



# Board of Regents

## AGENDA - REGULAR MEETING

10:00 a.m., Thursday, September 22, 2022

Conducted Remotely and In-Person

Meeting will stream live at: <http://youtu.be/r917X9BdZZg>

In Person at 61 Woodland Street, Hartford, CT 06105

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

\* Opportunity to Address the Board

- Written comments will be accepted concerning any matters. They will become part of the permanent record of the meeting. Written comments must be received via email to [pheleen@commnet.edu](mailto:pheleen@commnet.edu) at least 24 hours in advance of the meeting. All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at [pheleen@commnet.edu](mailto:pheleen@commnet.edu). A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, followed by public, faculty, and staff for a total of no more than 30 minutes.

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

**2. Adoption of Agenda**

**3. Comments from Chair JoAnn Ryan**

**4. Election of Vice Chair of the Board of Regents for Higher Education**

**5. Comments from CSCU President Terrence Cheng**

**6. Institutional Updates - CT State Update/Progress Report – John Maduko**

- [Progress Report to NECHE – Sept. 1, 2022](#)

**7. Public Comment**

**8. Approval of Previous Meeting Minutes**

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**9. Consent Agenda**

- a. Academic Programs – Discontinuations.....Page 61
  - i. Early Childhood Teaching Credential – Eastern CT State University – Correction
  - ii. Web Technology – Certificate – Manchester Community College
- b. Continued Accreditation of a Program.....Page 70
  - i. Massage Therapy – AS – Asnuntuck Community College
- c. State University Centers and Institutes.....Page 73
  - i. Continuation and Name Change of a Center/Institute
    - Center for Public Policy and Social Research – Central CT State University

- d. Community College Emeriti.....Page 101
  - i. Tunxis Community College
- e. CSU Promotions and Tenures .....Page 112
  - i. Central CT State University
- f. Executive Committee Items.....Page 114
  - i. Suspension of COVID-19 Immunization Requirements for Students
  - ii. Amendments to Board Bylaws and Human Resources Committee Charter
  - iii. Procedures for Public Participation at Board of Regents Meetings
  - iv. Delegation of Authority for Awarding Community College Emeritus Status
- g. Finance & Infrastructure Committee Items.....Page 136
  - i. CSCU FY2023- FY2025 Biennium Baseline Operating and Capital Budget
  - ii. Use of University Residence Halls by Persons Other than Students
  - iii. Acceptance of Gifts – Tunxis Community College Advanced Manufacturing Program
- 10. Academic & Student Affairs Committee – Ira Bloom, Chair**  
**September Meeting:** <https://www.youtube.com/watch?v=cpBrD6Enhok>  
*Report. No items.*
- 11. Audit Committee – Eleese Wright, Chair**  
*No Report. No items*
- 12. Finance & Infrastructure Committee – Richard J. Balducci, Chair**  
**September Meeting:** <https://www.youtube.com/watch?v=l1AwD35snTc>  
*Report. No items.*
- 13. Human Resources & Administration Committee – Holly Howery, Chair**  
*No Report. No Items.*
- 14. Executive Committee – JoAnn Ryan, Chair**  
*Report. No Items.*
- 15. Executive Session (if needed)** - to discuss the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee
- 16. Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF REGULAR MEETING  
THURSDAY, JUNE 23, 2022  
CONDUCTED VIA REMOTE PARTICIPATION**

<b>REGENTS - PARTICIPATING (Y = yes / N = no)</b>	
Matt Fleury, Chair	Y
Richard J. Balducci	Y
Ira Bloom	Y
Aviva D. Budd	N
Felice Gray-Kemp	N
Holly Howery	Y
James McCarthy	Y
Richard Porth	Y
JoAnn Ryan, Vice Chair	Y
Ari Santiago	N
Elease E. Wright	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Dante Bartolomeo, Labor Commissioner	Y
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	N
<i>*ex-officio, non-voting member</i>	

**CSCU STAFF:**

Terrence Cheng, CSCU System President  
 Dr. Alice Pritchard, Chief of Staff/Chief Strategy Officer  
 Dr. Rai Kathuria, Provost & SVP of Academic and Student Affairs  
 Dr. John Maduko, President, CT State Community College  
 Ben Barnes, Chief Finance Officer  
 Ernestine Y. Weaver, Counsel  
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

**CALL TO ORDER**

Chair Fleury called the meeting to order at 10:07 a.m. Following roll call, a quorum was declared.

**ADOPTION OF AGENDA**

Since the posting of the agenda, the Board was notified that two changes needed to be made to the agenda:

- Item 7.a.ii on the Consent Agenda was removed. The Academic & Student Affairs Committee will address the item again in the fall.
- After Executive Session, a vote may be taken by the Board.

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

#### **CHAIR FLEURY'S REMARKS**

- Chair Fleury welcomed everyone to the last Board meeting of the 2021 - 2022 academic year. He extended the Board's continued gratitude to the CSCU community for their contributions and sacrifices over the past year and thanked the members of the Board for their continued work and stewardship from a governance perspective.
- He recognized changes to the Board's membership:
  - Dr. Jim McCarthy brings a career in higher education spanning more than 40 years in his new role as Regent.
  - Juanita James, head of Fairfield County's Community Foundation, has served on many academic boards and brings her passion for higher education to the work of the Board.
  - Chair Fleury thanked David Jimenez and Aviva Budd for their volunteer years of service and wished them well as they cycle off the Board and pursue other opportunities.
- Additional CSCU leadership changes were noted:
  - Dr. Rai Kathuria was welcomed to his first Board of Regents meeting as CSCU Provost and our CSCU leadership partner for our Academic & Student Affairs Committee.
  - Chair Fleury recognized Dr. John Maduko, President of CT State Community College.

#### **PRESIDENT CHENG'S REMARKS**

- President Cheng highlighted the great work of CSCU institutions:
  - CT State has taken enormous strides in unifying the 12 community colleges. NECHE has given the green light to move ahead; CT State will open its doors in July 2023 under the leadership of President John Maduko. Hundreds of faculty, staff, students, and administrators across the 12 community colleges have worked very diligently to bring CT State to this point.
  - The faculty at Eastern Connecticut State University approved a new Liberal Arts Core that more accurately reflects Eastern's public Liberal Arts mission, while meeting the needs of the 21st century. The five student learning outcomes in this new core were selected by the faculty, and represent the skills employers seek most in college graduates.
  - ECSU's baseball team won the Division III College World Series.
  - Southern Connecticut State University had a banner year in philanthropy, raising \$2M more than the previous year. Southern also broke their record for external grants, in the amount of \$10M. This funding supports research, scholarship, and student services. These major accomplishments only happen with incredible determination and teamwork.
  - Central Connecticut State University eclipsed its previous fundraising record, bringing in more than \$6M in gifts. Central distributed over \$300,000 in funding to faculty and staff as part of the CCSU Next Generation Student Success, Diversity, Innovation, and Community Engagement grant competition. CCSU was also recognized on the national stage by NASPA (the National Association of Student Personnel Administrators) for its commitment to the success of first-generation college students.
  - Charter Oak State College created new online degrees and credentials that are responsive to the workforce and meet student needs. Charter Oak also kept its tuition flat for the third year in a row, maintaining affordability for working students and lifelong learners looking to achieve their academic goals.

- Western Connecticut State University continued to be a leader in attracting out of state students. Alongside their in-state counterparts, students from NY and NJ call Western home and take advantage of academic as well as professional opportunities in Fairfield County. President Cheng thanked President John Clark, who will be stepping down as Western's president in mid-July, for his leadership during the past seven years. His passion, commitment, dedication, and kind spirit are unrivaled. Interim President for WCSU, Dr. Paul Beran will begin serving on July 15.
- President Cheng thanked the System Office for the work they have done managing the pandemic, strengthening workforce and community development, working with elected officials, managing our finances and systems, our physical plants, keeping us healthy and safe, sustainable, and viable every day.
- President Cheng noted the challenging time negotiating our collective bargaining agreements, and thanked the bargaining unit leaders, and the faculty and staff they represent, who helped get it done.
- This year—sadly, unbelievably—we lost students, and staff, far too early. It is incomprehensible, the helplessness of grappling with the loss of young life. The fortitude, the strength of community, the unity of common bond and the ability to transcend and come together to heal is inspiring.
- As a system, as institutions, we must do better by our students, to strive for greater student outcomes and success, enhanced pedagogy and curricula, and continue to fight for equity. We must face down the enrollment challenges. All faculty, staff, and administrators must work together to create solutions.
- President Cheng thanked Regents Budd and Jimenez and Regents Naomi Cohen and Merle Harris who also cycled off this year for their invaluable service. He welcomed our new Regents, Juanita James and Jim McCarthy.
- He thanked Gov. Lamont, the legislature, and our community and industry partners for supporting CSCU.
- Across CSCU this year, over 12,000 certificates, bachelors, masters, and PhD's were conferred.

#### **OPPORTUNITY TO ADDRESS THE BOR**

In addition to the eight speakers, the Board received 17 written communications. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

<u>Faculty/Public</u>
Mike Spry Asnuntuck Community College, Adjunct Instructor
Brendan Cunningham Professor – Economics/Finance, ECSU
Rotua Lumbantobing Professor of Economics – WCSU WCSU AAUP Chapter President
Joel Leneker Gateway Community College, Adjunct Instructor
Kevin Kean Adjunct Instructor, CCSU – AAUP Part-time
Christine Japely Professor – English, Norwalk Community College
Seth Freeman President, 4Cs
Stephen Adair Professor of Sociology, CCSU

### **APPROVAL OF PREVIOUS MEETING MINUTES**

On a motion by Regent Howery and seconded by Regent Wright, the May 19, 2022 Regular Meeting minutes were approved after a unanimous voice vote.

### **CONSENT AGENDA**

On a motion by Regent Porth, seconded by Regent Wright, the amended Consent Agenda was unanimously adopted.

#### **Academic Programs**

##### Discontinuations

- i. Gerontology - Official Certificate Program - Central CT State University

##### Modifications

- i. Criminal Justice - AS - Manchester CC - [Significant modification of courses/course substitutions]

##### New Programs

- i. Applied Data Science - Master of Science - Eastern CT State University
- ii. Paralegal - AS - Tunxis CC

##### Promotions and Tenures - C SCU

- i. Eastern CT State University

##### Faculty Research Grants

- i. Central CT State University
- ii. Eastern CT State University
- iii. Western CT State University

##### Community College Emeritus

- i. Middlesex Community College
- ii. Tunxis Community College

##### CT State Community Colleges Areas of Study Policy Update

##### CT State Community College Aligned Curriculum

#### **Finance Items**

- i. Modified FY2023 Community College Nursing Fees

- ii. Revised “Drop for Non-Payment” Policy
- iii. Modified FY2023 Transportation Fee
- iv. CSU 2020 Funding Reallocations
- v. Conveyance of Gateway Community College, North Haven Campus to ACES

## **RESOLUTIONS APPROVED ON CONSENT**

### **Academic Programs - Discontinuations**

- i. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Gerontology, (CIP Code: 19.0702 / OHE# 18714), leading to a Graduate Certificate at Central Connecticut State University, effective June 2024.

### **Academic Programs - Modifications**

- i. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Criminal Justice (CIP Code: 43.0104 / OHE# 000315), specifically modification of courses and course substitutions - leading to an Associate of Science at Manchester Community College.

### **Academic Programs - New Programs**

- i. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Applied Data Science (CIP Code: 27.0304, OHE# TBD) leading to a Master of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Paralegal (CIP Code: 22.0302, OHE# TBD) leading to an Associate of Science at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

### **Promotions and Tenures**

RESOLVED: That the Board of Regents for Higher Education approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.

### **Approval of Awardees for CSU-AAUP Faculty Research Grants**

RESOLVED: That the Board of Regents for Higher Education approve the amended funding recommendations of the CSU-AAUP Faculty Research Grants’ Selection Committee for the 2022-23 program year for Central, Eastern, and Western Connecticut State Universities.

### **Approval of Connecticut State Community College’s Emeritus Recommendations**

RESOLVED: That the Board of Regents for Higher Education approve the 2022 emeritus recommendations from the presidents and chief academic officers of the Connecticut Community Colleges.

### **Approval of Modification to the CSU Areas of Study for CT State Community College**

WHEREAS, Board of Regents Policy 19-037 identifies six Areas of Study for CT State Community College designed to provide a meaningful but manageable organizational framework for all academic programs and curriculum for the merged community colleges, aid in student decision making and providing students with clear paths to graduation, and facilitate the implementation of Guided Pathways practices; and

WHEREAS, Policy 19-037 was adopted prior to the appointment of CT State Community College leadership and academic administration and, as such, delegated maintenance and oversight of the Areas of Study exclusively to the CSCU Provost and Senior Vice President; and WHEREAS, Policy 19-037 did not include specific provisions for regular status updates on implementation of the policy to the Board of Regents; and WHEREAS, Subsequent discussion and deliberation by CT State Community College leadership, academic administration, and discipline experts and refinements to the academic structure for CT State, make clear the need for revisions to the names of the Areas of Study; and **RESOLVED:** That the Board of Regents delegates to the CT State Community College President and CT State Community College Provost, and their designees, authority to maintain, refine, and revise the Areas of Study as needed to support the stated purposes of providing a meaningful but manageable organizational framework for all CT State academic programs and curriculum, aiding student decision making and providing students with clear paths to graduation, and facilitating the implementation of Guided Pathways practices; and directs the CT State Community College President and CT State Community College Provost, and their designees, to provide regular updates to the Academic and Student Affairs Committee to the Board of Regents on the implementation and success of the Areas of Study, such updates to be provided in June 2023 and in June of each year following.

