New & Replacement Equipment (FY 2015)	Ongoing	20,000,000	5,646,820	20,000,000	-	28%	Y		X
TOTALS		535,253,597	320,846,093	535,252,326					

PROJECT SCHEDULE COLOR CODE	
🟩	PROJECT IS WITHIN SCHEDULE ISS
🟨	MINOR PROJECT SCHEDULE ISSUE
🟥	SIGNIFICANT PROJECT SCHEDULE

Faculty Advisory Committee Remarks to the Board of Regents, May 2015

Distinguished Regents and President Gray, we thank you for the opportunity to be here today to present for the Faculty Advisory Committee (FAC) and the more than 6000 teaching and administrative faculty and support staff across the system.

Between the Board and the faculty, there is much common ground and interest.

Like you, we bend our purpose, energy, and intellect toward realizing excellence, access, and affordability for our students and for the system of public, higher education in Connecticut.

We are dedicated to advancing career and life goals for our students and the citizens of Connecticut. We believe the work of the colleges and universities provides educational value and opportunity to our students, and that our institutions play a vital role in creating an educated population that contributes to general prosperity and enriches the artistic, social, cultural, and political life of our communities. We are committed to the particularly American value of advancing public educational institutions to extend these ambitions as deeply and as widely as we are able.

Yet, as you know, we have arrived at a challenging moment for the system's leadership and in finding a means to harness our collective will and purpose. Votes of no confidence in President Gray and Transform CSCU 2020 have been proceeding across the governance bodies in the system. As of this date, the faculty governance bodies at four state universities and four community colleges have voted on a no-confidence resolution in some form, and all voted to support the resolution.

As the members of the FAC, we feel obliged to give voice to these votes. To serve our constituency, the Board, our students, and the state, we must be candid and reasoned in outlining our current differences. We recognize that the members of the Board may perceive things from a different perspective, but we also expect the Board not to dismiss the votes as a distraction. The problems before us cut to the core of our mission. It is the main event.

The faculty has an abiding interest in having effective and stable system leadership. Since the merger, this has been a continual challenge, and we, by no means, want to further this instability especially in this fragile political and budgetary context. There are many observers, both inside and outside the system, who have now come to view the merger as a failed experiment. The members of the FAC are not among them. Although the respective missions of the state universities, the community colleges, and Charter Oak must remain distinct, we are confident that there is value in intercampus collaboration under the leadership of an effective administration.

The faculty has also repeatedly demonstrated its willingness to collaborate with the system office to meet common goals and priorities. In designing and implementing TAP, in responding effectively to the challenges of PA 12-40 (the developmental education bill), in reviewing and refining mission statements for the system and the distinct units, in putting together our recent conference on governance and student success, and in the initial planning for Excel CT and Transform, the faculty has engaged in meaningful partnerships with the Board and the system office.

The votes of no confidence did not arise in a context of ongoing animosity or endemic mistrust. The votes were not organized or fermented by a charismatic faculty leader. Instead, the lack of confidence

in the plan grew independently on the campuses, and this frustration fostered an unprecedented level of inter-campus communication, organization, and solidarity.

Several factors contributed to bringing about this condition.

1. The hiring of Boston Consulting Group

The fact that we are presenting this report today is evidence enough of BCG's inability to move Transform toward completion and implementation, but one does not need the advantages of hindsight to have anticipated this outcome.

The members of the BCG team had little experience with higher educational institutions and they had no experience with community colleges or a state-wide higher education system. They had nothing to offer of substantive value. They had no understanding of our system of shared governance, and thus the architecture of the plan completely failed to provide any guidance on a process for review, modification, approval, and implementation.

While developing a plan that has been described as "student centered," BCG did not talk to a single student aside from the two student regents. They had no direct understanding of the qualities of our individual institutions, the challenges we confront, and the programs we provide.

Even aside from the dubious quality of BCG's work, their excessive hourly charge and the $1.97M cost in the context of the escalations in student debt and the everyday fiscal constraints we all face fueled frustration and animosity on the campuses.