**CT State Community College Aligned Degrees & Certificates**

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

**Finance Items:**

**Modified FY2023 Community College Nursing Fees**

WHEREAS, the Nursing Media fee has been adopted by the Board of Regents for FY 2023 to allow nursing students to participate in program to reduce costs to students for materials for the program; and WHEREAS, several changes to contracts and testing requirements as outlined in the attached staff report require some modifications to the approved Nursing Media and related fees; now, therefore, be it **RESOLVED,** that the Board of Regents for Higher Education approve the modification of fees within the Connecticut Community College Nursing Program (CT- CCNP) as outlined:

	<b>Approved Fall 2022 FY2023</b>	<b>Recommended Fall 2022 FY2023</b>
<b>Educational Extension Fees</b>		
CT-CCNP Student Assessment Fee ATI	\$82.00/\$262.00	\$136.25/\$316.25
Nursing Media Fee	\$247.75	\$247.75/\$0
Nursing ExamSoft Testing Fee	\$0.00	\$26.75



**Revised “Drop for Non-Payment” Policy**

WHEREAS, The Connecticut Community Colleges have an existing policy concerning dropping students from enrollment records for non-payment; and

WHEREAS, The current policy allows for inconsistencies in the practice of dropping students for non-payment across the system; and

WHEREAS, The proposed policy will establish specific criteria for when a college must drop for non-payment; and

WHEREAS, The proposed policy will establish a \$500 drop for non-payment threshold, such that students with balances less than this threshold will not be dropped for non-payment; and

WHEREAS, The proposed policy will align the fee due date with the tuition due date by removing the requirement of fees to be paid at the time of registration; therefore, be it

RESOLVED, That the Board of Regents approves the attached Proposed Policy for the Connecticut Community Colleges; and be it further

RESOLVED, that this policy shall go into effect for the fall 2022 semester.

**Modified FY2023 Transportation Fee**

WHEREAS, The Board of Regents for Higher Education (“BOR”) pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities (“CSCU”); and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-77(a), shall fix fees for tuition at the regional community colleges and shall fix fees for such other purposes as the Board deems necessary at the regional community colleges; and

WHEREAS, The BOR adopted Board Resolution 22-013 at its February 2022 meeting establishing tuition and fees for all CSCU institutions for FY 2023; and

WHEREAS, The BOR participates in the UPASS program with the Connecticut Department of Transportation, under which students are charged a fee each semester for discounted use of Connecticut public transportation services; and

WHEREAS, In recognition of state action to make bus service free of charge during the pandemic the Department of Transportation has offered to reduce the fee for the fall 2023 semester from \$40 to \$16; now, therefore, be it

RESOLVED that the Board of Regents approves a reduction in the UPASS fee for all participating institutions for the fall 2023 to \$16.

**CSCU 2020 Funding Reallocations**

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

WHEREAS, two named line item projects that were funded from FY 2016 through FY 2019 as part of the CSCU 2020 Program are complete; and

WHEREAS, approximately \$2,935,272 of uncommitted funding for two projects will be reallocated to their respective University’s Code Compliance/ Infrastructure Improvement programs; and

WHEREAS, the projects and reallocated funding is listed below:

1. FY 2013 & 15 - Southern’s Health & Human Services, \$2,000,000 (approximate)
2. FY 2013 & 15 - Western’s Higgins Hall, \$935,272: therefore, be it

RESOLVED, approximately \$2,935,272 of uncommitted funds from completed CSCU 2020 projects will be reallocated to their respective University FY 2013 and 2015 Code Compliance/ Infrastructure Improvement programs.

**Conveyance of Gateway Community College, North Haven Campus to ACES**

WHEREAS, in 2012, Gateway Community College (GCC) relocated from the North Haven Campus at 88 Bassett Road, to its new Church Street, New Haven, campus, with the exception of their Automotive Technology program; and

WHEREAS, since 2012, CSCU capital plans have programmed the relocation of the Automotive Technology program to a new location; and

WHEREAS, since 2019, approximately 105,000 square feet of the 170,000 square foot North Haven facility have been leased to Area Cooperative Educational Services (ACES) for a Magnet School; and

WHEREAS, Special Act 21-33 conveys GCC's North Haven Campus to ACES; and

WHEREAS, Special Act 21-33 provides an easement for continued facility use and operations by GCC's Automotive Program, until a new location may be identified; and

WHEREAS, the conveyance of the North Haven Campus to ACES is contingent upon Board approval of the Conveyance Agreement and subsequent approval from the State Property Review Board; now therefore be it

RESOLVED, the Board approves a Conveyance Agreement with ACES for property located at 88 Basset Road North Haven; and be it further

RESOLVED, the CSCU is authorized to request approval from of the State Property Review Board for the conveyance of GCC's North Haven Campus at 88 Bassett Road, New Haven, to ACES.

**ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom**

No report.

**AUDIT COMMITTEE - Committee Chair Wright**

No report.

**FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci**

Committee Chair Balducci reported that the Finance and Infrastructure Committee met on June 9, 2022. The committee acted on several items, including a new policy regarding Refugees and Asylees and the FY 2023 Spending Plan. In addition, several minor policy and fee changes and real estate matters appeared on the Consent Agenda.

Refugee and Asylee Policy

The Committee recommends full Board approval of a new policy regarding refugees and asylum-seekers. This policy establishes relationships with state agencies and refugee settlement organizations and allows individual institutions to implement various supports and accommodations to meet the needs of these students, within available resources. The policy is in response to a request from the Faculty Advisory Committee and developed in consultation with campus leadership and the system office administration.

Committee Chair Balducci put forth the resolution as a motion to approve. It was seconded by Regent Bloom.

Regent Bloom noted that the Academic & Student Affairs Committee has also endorsed the resolution and is looking forward to the working groups as the academic equivalencies are reviewed. Professor Blitz stated that the ASA Committee added the requirement of an annual report to the resolution.

The resolution was approved by unanimous voice vote.

FY2023 Spending Plan

The Committee recommends the approval of the proposed FY 2023 spending plan. This plan allows CSCU to continue to rebuild our enrollment and finances while also advancing the community college merger during their final year as 12 separate institutions.

- The spending plan relies on conservative assumptions regarding enrollment - slightly down at the universities and stabilization at the colleges.
- The plan also relies on \$225 million of one-time funding from the state - 26% of all revenue for the system. While this aid is welcome, it is urgent that the system use this year to implement changes that will balance the budget in future years.
- The spending plan reflects the ongoing reorganization of the colleges into CT State. In the coming year, hundreds of staff members will shift into the new organization as more responsibility for day-to-day operations shifts to CT State.
- The plan takes some advantage of the historic surge in retirements - 750 CSCU employees have retired in the last year including 5% of full-time faculty and 16% of staff.
- The plan includes all the costs related to our collective bargaining agreements.

CFO Barnes provided a brief presentation on the proposed spending plan (Attachment C).

Committee Chair Balducci put forth the resolution as a motion to approve. It was seconded by Regent Wright.

Professor Blitz asked where the salaries associated with BOR job postings are being paid from and why aren't the costs being shown under BOR expenses. CFO Barnes responded that the jobs Professor Blitz is referring to are virtually all Shared Services positions (payroll, accounting, etc.). The costs are allocated to the units using those services (i.e., community colleges, Charter Oak, System Office, limited university support).

Professor Blitz asked if the job hirings for the 6 CT State Academic Deans aligned properly with the revision of the 6 Areas of Study approved on the Consent Agenda today. CFO Barnes noted that there is an ongoing search for the positions underway. If changes need to be made to the search based on the areas of study, hiring specs can be revisited with the leadership of CT State. Regent Bloom noted that today's resolution on Areas of Study delegated the authority for revision and review to the Provost of CT State from the CSCU Provost with regular updates to the BOR. Professor Blitz requested close follow-up on any affected transfer articulation agreements with the universities.

Professor Sesanker requested further clarification of the funding for each of the 12 colleges and for CT State.

CFO Barnes pointed out on page 52 of the BOR packet that there is a line for the CSU System Office (which is the portion of the System Office costs dedicated to the universities); similarly, a line for System Office support of the community colleges and Charter Oak, and a line for shared services in support of the community colleges are included (IT, HR, payroll, accounting, purchasing, grants management, etc.).

Regent Porth asked what the BOR needs to be doing or thinking about to prepare for the fall-off in state aid next year. CFO Barnes responded that several months ago, President Cheng asked institution leadership to begin a process to identify short-term savings that can be accomplished this year and to identify savings and changes that can be implemented over this year to ensure that we are well-matched between programs we offer and the students we anticipate. The review is underway.

The motion was approved by unanimous voice vote.

#### **HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery**

The HR Committee met on June 1, 2022. The Committee brought forward the result of several months' work reviewing the existing Management and Confidential Employee policies with an eye toward new state and federal rules and laws, organizational changes, technical updates, and alignment with updated practices. The committee presented the completed revised policy document which:

- Clarifies BOR responsibilities versus those of administration (through the System and Institution Presidents) including those related to appointments and non-continuation.
- Includes revised language in vacations, Holidays, Comp Time Off, and Leaves of Absences.
- Revises Discipline, Reprimand, Suspension, and Termination sections.
- Includes technical revisions throughout the document to align with changes in process, positions, terminology and style that impact all management/confidential employees.

The HR Committee has held two meetings on this matter, reviewed draft materials, and presented the updated policy.

Regent Howery presented the resolution as a motion to approve. The motion was seconded by Regent Bloom. The resolution passed by unanimous voice vote.

#### **EXECUTIVE COMMITTEE - Chair Fleury**

No report.

#### **EXECUTIVE SESSION**

At 11:35 a.m. on a motion by Regent Wright, seconded by Regent Howery, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed President Cheng and Dr. Pritchard to remain with the Board in Executive Session.

In addition, Chair Fleury noted that there may be a vote when the Board returns to Open Session.

#### **RETURN TO OPEN SESSION**

At 12:43 p.m., Chair Fleury announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, specifically President Cheng's very favorable first year review.

Based on the discussions in Executive Session, Chair Fleury asked Regent Howery to read the following resolution into the record as a motion to approve:

#### **Salary Increase - President Terrence Cheng**

WHEREAS, the Agreement between the Board of Regents and Terrence Cheng provides that the CSCU President receive salary increases consistent with those increases the Board of Regents periodically provides for all of its management and confidential employees during the term of his contract; therefore, be it

**RESOLVED**, that effective July 1, 2022, President Cheng's base salary shall be increased by 3% to align with salary increases provided to CSCU institution presidents in fiscal year 2022.

Regent Wright seconded the motion which carried following a unanimous voice vote.

Regent Howery asked Chair Fleury for a point of personal privilege to read the following resolution acknowledging Chair Matt Fleury:

**THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
EXTENDS ITS DEEPEST APPRECIATION AND THANKS TO ITS CHAIRMAN  
MATT FLEURY**

**WHEREAS**, Matt Fleury's tenure on the Board of Regents ends on June 30, 2022, after 11 years of service to higher education in the State of Connecticut, and,

**WHEREAS**, Chair Fleury was first appointed to the Board of Regents in 2011, supporting the Board's mission as Chairman of the Finance & Infrastructure Committee, as a member of the Executive Committee and various presidential search committees.

**WHEREAS**, in June 2016, Governor Malloy appointed Matt Fleury as Chair of the Board of Regents and in September 2019 Governor Lamont reappointed him as Chair until the end of Chair Fleury's term, and,

**WHEREAS**, Chair Fleury has led the Connecticut State Colleges and Universities System with a passion for accessible, affordable, and equitable educational opportunities, and,

**WHEREAS**, Matt Fleury has brought leadership and stability to the Board and the System during a turbulent economic environment for higher education, and has helped shape and articulate the vision and strategy of the Board of Regents by engaging, organizing, and supporting the talented CSCU team and Board of Regents, and,

**WHEREAS**, Matt's leadership has been critical to the CSCU system through the COVID pandemic, contract negotiations, and the CT State consolidation, and has been a visible fixture at more than a dozen Commencement ceremonies over the years, and

**WHEREAS**, Matt has used his lived experience as a community college graduate and Charter Oak State College alumnus to establish himself as a leader in the community and in the state, and has used his stature, profile, and acumen to advance the broad goals and objectives of the CSCU system and the state, and

**WHEREAS**, Matt has been a tremendous advocate for the CSCU system, as a regular presence in the Capitol in support of fair funding for public higher education and policies that benefit CSCU students and institutions, and

**WHEREAS**, throughout his tenure, Matt has prioritized student retention and graduation, has valued the skilled faculty and staff who support student teaching and learning to ensure that CSCU meets Connecticut's goals of an educated workforce that supports the state's economy; now, therefore, be it

**RESOLVED**, that the Board of Regents for Higher Education recognizes Chair Matt Fleury for his vital contributions to the CSCU system - to our students, faculty, and staff; and, be it further

**RESOLVED**, that the Board of Regents, in consultation with President Cheng, has conferred a CSCU-wide honorary degree of Doctor of Educational Leadership and Policy from Southern Connecticut State University to be awarded to Chair Fleury at a future commencement ceremony; and be it further

**RESOLVED** that the Board of Regents for Higher Education extends its sincere appreciation to Chair Matt Fleury for his leadership with the Connecticut System of Colleges and Universities, and extends its sincere, heartfelt wishes to him as he continues his work at the Connecticut Science Center, with the International Association of Science & Technology Centers and the MetroHartford Alliance and spends more time with his loving family.

Vice Chair Ryan made the motion to adopt the resolution. Regent Wright seconded the motion. Vice Chair Ryan called for the vote which was carried after a unanimous voice vote.

Chair Fleury made the following closing remarks:

- He noted his continued support for the students of Connecticut and for the role of higher education in the State.
- He thanked Governor Malloy and Governor Lamont for their confidence in him, the State Representatives who appointed him to the Board, and his fellow Regents (both past and present) for the dedication to the arduous, important, valuable work.
- He thanked President Cheng, Dr. Alice Pritchard, Ben Barnes, the faculty, and staff across the System.

#### **ADJOURNMENT**

*Chair Fleury exercised his prerogative and asked for a vote to adjourn the meeting. It was unanimously adjourned at 12:53 p.m.*

Submitted,

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

Attachment Listing

June 23, 2022 BOR Regular Meeting

Attachment A	Written Comment from the Public
Attachment B	Aligned Curriculum - Degrees & Certificates
Attachment C	Finance Presentation

## **Attachment A – Written Comment from the Public**



Chair Fleury, President Cheng and members of the Board of Regents, thank you for this opportunity to speak with you today.

Many of you know me. My name is Stephen Adair. I am a professor of Sociology at CCSU and from 2013-2018, I was Chair or Vice Chair of the FAC and served on this Board in the position that David Blitz now occupies.

As many of you also know, I was and remain opposed to the decision by this Board to consolidate the community colleges. As I see it, the consolidation remains an expression of the hubris of a state agency that used its monopoly over information that flows to this Board to maximize its sphere of control over the institutions it governs.

A critical matter that this Board has never really been honest about is how much the transition to the one college will cost.

In the initial “quantification” of the consolidation in December 2017, the finance report showed growing savings through the transition until the completion of the consolidation achieved the promised savings of \$41 million annually. At that meeting, I asked about what expenses would be generated through the transition and was told these would be negligible. Under the initial plan, the transition was supposed to be free.

Even after the initial substantial request was denied by NECHE (then NEASC) in 2018, the finance reports continued to list two lines over the next couple of years: one with “Students First” and one without (or doing nothing), and these also showed some immediate savings that would continue to grow until the transition was completed.

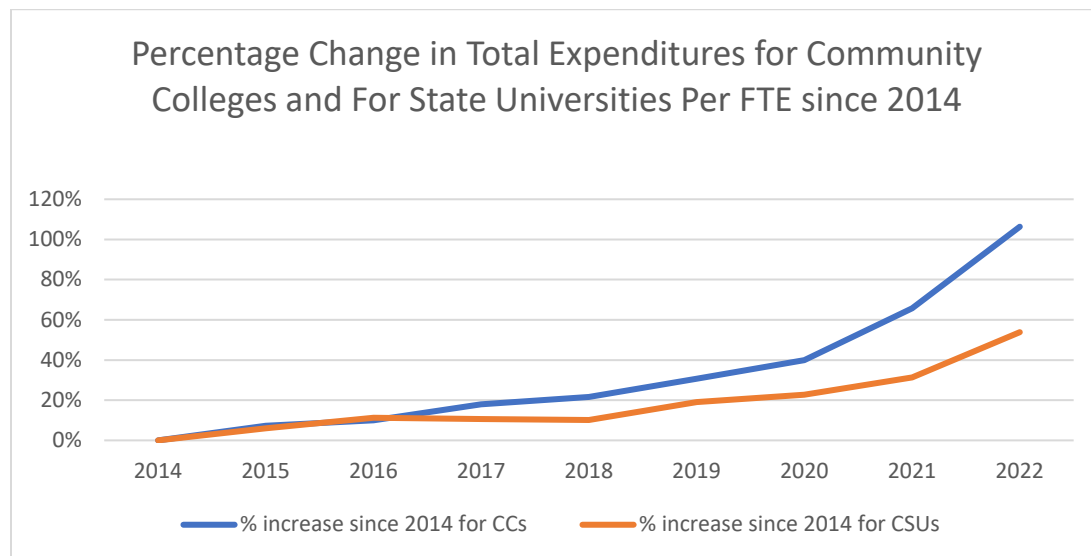
Now, we all know this is not how it turned out. You have been building a centralized administration while the 12 colleges have had to limp along, diminished in the basic functionality by attrition, but nevertheless needing to maintain operation. The transition has been expensive.

What the transitional costs and the associated weighing the costs and benefits of higher educational mergers are important for its own sake. New Hampshire, Massachusetts, and Maine are in various stages of moving toward a higher education consolidation. It matters in terms of thinking about the immediate futures of the CSUs, and it certainly matters to the Connecticut legislature and the citizens and taxpayers it represents.

The recent NCHEMS report on the rising costs at WCSU was based on a comparison of total spending per FTE student across the CSUs. Using a similar denominator to assess the cost of the consolidation is instructive.

The graph and the data table below were built on the June Finance Committee reports. Appendix C in those reports includes a projected total cost for the CSUs and the CCs as the fiscal year is nearing a close. Undoubtedly there will be some minor differences between these figures and the end of year summations included in the audit report. These reports also include figures for the total number of full time, part time, and FTE students. Using 2014 as the base year, the two lines outline the percent increase in total expenditures per FTE student for the CSUs and the CCs.

As you can see, from 2014 – 2016, these increases are roughly equivalent for the CSUs and the CCs, but they begin to diverge in 2017 and 2018, and the differences continue to grow. In 2022, total expenditures at the CSUs were 54% larger per FTE than in 2014. For the CCs, the figure was over 100%.



The rows below the data table report what the total expenditures at the CCs would have been if they had increased at the same rate as CSUs. The line below it calculates the difference between these figures and what was actually spent. The summation of this row results in a disturbing total of more than \$422 million.

I am not going to claim that \$422 million is the total cost of the consolidation, but I do believe the consolidation remains the largest share of this figure.

There are a few adjustments we should consider. The enrollment decline through the pandemic was much steeper at the CCs than at the CSUs, and certainly the institutions cannot always make rapid adjustment to short term enrollment changes. The legislature provided support to the CCs for the pension legacy costs paid out of the operating fund in recent years, such that this additional support would appear in the total expenditures for the CCs, but not for the CSUs. The increases in total expenditures for both the CSUs and the CCs over the last two years are also partially explained by the additional pandemic relief funds provided by the federal government.

Nevertheless, based on these figures, we might reasonably estimate that the total transition cost for the consolidation might well exceed \$200 million. The BOR should be honest about that.

The dollar figure, of course, does not describe the less tangible costs associated with lost opportunities, the erosion of collective trust in the institutions that the faculty and staff serve, and what will prove to be immense turmoil, confusion, and dysfunction that will inevitably follow if indeed the one college begins operation in 2023.

Thank you for this time.

	2014	2015	2016	2017	2018	2019	2020	2021	2022
CC	436,087,499	460,471,909	469,353,811	458,872,905	461,226,043	482,276,889	488,292,575	487,115,428	571,570,288
FTE	30,875	30,372	30,195	27,532	26,840	26,138	24,716	20,817	19,612
\$/FTE	14,124	15,161	15,544	16,667	17,184	18,451	19,756	23,400	29,144
% s,									
2014	0	7.34%	10.05%	18.00%	21.67%	30.64%	39.88%	65.67%	106.34%
CSU	623,845,025	657,790,902	689,095,884	678,763,732	668,141,871	717,391,086	716,834,050	712,200,263	770,234,314
FTE	26,862	26,719	26,680	26,408	26,137	25,945	25,137	23,359	21,557
\$/FTE	23,224	24,619	25,828	25,703	25,563	27,650	28,517	30,489	35,730
% s,									
2014	0	6.01%	11.21%	10.67%	10.07%	19.06%	22.79%	31.28%	53.85%

Number of FTE Students at the CSUs in 2017 was not provided in the Finance report. 26,408 represents a simple average between the 2016 and the 2018 figures.

**From:** [Mahfouz, Ibtsam M](#)  
**To:** [Heleen, Pamela](#)  
**Subject:** BPOP/iTeach Training  
**Date:** Wednesday, June 22, 2022 8:42:39 AM

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Members of the Board of Regents,

My name is Ibtsam Mahfouz, an Associate Professor at Manchester Community College and a member of the 4Cs.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Thank you for your consideration.

Ibtsam Mahfouz  
*Associate Professor of Computer Science*  
Engineering, Technology and Computer Science  
Manchester Community College  
LRC A222  
Great Path, MS #17  
PO Box 1046  
Manchester, CT 06045-1046  
860-512-2710  
[imahfouz@manchestercc.edu](mailto:imahfouz@manchestercc.edu)

My name is Lisa Celona and I work at Tunxis Community College. I am a member of the 4cs.

I was asked to teach online shortly after being hired in 2006 as a full-time instructor. I immediately complied and have been doing so every semester since, expanding our online course offerings from just Elementary Spanish I at the outset, to Elementary Spanish II, Intermediate Spanish I, Intermediate Spanish II, Elementary Italian I and Elementary Italian II over the last 16 years. In the process, I grew our Foreign Language enrollment by expanding the semesters in which our online classes are offered from just Fall and Spring in the beginning, to Winter and Summer for the past decade now as well. I have had consistently positive online classroom observations and evaluations by my supervisors and students throughout my career, the latest one from my Department Chair being as recently as last summer. A Spanish adjunct, Professor Viviana Pinhasi-García, and I completed the Best Practices of online Pedagogy classes on our own time without being compensated several summers ago when all faculty were first requested to do so. After having successfully taught hundreds of online classes to date, it is insulting that we are being told that if we want to continue teaching online classes, we have to complete 5 badges by next summer. Faculty with proven track records such as ours should not be required to do additional training or take tests to prove our skills. Adjuncts especially, and all professors frankly, should be compensated for the time we are needlessly wasting on completing this redundant iTeach certification. Faculty at the four year state universities and at UCONN are not being required to do this unpaid work, so why should we as community college professors be asked to do so for free after having successfully taught online for decades?

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

June 23, 2022

Members of the Board of Regents,

My name is Professor Margaret Dana-Conway, I work at Norwalk Community College, I am member of the 4C's.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

In the 27 years I have been in the community college system, I have never witnessed such bias and prejudice towards our students. The Board of Regents response to this issue assumes faculty serving the community colleges are less than the university faculty. It is as if the community college faculty is not an academic equivalent to university faculty. This is just another slap in the face to a system that built and continues to build, Connecticut's work force. It is the system that the dreams and goals of our minority population. Shame on you!

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Margaret Dana-Conway  
Professor, Early Childhood Education  
Norwalk Community College

June 23, 2022

Members of the Board of Regents,

My name is Ann Gustavson, I work at NCC, and I am a member of the 4Cs.

The BPOP/iTeach training should not be required of adjunct faculty without compensation. It is unfair to adjunct faculty to require this since, unlike their full-time peers, they receive no compensation whatsoever for completing these programs. Many will not even teach online because full time faculty get preferential treatment in scheduling.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty, nor compensate full-time faculty and not their adjunct counterparts.

Sincerely,  
Ann Gustavson

June 21, 2022

To: **Members of the Board of Regents**

My name is Gail Hughes, I work at NVCC, Waterbury. I am a member of the 4Cs.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training. Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this long standing dispute. Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time. We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement. This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I have been teaching as a part-time adjunct faculty member at NVCC since 2002. I graduated from Mattatuck Community College in 1991 and was employed as an EA for four years after graduating from NVCC, while pursuing my Bachelor's Degree and finally my Master's degree from CCSU. Over the many years of teaching at NVCC, I have attended training and consulted with our IT department to familiarize myself with Blackboard and learned how to post Powerpoints, homework, and announcements to each assigned class. During the onset of COVID, after being told that we would not return to the classroom, I was able to immediately continue classes and keep ongoing contact with my students on a weekly basis. I posted online exams and notified students about grades, discussed answers, and had a written dialogue with students on a regular basis. This process of assisting students and supporting them took several additional hours during the week, far more than when I was teaching on site. We have had many hours of uncompensated work hours as we learned LRON formatting, teaching from home in an online format and at the same time supporting our students through an unprecedented time. Additionally, many of us met students online using the TEAMS/WebEx formats to meet with students in addition to utilizing resources on Blackboard. We had to learn and adapt quickly to help students through the process and focus on retention. I had to purchase a new laptop and needed to update my router and modem while teaching via the LRON format. These are all uncompensated expenses.