2. The size and scope of Transform and the integration of functions

When BCG completed its work, Transform consisted of 36 roadmaps with 743 milestones. If the plan came to pass as described, it would have significantly increased the centralized control of a state bureaucracy over the life of the campuses. This would have added administrative cost, increased regulatory oversight, and provided no direct services to students.

In FY 2014, we lost an entire year's work of progress on the Board's Transfer and Articulation Policy (TAP) because the system office could not keep track of what was certainly its highest academic priority. In 2012, after the passage of PA 12-40, the bill on developmental education, the FAC and the PA 12-40 Advisory Group made a strong appeal to the system leadership regarding the importance of collecting good base-line data for what was a natural experiment. Only now, 3 years later, are we beginning to collect this data.

If the system office was unable to meet its responsibility when it had only two high priority academic items, how is it possible to have confidence that it could keep track of 36?

Just as importantly, the collective time and effort by faculty and support staff to achieve all of these milestones would have been enormous, and much of this activity would be oriented toward integrating programs into a centralized system. We believe faculty will and purpose is better utilized in the service of our students, our disciplines, and our institutions, not a state bureaucracy.

3. The lack of academic vision or a rationale for change

The initial impetus for Transform was not an academic vision, but to seek symmetry in state support in the wake of UConn's Next Generation plan.   While there were some modest achievements on this front last year, a vision for change that would warrant significant state investment never came to pass, and given the current fiscal realities, seems now to have been wholly abandoned.

The 36 initiatives that became the content of Transform were never grounded in a coherent vision of change. Much of it seemed hastily constructed. Portions were muddled in obscure or incoherent language. But more importantly, the initiatives within Transform were not the product of a deliberative process or a careful review of the challenges, problems, and opportunities that operate on our campuses.   If we reached all 743 milestones, where would we be? What problems were we trying to address? What vision did we seek to achieve?

Last summer, the system's provost sought a meeting with members of the state university's faculty leadership group to consider how we might contribute an academic vision into the planning process. That group wrote the CSU academic imperative, which was endorsed by all the faculty senates, and it was submitted to President Gray. A second academic imperative from the community colleges also followed. President Gray acknowledged and accepted the documents and suggested that they might be used as a type of preamble to a completed plan. Yet over the next nine months, there was no indication that the imperatives were being used to modify or direct Transform to insure that the pieces corresponded to an academic vision. The documents have proven to be nothing more than words on a page.

4. Echoes of a national dialog

On several occasions, President Gray has referred to a revolution taking place in higher education, and implied that Transform would launch Connecticut into that revolution. In his remarks to the state legislature last December, he stated that this was the opportunity of a century.   Much indeed is taking place nationally, but it was never clear to us how President Gray envisioned the contours and fissures of that revolution or how this system would so engage.

Spiraling escalations in student debt and diminishing levels of state support for public institutions have predicated a search for technological solutions to a fiscal squeeze.   At the same time, hundreds of millions in investment capital is poised to capture parts of the "higher education market" with learning management software and proprietary course content. The University of Phoenix, Arizona State University, and Southern New Hampshire University have each experienced some success in the online course marketplace with differing institutional strategies and priorities. A variety of for-profit universities, some with very dubious academic standards, have also sought financial opportunity in this brave new market. Some have even recently argued that we are approaching "the end of college" (Carey 2015). Still others have suggested that the pursuit of "academic reputation" has become a fool's errand and a luxury that only the most elite research universities can now afford (McKinsey 2012).

Are we, indeed, watching as the growing inequality in our society is producing a two-tiered educational system with real classrooms for the well-off and virtual classrooms for everybody else? Is the democratic impulse to provide broad levels of public support for higher education being undermined by the mal-distribution of wealth?

Within Transform, the blended learning initiative and the state-of-the-art classroom certainly indicate a decision to opt into a new technologically mediated classroom.   President Gray has also written of a vision in which he recommends that professors become facilitators in a new student-centered learning process.