Additionally, it is very difficult to attain training at this time as the training slots are going to the full-time faculty first as their deadline is sooner than the deadline for part-timers. I have attempted to sign up for training twice and the classes are full within minutes of posting. I have heard the same experience from others. At a time that we need to move toward equity, there appears to be continuing barriers toward that goal. Adjunct faculty are asking for recognition. In our world, that translates to how we are compensated, respected, and valued. We, along with



the full-time faculty, are united in our goals. We truly have a passion to teach and pass the torch to the next generation. We inspire our students to keep going, never give up, and believe in themselves. One day at a time; one course at a time. We, part-time adjuncts, deserve to be compensated for our mission, our time, our work.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Respectfully submitted,

Gail Hughes, Chair, 4Cs, Part-timers, NVCC

**From:** [Adams](#)  
**To:** [Heleen, Pamela](#)  
**Subject:** ITeach testimony to BOR  
**Date:** Tuesday, June 21, 2022 3:36:45 PM

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

Members of the Board of Regents,

My name is Sabrina Adams-Roberts, I work at Manchester Community College, I am member of the 4C's Union. As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement. This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty

Sincere Regards,

Sabrina Adams-Roberts, LMSW  
Advisor & Adjunct Faculty  
Manchester Community College  
Phone: 860.512.3343  
Email: [sadams-roberts@mcc.commnet.edu](mailto:sadams-roberts@mcc.commnet.edu)  
**[Book Advising Appointments here!](#)**

Success is to be measured not so much by the position that one has reached in life, but by the obstacles which they have overcome. – Booker T. Washington

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**From:** [Kotler, Elaine](#)  
**To:** [Heleen, Pamela](#)  
**Subject:** ITeach  
**Date:** Tuesday, June 21, 2022 7:34:07 PM  
**Attachments:** [Outlook-Stay Safe..png](#)

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June 23, 2022

Members of the Board of Regents,

My name is Elaine Kotler, I work at Manchester Community College, I am member of Congress of Connecticut Community Colleges, SEIU 1973.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I took the ITeach class last summer. It was time consuming and I learned nothing new. I have been and adjunct at MCC for over 20 years and have been using Blackboard (or earlier Blackboard Learn) in all that time and have been proficient. I don't feel that I needed to waste so many hours to earn a certificate to prove my competency. And, the instructors were hypocrits. They were trying to teach different modules each week. One was solely based on differentiation and accommodations. Yet, they had no concept of meeting student needs. I missed one deadline for 1 of 4 assignments in one week due to a state-wide blackout. . I turned it in 6 hours late when the power returned. Yet, there was no compassion, no understanding and no accommodation. I received a 0 for the week, though the rubric stated I should have 75%. I was told they cannot make any exceptions, thus defeating the concept of meeting students needs. I am proficient in using technology and I am more than proficient in helping my students succeed,. The instructors of ITeach do not possess

that ability.

I object to the iTeach mandate as it is time-consuming, time that is not compensated for Adjunct Faculty. It is not a useful learning experience, and the instructors do not practice what they preach. There are better ways to prove technological proficiency.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Elaine Kotler



***Elaine Kotler, Adjunct Faculty  
Science, Technology, Engineering and Mathematics (STEM) Division  
School of Engineering, Technology and Physical Science  
Manchester Community College  
Manchester, CT 06045-1046  
[ekotler@manchestercc.edu](mailto:ekotler@manchestercc.edu)***

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June 23, 2022

Dear Members of the Board of Regents,

Happy summer 2022 to all of you.

I'm Professor Christine Japely of Norwalk Community College and a member of the 4C's bargaining unit.

Please be aware that Ben Barnes and others at the system office are demanding uncompensated labor from adjuncts in mandating an *unpaid* 35-hour training ("i-Teach"/Best Practices of online teaching). This is jaw-droppingly horrifying. I say this as a full-time and tenured faculty member who stands in solidarity with adjunct faculty who are consistently underpaid and given short shrift by a system for which they do the bulk of the instructional load.

Mandating this training would probably be acceptable if appropriate financial compensation would be offered. Not offering any compensation is an embarrassing and egregious abuse of the huge majority of community college teaching faculty - the adjuncts.

There are many other unfair aspects to this mandate (CSCU faculty are not subject to the same mandate, experienced online faculty are not given waivers, there is not a full menu of training options, etc.) but in my mind the most grotesque abuse is forcing adjuncts to take this training without compensation.

Please re-think this abusive situation. Bad blood between faculty and administration/BOR will only continue until the administration/BOR do the right thing in a few areas. Treating faculty like third-rate citizens has gone on far too long.

Christine Japely

Professor of English - Norwalk Community College

[cjapely@norwalk.edu](mailto:cjapely@norwalk.edu)

Good morning members of the Board of regents:

I am Joel Leneker and I have taught graphic design for 20 years at Gateway Community College, in addition I have served as interim program coordinator for the Gateway CC Art and design program from August 2021 to January 2022. I am a member of the 4 Cs union.

I am here today to present my concerns regarding the recent iTeach training mandate and the equity of the mandate.

As of October 8<sup>th</sup>, 2021, Fall semester the community college 4c's membership teaching faculty payroll there included 2,289 faculty, of which 575 were full -time faculty and 1,714 part-time faculty. This is a 25% to 75% ratio of full time to part-time employees.

It is my understanding that the board of regents has mandated all community college faculty be trained in iTeach by June 2023. Estimated training time is 35 hours. Full-time faculty will receive release time to complete this training while contracted part-time faculty are being required to do this training with no compensation.

Regarding equity of this mandate I have the following questions:

1. How is it equitable that full time faculty receive release time to complete the training but part time faculty receive no form of compensation. Especially since 75% of your faculty are adjunct.
2. How is it equitable that faculty at Central, Eastern, Southern and Western State Universities are not required to be certified in iTeach since we all are state employees in higher education? What industry sector segregates its employees in this matter.
3. Is iTeach certification a condition of employment?
4. May faculty be fired should they not complete the training?
5. Are there other consequences to faculty that choose not to take the iTeach training?

I would appreciate and expect a written answer to these questions via email or certified mail within 30 days. My email address is: [JLeneker@gwcc.commnet.edu](mailto:JLeneker@gwcc.commnet.edu).

Joel Leneker  
70 Huntingtown Road  
Monroe, CT. 06468

Should no response be received I understand that the following to be true:

1. iTeach is not required for part-time faculty members without compensation
2. Faculty will not be fired for not completing iTeach training.
3. There are no other consequences to not completing the training

I thank you for your time and I urge to you to treat all state employees equally.  
A few recommendations to achieve this equity include:

1. Remove the iteach mandate, but if you choose not to do so, apply the mandate to all faculty members system wide to include the CT State University faculty.
2. Compensate part time faculty \$1500 to complete the iTeach training

Best regards,

Joel Leneker  
203.673.9100 mobile



Kevin J. Kean, Ph.D.  
Part-time instructor, Department of Psychological Science  
Central Connecticut State University

[keankej@ccsu.edu](mailto:keankej@ccsu.edu)

June 23, 2022

Dear members of the Board of Regents, distinguished guests, and colleagues:

Thank you for the opportunity to address you today. The COVID-19 pandemic has been difficult for everyone, including the students, staff, and faculty in the CSCU system. One group that has been disproportionately affected has been the part-time faculty.

As you may know, the majority of faculty across the CSUs and Community Colleges are both part-time and contingently employed. We are paid poorly, and we are afforded fewer resources and benefits than full-time faculty. While we understand the need for flexibility and cost savings, contingent employment has a human cost. Our students are also impacted, because our teaching conditions are their learning conditions. The COVID pandemic exacerbated the inequities experienced by part-time faculty. If I may, I would like to offer two examples.

First, between 10% and 15% of CSCU part-time faculty lost their jobs as a result of lower enrollments due to the pandemic. That means somewhere between 400 and 600 of the approximately 4000 part-time CSCU faculty (NCES, Fall 2020) lost their classes. There has been some recovery since the lowest point of the pandemic, but not nearly enough. Contrary to popular belief, the faculty did not make it through the COVID pandemic unscathed. The part-time faculty have paid a heavy price.

Second, part-time instructional faculty in the CSCU system do not have paid sick time. But our full-time faculty colleagues and other professional employees do. It has always seemed unfair for part-time faculty to have to work when they are hurt or sick, or risk losing their jobs. It is even more absurd during the worst pandemic in over a century. When most instruction went remote because of COVID, the system still wanted some instruction to be done on-ground. Full-time faculty most often got to choose whether they taught on-ground or not. Part-time faculty often did not have that choice. Try to imagine being required to work on-ground in a classroom before vaccines were widely available. Recall that many part-time faculty do not qualify for health insurance through their employment with CSCU. Now add the lack of paid sick time. Part-time faculty have worked on the front lines during this pandemic, risking their health with no safety net. No other group of CSCU employees has been asked to work on-ground and in-person without paid sick leave. Do you think this is proper?

During the recent contract negotiations with the Board of Regents, my union (CSU-AAUP) proposed extending paid sick leave to part-time faculty. If there has ever been a time when the need for paid sick leave was obvious, it should have been now. But the Board of

Regents representatives would not negotiate about paid sick leave. They refused to consider the issue. A modest paid sick leave policy is hardly an extravagance, but the majority of CSCU faculty still do not have it. If equity for CSCU students, staff, and faculty is a priority, how can an issue like this be allowed to stand?

While there are many other part-time faculty issues, I hope you can see my point. To repeat what I said earlier, faculty teaching conditions are the students' learning conditions. And the teaching conditions for the part-time majority of CSCU faculty are woefully inadequate.

It would be preferable to see the Board of Regents' commitment to the part-time faculty majority reflected in the collective bargaining agreements, but there are things that can be done now. One very simple thing would be to negotiate a memorandum of agreement regarding sick time for part-time faculty. The CSU-AAUP contract proposals contain some sick leave and sick leave bank language that would serve as a good starting point.

I urge you to consider taking concrete action now to help correct a long-standing injustice. Thank you for your time and attention.

Kevin J. Kean

Members of the Board of Regents,

My name is Rotua Lumbantobing, and I am an economist and the AAUP chapter president at Western Connecticut State University.

First, I want to make clear that I and other professors at the state universities fully support our sisters and brothers from the 4Cs who are here today to illustrate, for the umpteenth time, the absurdities of the iTeach requirement for community college professors.

It is ludicrous, but not surprising, that this Board has issued one policy for CSU professors who teach online, and a completely different policy for our equal counterparts at the colleges.

You have used this divide and conquer tactic before. You can keep trying, but it won't work.

Whether at the colleges or the universities, we will continue to stand together as dedicated educators who serve our state's largely working class, Black, Brown, and other underprivileged students.

My brother Seth Freeman has sometimes used the word "disgusting" when addressing this Board.

I, for one, do not think that sort of language is appropriate. Not because it goes too far, but because it doesn't go nearly far enough in capturing the sheer intransigence and incompetence you have demonstrated when it comes to running a system of higher education.

As you know, at Western, we are ostensibly facing a dire financial situation. John Clark took the fall, but he is hardly the only one responsible. This Board also shoulders a great deal of the blame. You have incentivized local administrators to generate revenue as if we were a business rather than a public university. The risky schemes our local administrators have adopted speak for themselves.

Even so, we do not lay all of the blame on your doorstep. As bad as your policies are, Western is ultimately in its current financial "crisis" because the state refuses to sufficiently invest in public education as a social good.

Until Governor Lamont and other policymakers choose to fund the institutions that serve our state's most vulnerable citizens and communities, these crises will continue to snowball.

For far too long, faculty members – those of us who know best how to build a healthy university – have been shut out from the decision-making process. At Western, we are demanding that faculty finally make shared governance a reality rather than the empty concept it has been until now. This is the only way forward if we truly want Western to become the university our students and the Danbury community deserve.

Thank you.

Lisa Macbride  
221 W. 82 Street  
Apt. 8F  
New York, NY 10024  
860-490-1151  
[LMACBRIDE57@GMAIL.COM](mailto:LMACBRIDE57@GMAIL.COM)

June 23, 2022

Dear Members of the Board of Regents,

My name is Lisa Macbride and I am a long time adjunct faculty member at Tunxis Community College. I am also a proud member of the 4Cs union.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training course.