Yet how the features of Transform lead toward some level of participation in the higher education "revolution" is entirely unclear. The lack of specificity is itself a problem. If we are deciding to participate in a revolutionary transformation of our higher-education delivery system, then this decision ought to be open for public discussion and review with the public, the state legislature, the faculty, and the Board, and not finessed behind myriad details. Just as importantly, the transition to online classrooms is certainly not a fiscal panacea. Without changes in classroom size, teaching load, facilities, or full-part time teaching ratios, moving classes online can become more expensive due to licensing and software costs. Several complicated questions and policies regarding implementation, ownership of intellectual property, and the role of faculty are pivotal and need to be specifically addressed (See Bowen 2014).

Many faculty are of the opinion that the lack of clarity in Transform on the core question regarding the role of technology and innovation is intentional.   That is, if pedagogy is to be replaced by learning management systems, if content is to be purchased through proprietary providers, if classrooms are to become virtual, and if the relationship between teacher and student is to be disintermediated by a disruptive technology, then, yes, it is reasonable to expect that we will choose to not collaborate in the demise of our profession and our craft.

5. On process

As a general rule, form follows function, but, in this case, process followed form.

Transform bundled initiatives inside a single vessel under a common banner. Many of the initiatives would have been well-received by faculty, support staff, and administrators, but it was the bundling itself that yielded a form that stymied progress and resulted in a continual shifting of the parameters of engagement.

Last fall, we were informed that Transform would go to the Board in January. The FAC asked repeatedly what would go to the Board for review and approval. Would it be a vision statement, a broad conceptual outline, the list of initiatives, or the initiative roadmaps, milestones, and narratives? We never got a clear answer to that question.   In our view, a simple endorsement by this Board of Transform in its current form would have been at odds with the Board's fiduciary responsibility. At a conceptual level, for example, we might all agree that improved metrics, seamless transfer, organizational efficiency, and cross-campus registration are worthy objectives, but realizing each of these requires its own careful and deliberate crafting of both a policy and an implementation plan. The roadmaps were more than a conceptual objective, but less than a deliberative policy.

The campus governance bodies were equally unable to find a means to address responsibly the bundled collection. We were never able to understand the procedural linkages between the approval of Transform as a whole and the deliberative mechanisms to review, modify, approve, and implement each initiative. The inability to perceive avenues for effective advocacy on behalf of the interests of students and faculty led the FAC last November to resolve not "to endorse Transform in its current form." Following that vote, the timeline for Board approval was extended until March. The campus governance

bodies moved to, in effect, "debundle" Transform, by indicating that the vast majority of the initiatives ought not fall under the province of the system office, but should be addressed at the individual campuses.

Meanwhile, the system office continued work on the initiatives in what was now being described as Phase Two. Both the content and the form of Transform remained unchanged and a timeline for Board review and approval seemed indefinitely postponed. The challenging negotiations over the role and authority of what proved to be the very short-lived new steering committee was itself a symptom of the inability to specify a review process for the bundled form.

The FAC recommends that the system office empty the vessel that is Transform. There is no longer any value in bundling them together under a common banner. Worthy individual initiatives can be pursued with a corresponding deliberative process of review and collaboration.

If the state can pull its way through its current fiscal challenges, we also stand ready to collaborate for a new plan for state support.

To advance access and affordability there is much that we could do in a state with the largest educational achievement gap in the country. Such a plan might include subsidized childcare on our campuses, extending educational and career-training opportunities into correctional facilities, and providing scholarships for students in high priority school districts. In addition, if we are going to provide specific educational programs for business and industry, then we should be inviting them to be real "stakeholders" involved in efforts to promote our programs and to insure that supporting the state colleges and universities is high on the agenda of business and industry groups.

Achieving excellence requires the diligent pursuit of the academic missions of our institutions and the relentless building, refining, and sustaining of quality programs. There are no short cuts. Our aim in the pursuit of excellence should be to turn our colleges and universities into institutions of choice, rather than mere convenience or affordability.

One thing is for certain: if we do not find a means to collaborate, we will transform nothing.