Last week, the Vice-President of Human Resources, Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the Board of Regents met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time. We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I have been teaching online exclusively since March of 2020, when the colleges closed due to the Covid-19 pandemic. At that time, all faculty were thrust into a situation whereby they had to learn, and learn quickly, how to provide the exemplary education our college students deserve and in an entirely new format. This involved hours of work learning new programs and how to provide the altered curriculum to the students in a

professional manner. I'm proud to say I not only perfected the necessary tools but have created seamless courses incorporating online teaching while maintaining the relationship that is fostered in the on campus classrooms. I am very proud of my accomplishment in this area. Why then must I be forced to take a course involving 35 hours of work but 35 hours of unpaid work? In any other training period for a position, the trainee is always compensated for their time. Faculty in the Community College system must not be expected to get this training, which is unnecessary in many instances, and receive no pay for their time. It is grossly unfair.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Respectfully,

Lisa Macbride

June 23, 2022

Members of the Board of Regents,

My name is Francis Pfeiffer, I work at Housatonic Community College, I am member of 4c's

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pa

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

June 22, 2022

*Members of the Board of Regents,*

I am a proud member of the Three Rivers Community College family. I hope that you will support our community college faculty who are being mandated to complete the iTeach training without fair compensation, regardless of whether they will ever teach online.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach Training with no monetary compensation. We have also pointed out the inconsistency of community college faculty being forced to do this training when our peer state university's faculty have no such requirement.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, there must be an alternate mechanism in place for faculty with prior online teaching experience to demonstrate proficiency.

Our CT State managers have instituted the iTeach policy without collaborating with faculty and without shared governance. CT State managers have also refused to come to an agreement that compensates all faculty for completing this 35-hour training.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty and refuses to pay us.

Management has blatantly ignored our standard practices for personal interest. Such a mandate can and will negatively impact the CT State Community College System and its employees. Furthermore, to train without being paid may be construed as a relative form of workplace bullying by management. Mandating non-compensatory training is unethical and prohibited.

According to The U.S. Department of Labor, no employee can be mandated to take a 35-hour training and not be monetarily compensated for their time.

**“The U.S. Department of Labor, Wage and Hour Division, enforces the Fair Labor Standards Act, the federal law that provides minimum wage, overtime, child labor, and recordkeeping requirements for covered employers in the U.S. Determining compensation due to your employees under the FLSA depends upon the accurate tracking of compensable time, or what the law refers to as hours worked”. “WHD finds violations of the FLSA at businesses nationwide, a large percentage of which result from the business owners failing to pay employees properly for hours worked. When such violations are disclosed, employers pay back wages to employees and risk exposure to additional damages and penalties. The costs of non-compliance can mount up quickly. Some of the most frequent problem areas identified**

regarding hours worked include: **1) Failure to record and to pay for hours spent completing required training;** 2) Failure to record and to pay for hours worked before and after scheduled shifts; 3) Failure to pay for hours worked when employees work through meal periods; and 4) Failure to record and to pay for hours spent in travel between store locations. Hours Worked Principles: In general, hours worked include all time an employee must be on duty, or on the employer's premises or at any other prescribed place of work (except for certain breaks), from the beginning of the first work activity to the end of the last work activity of the workday". "1) Do I have to pay my employees for training time? When your employees participate in required training, whether on-site or online, that time must be recorded and paid for. They also must be paid for any time spent in training while they shadow experienced employees or do anything else related to their current jobs. For time spent during training programs, meetings, lectures, and similar activities not to be counted as hours worked, it must meet all four of the following criteria: It must be outside of normal hours; it must be voluntary; it must not be job-related, and no other work is concurrently performed. Time spent completing online training, even when completed away from the worksite, must be counted as work time unless all these criteria are met. Online courses are often job-related and are often not voluntary".

We all have made concessions over the years in one form or another and have fought to ensure nothing would hinder us from performing our duties to the best of our abilities. With continuous changes, we have learned to acclimate to better serve our community and employer. Our loyalty to our communities and dedication to our employer is beyond reproach.

I urge the Board of Regents to treat all CSCU faculty equitably. Enforcing such an impasse mandate will damage our reputations during this economically challenging time. I respectfully request a critical reexamination of this mandate be taken before a final decision is made.

Sincerely,

Donna M. Ramos  
Financial Aid Assistant  
Three Rivers Community College

## Sources

[http://esa.esa.dol.gov/whd/resources/DROP\\_IN\\_ARTICLE\\_3](http://esa.esa.dol.gov/whd/resources/DROP_IN_ARTICLE_3)  
[http://esa.esa.dol.gov/whd/resources/DROP\\_IN\\_ARTICLE\\_Hours\\_Worked.htm](http://esa.esa.dol.gov/whd/resources/DROP_IN_ARTICLE_Hours_Worked.htm) 03/12/2019

The United States Department of Labor is one of the executive departments of the U.S. federal government. It is responsible for the administration of federal laws governing occupational safety and health, wage and hour standards, unemployment benefits, reemployment services, and occasionally, economic statistics.

<https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/HoursWorked.pdf>



## Statement to the CSCU Board of Regents – 6/23/22

Seth Freeman  
President, 4Cs SEIU 1973  
Professor, Capital Community College



Board of Regents Members,

I will use my statement this month to talk about the ongoing failures of CSCU President Terrence Cheng and Board of Regents Chair Matt Fleury.

Through the ongoing BOR takeover of our community colleges, President Cheng and Chair Fleury have shown time after time their unlimited appetite to centralize BOR power, steal agency from community college workers and local managers, hurt our students, and try and try to weaken our unions.

Here is our running list of their dishonest and dishonorable acts:

- CSCU managers creating separate policies and for university faculty and community college faculty, such as the planned elimination of faculty department chairs, planned elimination of developmental education, and the iTeach mandate
- CSCU managers taking curricular control away from community college faculty
- CSCU managers failing to honor agreements signed at the bargaining table and providing lower wage increases to non-tenure track workers than tenure-track workers
- CSCU managers continued and ongoing attempts to steal bargaining unit work and weaken community college unions
- CSCU managers attacking college faculty by forcing faculty to work for no pay
- CSCU managers ongoing efforts to silence and disempower campus-level managers
- CSCU managers refusal to address and acknowledge the over-reliance of adjunct faculty and racialized austerity in the CSCU system

Each item above on its own is a breach of faith between these two leaders and CSCU students and workers. President Cheng and Chair Fleury negotiate in bad faith and lie about agreements they sign at the bargaining table. President Cheng and Chair Fleury think it is equitable and honorable to give part-time workers lower pay increases than full-time workers. They believe it is just to have different standards for university and community college faculty. They believe community college students should have less access to FT faculty as university students.

President Cheng and Chair Fleury don't understand what equity really is. Equity is paying workers fairly for our time. Equity is valuing part-time workers as much as you value full-time workers. Equity is holding all faculty to the same standards. Equity is ensuring all students (university and college) have equal access to full-time faculty.

President Cheng and Chair Fleury don't understand any of this. But worse, when confronted on their ignorance and limited understandings, they obfuscate. They cry foul and claim that they are the ones being attacked. Or they simply ignore us. All hallmarks of failed leadership.

Recently, President Cheng and Chair Fleury have turned their sights onto community college campus managers. The scale of this backstabbing even took us by surprise. Watching President Cheng and Chair Fleury cannibalize their own campus CEOs and Deans shows there truly is no bottom to this Board. This Board clearly won't be satisfied until every inch of autonomy and power is stripped away from our community college campuses.

Well needless to say, CSUCU workers are opening our eyes and no longer putting up with the garbage from these two leaders. Workers in our system are resoundingly saying HELL NO to President Cheng and Chair Fleury's *equity garbage*. Somehow their *equity garbage* always results in more centralized management and fewer resources on our campuses for our students. Somehow their *equity garbage* always results in campus-level workers and managers disempowered and disenfranchised.

No, we are not putting up with their garbage at all. Workers in the CSUCU system understand quite well what we have to do. We have to stand up and defend ourselves and our students. We have to organize and we have to fight.

So that is exactly what we will continue to do. We will fight until President Cheng and Chair Fleury learn the true meaning of equity. We will fight until our students are provided the resources they deserve. We will fight until every worker in our system (full-time and part-time) is treated with dignity and respect.



June 23, 2022

Members of the Board of Regents,

My name is Laurel S. Peterson I work at Norwalk Community College. I am member of 4Cs.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I was told in no uncertain terms by my dean that I was required to take BPOP this past spring, even though I had a full AR and no room to drop any of my obligations. (However, fellow faculty still have not taken it, and this requirement was not put on them.) I spent the time but found the content of the iTeach program was work that I already did in *every course I teach*. It did not address the philosophical foundations of teaching online (and why it might be best in certain circumstances and not effective in others, such as a biology lab), nor did it address the profound problem of retention—two critical aspects of the crisis in online learning.

At the very least, the program should be useful and worth the faculty's time, as well as – if required professional development—faculty being compensated appropriately for the additional hours they have to put in. Why is my time valued less in the state system than a faculty member at a four-year school (who may have my same degree or fewer publications)? Faculty go above and beyond for their students. We all stepped up during the pandemic. Now, it appears we are being punished for doing that effectively, rather than rewarded.

**I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.**

Sincerely yours,

Laurel S. Peterson  
Professor, English  
Norwalk Community College

**From:** [Key Jr., William A](#)  
**To:** [Heleen, Pamela](#)  
**Subject:** Written Testimony to BOR, 6/23  
**Date:** Tuesday, June 21, 2022 11:07:40 AM

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June 23, 2022

Members of the Board of Regents,

My name is William Key, I work at Norwalk Community College and I am member of The 4Cs Union.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

All the best,  
William Key  
Norwalk Community College

**From:** [Player, Katherine L](#)  
**To:** [Heleen, Pamela](#)  
**Subject:** Written Testimony  
**Date:** Wednesday, June 22, 2022 8:42:32 AM

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Members of the Board of Regents,

My name is Katherine Player, I work at Manchester Community College, I am member of 4C's union.

As you are aware, faculty and staff in our community colleges continue to challenge this Board and CT State leadership on the mandate that all community college faculty must take the BPOP/iTeach training.

Last week, VP of HR Ben Barnes, Interim Provost Miah LaPierre-Dreger, and other representatives from the BOR met with our faculty and staff leaders to try again to come to a resolution on this longstanding dispute.

Since this mandate was first announced, all of us have always agreed that everyone teaching online should be skilled and prepared to effectively teach online. However, we have said that there needs to be alternate mechanisms for faculty with prior online teaching experience and/or training to demonstrate proficiency, and no worker in the CSCU system can be mandated to take a 35-hour training and not be paid for their time.

We have also pointed out the inconsistency of how community college faculty are being forced to do this training, when our peer state university faculty have no such requirement.

This week, VP of HR Barnes and Interim Provost LaPierre-Dreger reaffirmed that the mandate is only for community college faculty, and that they refuse to pay us.

I urge the Board of Regents to treat all CSCU faculty equitably and not put in place different standards for CSCU faculty as community college faculty.

Thank you,

**Katherine Player**

*Financial Aid Assistant*

Manchester Community College

SSC L182

Great Path, MS #11

PO Box 1046

Manchester, CT 06045-1046

P: 860-512-3390 | F: 860-512-3381

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

June 23, 2022

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

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Architecture: Construction Technology	Certificate	28
2. Business Administration	A.S.	60
3. Business Administration: Entrepreneurship Concentration	A.S.	60
4. Business Administration: Finance Concentration	A.S.	60
5. Business Administration: Honors Concentration	A.S.	60
6. Business Administration: Management Concentration	A.S.	60
7. Business Administration: Marketing Concentration	A.S.	60
8. Business Administration	Certificate	18
9. Business Administration: Digital Marketing	Certificate	30
10. Business Administration: Entrepreneurship	Certificate	18
11. Business Administration: Finance	Certificate	27
12. Business Administration: Management	Certificate	18
13. Business Administration: Marketing	Certificate	18
14. Business Studies (CSCU Transfer Pathway)	A.A.	60
15. Communication: Digital Media Production	Certificate	18
16. Communication: Public Relations	Certificate	18

<b>Program</b>	<b>Program Type</b>	<b>Minimum # of Credits</b>
17. Communication: Visual Communication	Certificate	18
18. Computer Information Systems (CIS): Cloud Computing Option	A.S.	60
19. CIS: Data Analytics Option	A.S.	60
20. CIS: Generalist Option	A.S.	60
21. CIS: IT Support Option	A.S.	62
22. CIS: Networking Option	A.S.	61
23. CIS: Programming Option	A.S.	60
24. CIS: Cloud Computing	Certificate	18
25. CIS: Computer Networking	Certificate	19
26. CIS: Computer Programming	Certificate	18
27. CIS: IT Support	Certificate	26
28. Computer Networking	A.S.	60
29. Computer Networking Security	Certificate	19
30. Computer Networking Technology	Certificate	20
31. Computer Science Studies (CSCU Pathway Transfer Degree)	A.A.	61
32. Computer Science: Mobile Programming	A.A.S.	63
33. Computer Science: Software Development	A.S.	61
34. Computer Science: Software Engineering	A.A.S.	61
35. Computer Science: Web Development	A.A.S.	60
36. Computer Science: Relational Database Development	Certificate	12
37. Computer Science: Smartphone App Development	Certificate	14
38. Computer Science: Web Developer	Certificate	16
39. Construction Management	A.S.	61
40. Construction Management	Certificate	30
41. Cyber and Homeland Security	A.S.	60
42. Cyber and Homeland Security	Certificate	18
43. Cybersecurity	A.S.	61
44. Cybersecurity: Computer Science	A.S.	61
45. Cybersecurity: Networking	A.S.	60



<b>Program</b>	<b>Program Type</b>	<b>Minimum # of Credits</b>
46. Cybersecurity Essentials	Certificate	22
47. Cybersecurity Operations	Certificate	31
48. Digital Arts Technology (DAT)	A.S.	60
49. DAT: Animation & Motion Graphics	Certificate	18
50. DAT: Audio Production	Certificate	18
51. DAT: Digital Graphics for Print & Screen	Certificate	18
52. DAT: Technical Communication	Certificate	18
53. DAT: Trending Technology in Digital Media	Certificate	18
54. DAT: Video Production	Certificate	18
55. EMT to Paramedic Pathway	Certificate	19
56. Engineering Science (College of Technology)	A.S.	68*
57. Foundations in Digital Analytics	Certificate	12
58. French Studies (CSCU Transfer Pathway Degree)	A.A.	61
59. German Studies (CSCU Transfer Pathway)	A.A.	61
60. History Studies (CSCU Transfer Pathway Degree)	A.A.	61
61. Hospitality: Hotel Management	A.S.	61
62. Hospitality: Restaurant Management	A.S.	63
63. Hospitality: Meetings, Conventions, & Special Events Management	Certificate	21
64. Italian Studies (CSCU Transfer Pathway Degree)	A.A.	61
65. Management Information Systems	A.S.	60
66. Management Information Systems	Certificate	18
67. Mechanical Engineering Technology	A.S.	61
68. Nuclear Engineering Technology	A.S.	67
69. Physical Therapist Assistant	A.S.	67
70. Political Science Studies (CSCU Transfer Pathway Degree)	A.A.	61
71. Psychology Studies (CSCU Transfer Pathway Degree)	A.A.	61
72. Respiratory Care	A.S.	62
73. Respiratory Care: MCC Option	A.S.	66
74. Spanish Studies (CSCU Transfer Pathway Degree)	A.A.	61
75. Sport Management	A.S.	60

<b>Program</b>	<b>Program Type</b>	<b>Minimum # of Credits</b>
76. Technology Studies (parent degree, College of Technology)	A.S.	60-69*
77. Technology Studies: Advanced Manufacturing Machine Technology Option 1	A.S.	65
78. Technology Studies: Advanced Manufacturing Machine Technology Option 2	A.S.	68*
79. Technology Studies: Artificial Intelligence Option	A.S.	60
80. Technology Studies: Biomolecular Sciences	A.S.	63
81. Technology Studies: Computer Engineering Technology	A.S.	64*
82. Technology Studies: Data Science	A.S.	64
83. Technology Studies: Energy Management	A.S.	61
84. Technology Studies: Engineering Technology	A.S.	60
85. Technology Studies: Environmental Science	A.S.	62
86. Technology Studies: Industrial Technology	A.S.	63
87. Technology Studies: Manufacturing Engineering Technology	A.S.	63
88. Technology Studies: Mechatronics Automation Technician	A.S.	64
89. Technology Studies: Precision Manufacturing	A.S.	69*
90. Technology Studies: Robotics and Mechatronics Technician	A.S.	65
91. Technology Studies: Technology and Engineering Education	A.S.	63
92. Technology Studies: Welding and Fabrication Technologies	A.S.	68*
93. Technology Studies: Advanced Manufacturing Machine Technology Certificate 1	Certificate	33
94. Technology Studies: Advanced Manufacturing Machine Technology Certificate 2	Certificate	36
95. Technology Studies: Architectural CAD	Certificate	12
96. Technology Studies: CAD User	Certificate	6
97. Technology Studies: Data Science	Certificate	18
98. Technology Studies: Energy Management	Certificate	16
99. Technology Studies: Mechanical CAD	Certificate	18
100. Technology Studies: Mechatronics Automation Technician	Certificate	32
101. Technology Studies: Precision Manufacturing Certificate	Certificate	37
102. Technology Studies: Robotics and Mechatronics Technician	Certificate	33
103. Technology Studies: Welding and Fabrication Technologies	Certificate	36

<b>Program</b>	<b>Program Type</b>	<b>Minimum # of Credits</b>
104.Theater	A.A.	60
105.Theater: Musical Theater	A.A.	60
106.Theater: Design and Production	A.A.	60
107.Theater Studies (CSCU Transfer Pathway Degree)	A.A.	60

\* The College of Technology Engineering Science and some of the Technology Studies AS degrees require an additional one to three credits due to the addition of the College and Career Success (CCS 101) course in the curriculum. Not all options within the Technology Studies degree will require the exemption and some options were previously granted exemptions to credit normalization. Where needed and as per BOR policy 14-111, we request an exemption to credit normalization for the credit totals listed above to include the College and Career Success course.

A True Copy:

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

# FY2023 Budget

**Finance and Infrastructure Committee**

**June 9, 2022**

**Ben Barnes, CFO**



**Connecticut State  
Colleges & Universities**

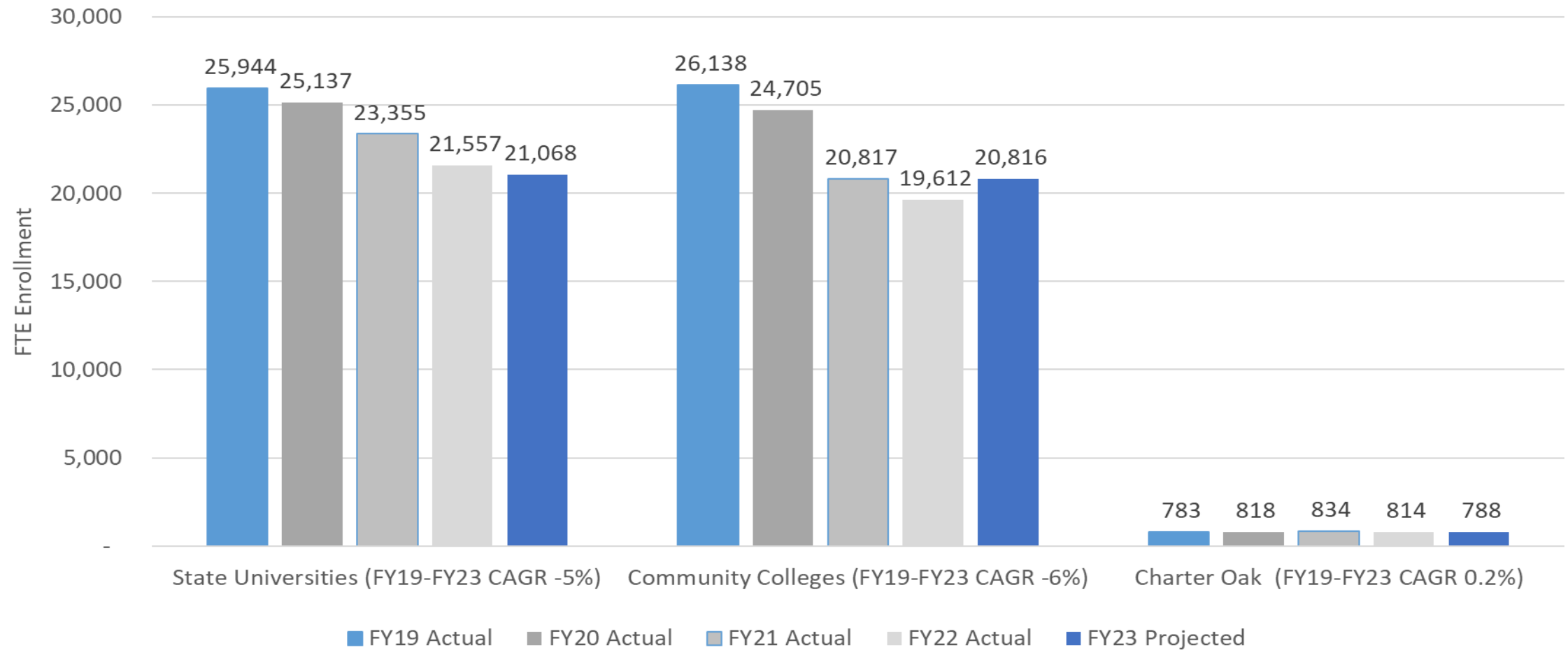
50

Attachment C

# Overview - FY23 Proposed Spending Plans

- ✓ Proposed budget is balanced overall
- ✓ Low tuition revenue growth and enrollment projections based on institution trends.
- ✓ One Time State Funding in FY22 and FY23 (\$300M).
- ✓ Significant number of retirements (727 FT employee).
- ✓ Increased payroll cost due to collective bargaining agreements (FY22 Estimate \$42M and FY23 Budget \$53M).
- ✓ 27<sup>th</sup> Payroll, one-time expenses occur in FY23 (\$18.4M).
- ✓ Charter Oak's projected loss of \$1.2M is the result of one-time spending on start-up programs and timing of state support for SEBAC raises.

# FY 2019-22 Actual & FY 2023 Projected FTE Enrollment



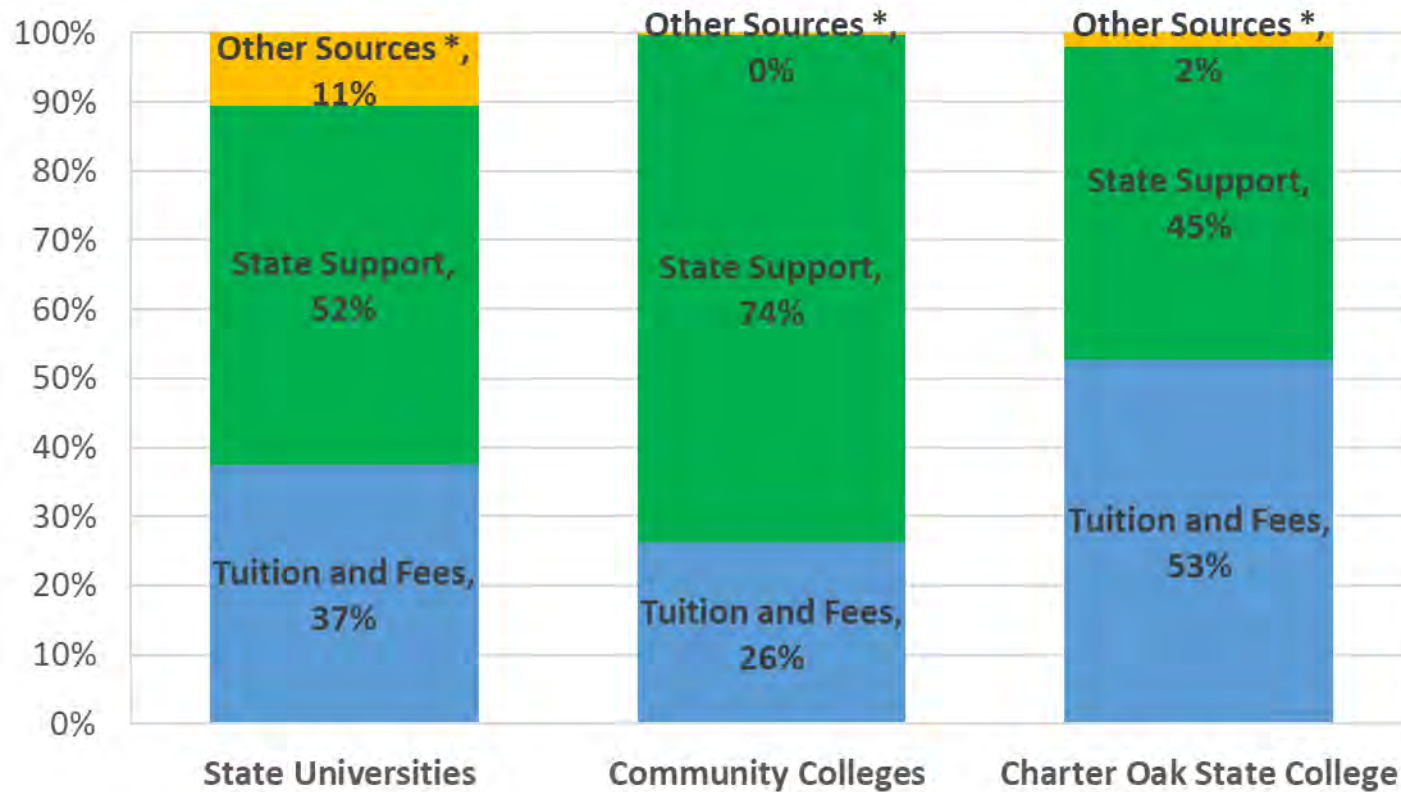
# FY2022 and FY2023 - State Support

<i>\$ Millions</i> Allotment Description	FY 2022		FY 2023	\$ Change	
	Original	Approved	Approved	FY22	FY23
State Appropriations	\$ 304.8	\$ 307.8	\$ 307.4	\$ 3.0	\$ 2.7
Developmental Services	8.9	8.9	8.9	-	-
Outcomes-Based Funding Incentive	1.2	1.2	1.2	-	-
O'Neill Chair	-	-	0.3	-	0.3
Fringe Benefits Paid By State	286.5	288.0	305.9	1.5	19.4
Additional Operating Fund Fringe Paid by State	61.0	61.0	64.5	-	3.5
* Deficiency Funding for Wages (Leg. Source ARPA FY23)	-	21.6	24.0	21.6	24.0
* Provide Support for Salary Cost of the 27th Payroll	-	-	10.0	-	10.0
* RSA Adjustment	-	12.1	44.7	12.1	44.7
* Fringe with RSA Adjustment	-	12.3	30.1	12.3	30.1
* Provide Operations Support Through Short-Term Recovery	-	-	118.0	-	118.0
* ARPA Funding	10.0	10.0	5.0	-	(5.0)
<b>Grand Total</b>	<b>\$ 672.4</b>	<b>\$ 722.8</b>	<b>\$ 920.1</b>	<b>\$ 50.5</b>	<b>\$ 247.7</b>

\* One Time Funding



# FY2023 Spending Plan – Revenue Sources



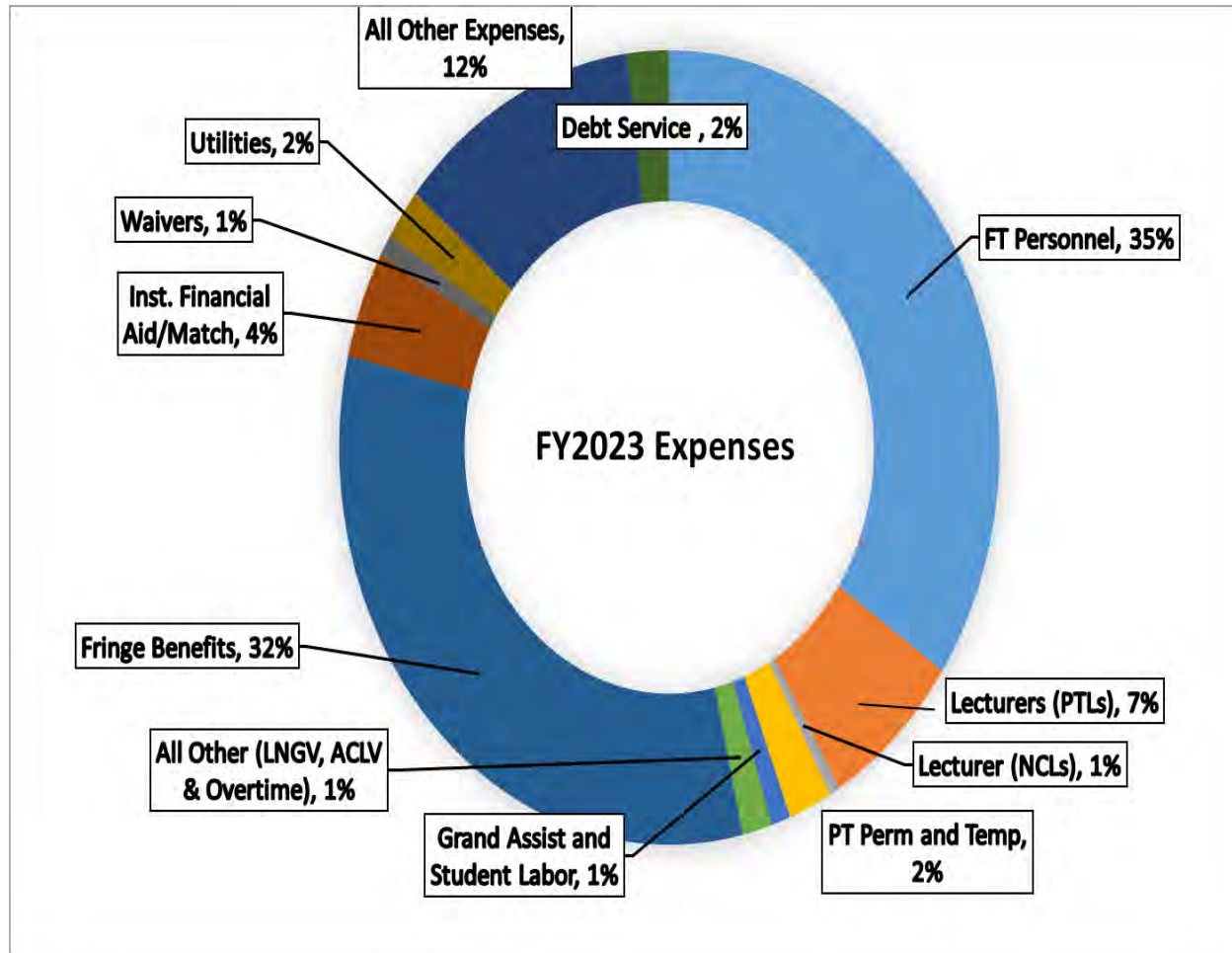
\* Other Sources: Room & Board, all other revenue and contra revenue.

Revenue (\$ in millions)	FY23 Budget	% of Total
<b>State Universities</b>		
Tuition & Fees	\$ 329.8	38%
State Support	340	39%
* State Support	115	13%
Room & Board	89	10%
Other Sources	4	1%
Total	<u>\$ 878</u>	<u>100%</u>
<b>Community Colleges</b>		
Tuition & Fees	\$ 160.9	26%
State Support	341	56%
* State Support	108	18%
Other Sources	2	0%
Total	<u>\$ 611.8</u>	<u>100%</u>
<b>Charter Oak</b>		
Tuition & Fees	\$ 11.3	53%
State Support	8	37%
* State Support	2	9%
Other Sources	0	2%
Total	<u>\$ 21.3</u>	<u>100%</u>

\* One-time Funding



# FY2023 Spending Plan – Expenses



Expenses (\$ in millions)	FY23 Budget	% of Total	FY19-FY23 CAGR *
FT Personnel	\$ 517.3	35%	6%
Lecturers (PTLs)	103.3	7%	4%
Lecturers (NCLs)	7.5	1%	1%
PT Perm and Temp PT	32.0	2%	-2%
Grand Assist and Student Labor	14.2	1%	-1%
All Other PS & Overtime	21.7	1%	-3%
<b>Sub Total PS</b>	<b>695.9</b>	<b>46%</b>	<b>5%</b>
Fringe Benefits	483.9	32%	6%
<b>Total PS and Fringe Benefit</b>	<b>1,179.9</b>	<b>79%</b>	<b>5%</b>
All Other Expenses	178.3	12%	4%
Inst. Financial Aid/Match	65.2	4%	3%
Waivers	13.7	1%	-4%
Utilities	31.1	2%	0%
Debt Service	30.9	2%	-3%
<b>Total All Other OE</b>	<b>319.2</b>	<b>21%</b>	<b>2%</b>
<b>GRAND Total</b>	<b>\$ 1,499.1</b>	<b>100%</b>	<b>5%</b>

\* CAGR - Compound Annual Growth Rate, represents the value change over the time period.  
 Excel formula = ((Ending Value/Beginning Value) ^ (1/No. of Years)-1)

# FY2020-FY2022 Retirements

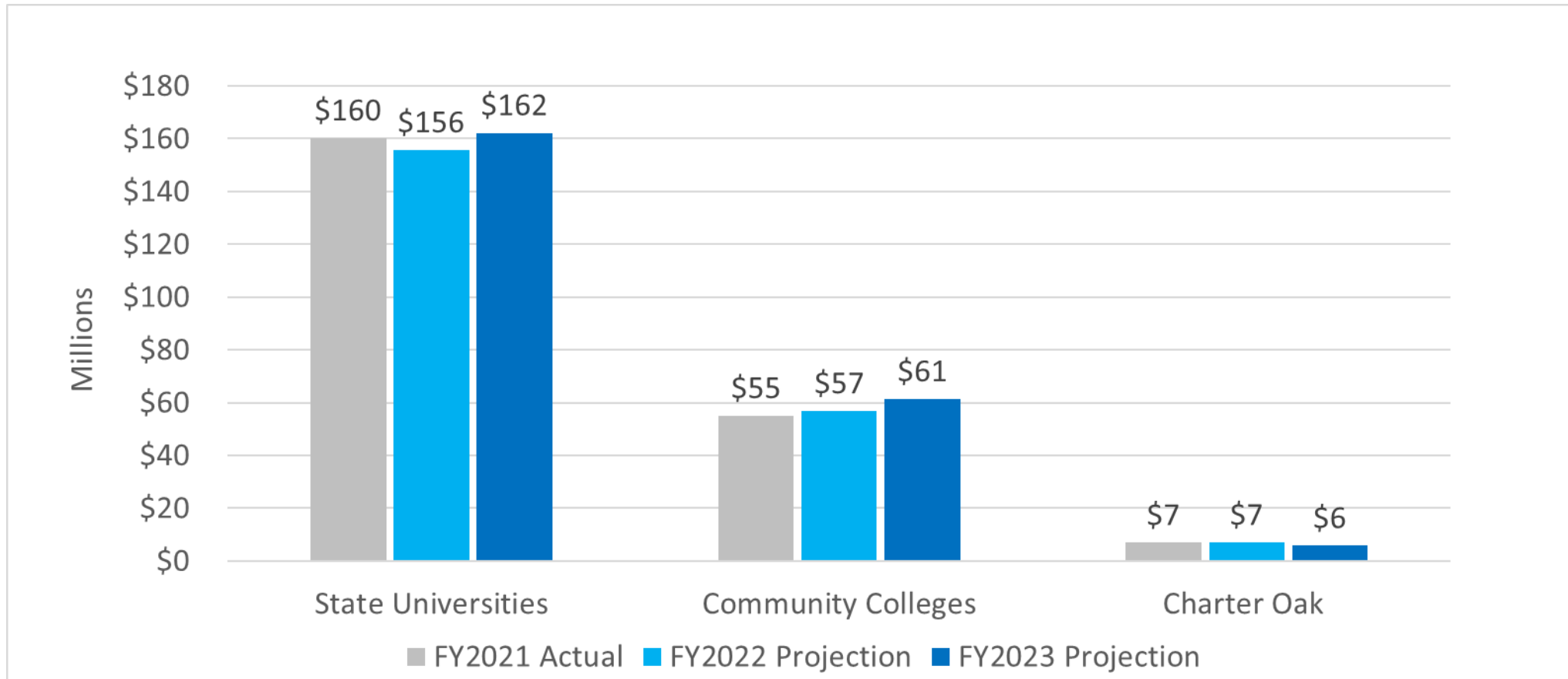
## Retirements, Headcount Full-time Employees

	FY2020			FY2021			FY2022*		
	<i>Faculty</i>	<i>Non-Faculty</i>	<i>Total</i>	<i>Faculty</i>	<i>Non-Faculty</i>	<i>Total</i>	<i>Faculty</i>	<i>Non-Faculty</i>	<i>Total</i>
Community Colleges	29	53	82	39	68	107	112	202	314
State Universities	36	59	95	38	75	113	128	264	392
Charter Oak		2	2	-	3	3	-	6	6
System Office/Shared Services		4	4	-	12	12	-	15	15
<b>Total CSU</b>	<b>65</b>	<b>118</b>	<b>183</b>	<b>77</b>	<b>158</b>	<b>235</b>	<b>240</b>	<b>487</b>	<b>727</b>
% of Total Full-time Positions	3%	4%	4%	4%	5%	5%	5%	16%	14%

Note:

\* FY22 includes 152 pending retirements with effective date 7/1/22

# Unrestricted Net Position (UNP) - Balances



**Notes:**

UNP balances do not reflect the following GASB adjustments:

- GASB 68 Adjustment for Pension Liability
- Cumulative GASB 75 Adjustment for OPEB Liability

# FY2022-23 State Universities - All Other Expenses

Expense Category	FY23 Budget vs. FY22 Estimate				
	FY2022 Estimate	FY2023 Budget	\$ Change	% Change	% of Total
Food Service Contract	25,852,073	30,147,695	4,295,622	17%	30%
IT Equip/Hardware/Software/Technology Services & Supplies	18,996,556	21,600,269	2,603,714	14%	21%
Operation of Facilities	18,287,132	18,620,402	333,270	2%	18%
Professional Services & Fees	13,421,953	14,134,646	712,693	5%	14%
Educational Services & Support	11,144,125	11,031,196	(112,929)	-1%	11%
Travel Expenses	2,652,881	2,807,959	155,078	6%	3%
Collective Barg Special Funds	1,755,557	1,938,199	182,642	10%	2%
Capital Expenses - Operating	2,549,285	1,369,155	(1,180,130)	-46%	1%
Total All Other Expenses	<u>94,659,562</u>	<u>101,649,521</u>	<u>6,989,960</u>	<u>7%</u>	<u>100%</u>

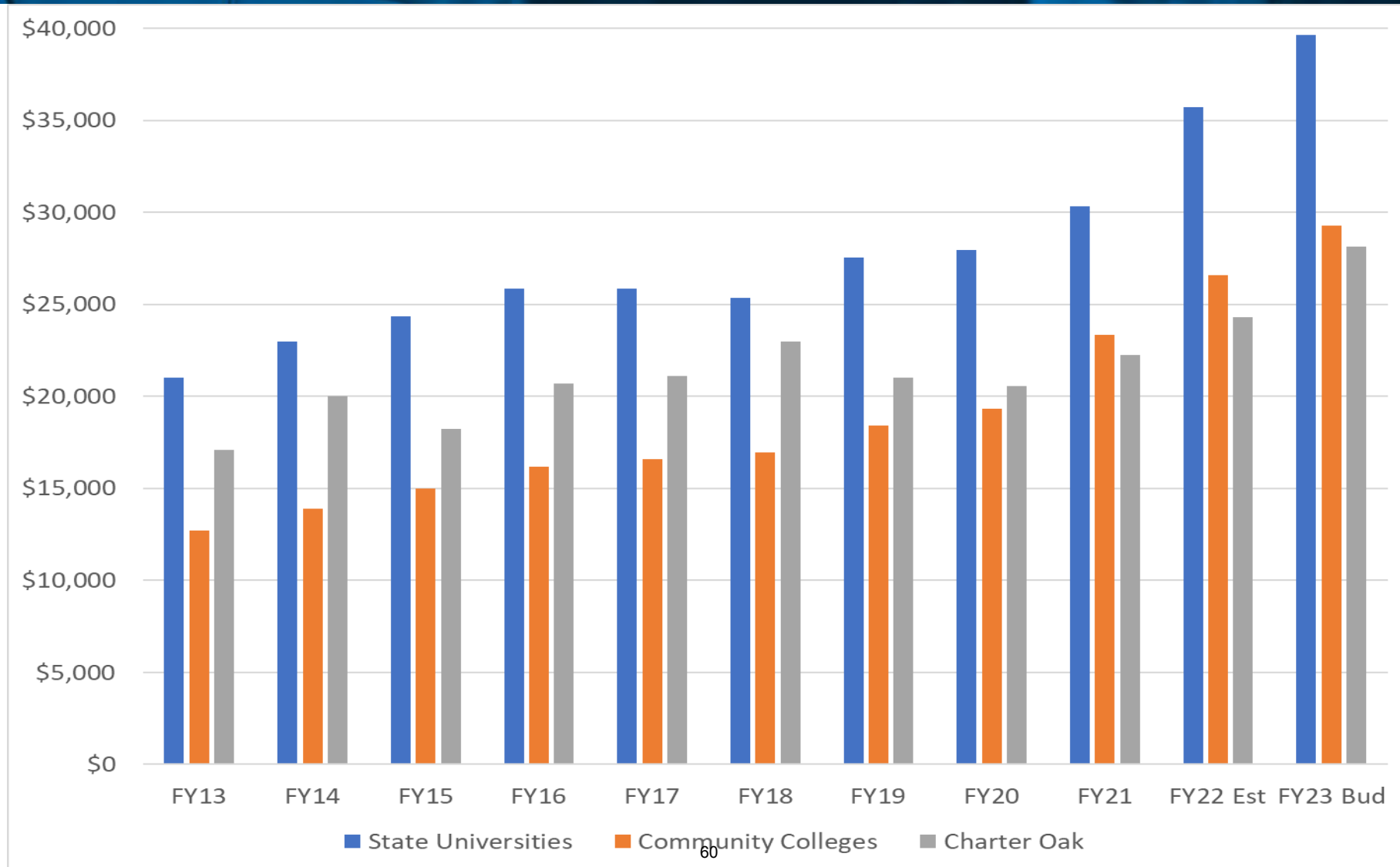
# WCSU Positions Savings

## WCSU POSITION SAVINGS INCLUDED IN FY23 BUDGET

Union/ Group	No. of FT Employees	FY23 Salary with SEBAC	FY23 Estimated Fringe Benefits*	FY23 Total Payroll
AAUP	23	2,636,106	2,148,426	4,784,532
CLERICAL	8	552,221	450,060	1,002,281
MAINT	22	1,099,308	895,936	1,995,244
MGMT/CONF	2	268,173	218,561	486,734
POLICE	3	244,649	199,389	444,038
SUOAF	15	1,370,423	1,116,894	2,487,317
<b>Grand Total</b>	<b>73</b>	<b>\$ 6,170,879</b>	<b>\$ 5,029,266</b>	<b>\$ 11,200,145</b>

**\*NOTE:** Assumed average fringe benefits rate of 81.5% to reflect a 5% SEBAC increase over FY22 average fringe benefits rate 76.5%.

# FY2022-23 Total Cost per FTE Student



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

June 23, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Early Childhood Teaching Credential, (CIP Code: 13.1210 / OHE# 01382), at Eastern Connecticut State University, effective May 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Early Childhood Teaching Credential, at Eastern Connecticut State University, effective Spring 2023.

Name of Institution	Eastern Connecticut State University	
Name of Program	Early Childhood Teaching Credential (ECTC)	
CIP Code	13.1210	
OHE# (Leave blank for new programs)	01382	
Degree Level	none	
Number of Collegiate Credits		
Date of Action (Anticipated)	06/23/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	May 2022	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Early Childhood Teaching Credential (ECTC) at Eastern is embedded within the Bachelor in General Studies (BGS) program and provides graduates with the credentials to work in child care centers as head teachers. The program started in 2016 with nine students. Of these, four have graduated, three have completed all the ECTC requirements and are finishing the pending BGS requirements, and the remaining two are taking courses towards the BGS and will be counseled to join the Early Childhood Education (ECE) program. Any graduate with the ECE certification is automatically waived from ECTC requirements by the State Department of Education and graduates from this program would be eligible to work in childcare centers AND public school settings.

Our plan is to discontinue the ECTC but maintain the BGS program. This will provide a track for any interested transfer students to enroll in Eastern and to be counseled to join the ECE certification major. Students transferring into Eastern from community colleges are primarily interested in the ECE certification program. This is a thriving major at Eastern and we will continue to support all transfer students into this program. We will continue to strengthen our communications with community colleges



to ensure that transfer tickets are advised on the appropriate program and school for their career progression.

Phase out:

The two students who have not yet completed their ECTC courses will be counseled to complete the ECE certification major. Should these students decide to continue to pursue ECTC, we will offer the necessary courses and clinical experiences as independent studies. We have three ECE faculty who are willing to offer these independent studies.

There would be no additional monetary cost associated with this discontinuation.

**RECOMMENDATION**

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

06/03/2022 – BOR -Academic and Student Affairs Committee

06/23/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

September 22, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Web Technology (CIP Code: 11.0801 / OHE: 015604), leading to a Certificate at Manchester Community College, effective September 2022.

A True Copy:

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

**ITEM**

Discontinuation of a program, Web Technology, leading to a Certificate at Manchester Community College, effective September 2022.

Name of Institution	Manchester Community College	
Name of Program	Web Technology	
CIP Code	11.0801	
OHE# (Leave blank for new programs)	015604	
Degree Level	Certificate	
Number of Collegiate Credits	16	
Date of Action (Anticipated)	09/22/22	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Fall 2022	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Declining enrollments in 50% of the certificate courses have made this certificate difficult to maintain. Two courses, CST 250, Web Design & Development II & CSA 145 Database Management, have not been offered for the past six semesters due to lack of enrollment. In the restructuring and alignment of curriculum for CT State, this certificate was not moved forward. There are no costs associated with this discontinuation.

Phase out: Through student advising in Fall 2022, students will be directed to other institutions offering the low-enrolled courses to complete their certificates.

**RECOMMENDATION**

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

09/09/2022 – BOR -Academic and Student Affairs Committee

09/22/2022 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Manchester Community College	<b>Date of Submission to CSCU Office of the Provost:</b> 5/12/2022	
Discontinued Program: Web Technology Certificate CIP: 110801 OHE#: 015604 BOR Accreditation Date: Phase Out /Teach Out Period Fall 2022 Expected Date of Program Termination Fall 2022		
<b>Program Characteristics</b>		
Name of Program: <b>Web Technology</b>		
Degree: Title of Award (e.g. Master of Arts) <b>Certificate</b>		
Degree Certificate: (specify type and level) <b>Web Technology</b>		
Stand-Alone Certificate: (specify type and level) <b>C2</b>		
Modality of Program: X On ground X Online Combined		
Locality of Program: On Campus Off Campus X Both		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Social Science, Business & Professional Careers		
<b>Institutional Contact for this Proposal:</b> Sandra Rimetz	Title: Professor	Tel.: 512-2636 e-mail: srimetz@mcc.commnet.edu

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

**Narrative**

*Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. Program discontinuation should not impact state priorities for workforce preparation.*

The restructuring of the CT State degrees and certificates has removed this program from its list of approved curriculum. Declining enrollments in 50% of the courses found in the certificate have made this certificate difficult to maintain. Two courses, CST 250, Web Design & Development II & CSA 145 Database Management, have not been offered for the past 6 semesters due to lack of enrollment.

**Phase Out/Teach Out Strategy**

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

Through student advising in Fall 2022, students will be directed to other institutions offering the low-enrolled courses to complete their certificates.

**SECTION 3: RESOURCES**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

**Close Out**

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

None

**SECTION 4: LESSONS LEARNED**

**(A debriefing exercise):**

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

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

Updated Computer Science coursework focused more on programming skills and advanced web/database techniques resulting in additional courses (prerequisites) needed to complete the original certificate.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***

*Manchester Community College*  
**Program Revision Proposal**

**Course/Program Name:** Web Technology Certificate

**Submitted By:** Sandra Rimetz

**Submission Date:** 4/13/22

**Department:** IMT

**Division:** Social Science, Business & Professional Careers

**Program Changes:**

- ☐ Program Revision Less than 20%
- ☐ Program Revision 20% or greater
- ☒ Program Suspension
- ☐ Other

**\*Note:** Revisions of 20% or greater require BOR approval.

**Attachment: (required)**

☐ Program Curriculum (before and after change clearly indicated)

**Description of Change:**

- Describe the specific change. Please be explicit and fully describe any and all changes. For course changes, please provide language before and after change.

Two out of the five course for this certificate have not successfully run over that past six semesters requiring variances. Also, this certificate's coursework is not part of the curriculum alignment for the CT State Community College, therefore students cannot complete the certificate as listed.

**Justification for Change:**

- Specifically describe the reason(s) for the change.

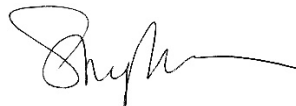
This certificate is not on the approved curriculum alignment for the CT State Community College CT State certificates list. A new certificate named, Computer Science: Web Developer – Certificate will replace this with new coursework.

**Department/Division affected by change:**

- ☐ Liberal and Creative Arts
- ☐ Science, Technology, Engineering & Math
- ☒ Social Science, Business & Professional Careers

**Approvals:**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM***



**Department** \_\_\_\_\_ **Date:** 4/13/2022

**Division** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Curriculum** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Academic Senate** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Academic Dean** \_\_\_\_\_ **Date:** \_\_\_\_\_

Web Technology Certificate Coursework		
CST* 150	Web Design & Development I	3
CST* 250	Web Design & Development II	3
CSA* 145	Database Management	3
DGA* 240	Web Page Design: UX	3
CST* 205	Project Management	4

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Continued Accreditation of a Program

September 22, 2022

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Massage Therapy (CIP Code: 51.3501 OHE # 00019514), leading to an Associate of Science at Asnuntuck Community College, through Fall 2024, at which time the BOR will consider an application for continued accreditation.

A True Copy:

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



**ITEM**

Continued Accreditation of a program, Massage Therapy, leading to an Associate of Science at Asnuntuck Community College.

Name of Institution	Asnuntuck Community College	
Name of Program	Massage Therapy	
CIP Code	51.3501	
OHE# (Leave blank for new programs)	00019514	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/22/2022	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

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

**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 25

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 7.9

Difference: -17.1

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$10,046

Total Expenditures apportioned to program in its Year 3: \$29,436

Difference: \$-19,290

The Massage Therapy A.S. degree program enrollment was significantly negatively impacted by Covid-19. The program suspended all hands-on classes from Fall 2020 through Fall 2021 delaying the graduation of the first class and losing three semesters worth of enrollment. As the effects of the

pandemic subsided, hands-on classes are being offered at full capacity and enrollment is beginning to approach pre-pandemic levels. Continued growth in the program is expected as the program is marketed via social media, open houses, and Guided Pathways Advising. Overall, the graduates from the Massage Therapy program are highly employable and have successfully completed the national exam from The Federation of State Massage Therapy Boards (FSMTMB) at 100%. The program has been approved for CT State Community College.

### Learning Outcomes

The Massage Therapy A.S. degree program prepares students to take The Federation of State Massage Therapy Boards (FSMTMB) which is a nationally and internationally recognized certification agency. Upon passing the national exam, students can apply for licensure in Connecticut and Massachusetts and perform all duties required of a licensed massage therapist once the state license is issued.

The learning outcomes proposed for the Massage Therapy A.S. program at Asnuntuck Community College have been assessed successfully as stated. Most of the proposed outcomes are assessed by written and online testing which reflects the scope of knowledge needed to progress through the program. The clinical hands-on courses relating to direct client care are assessed by written testing, clinical testing, and clinical competency.

The program currently has a 100% pass rate on The Federation of State Massage Therapy Boards (FSMTMB) exam and a 100 % job placement rate.

### **PROGRAM CHANGES**

Prior to Covid-19, the program was offered as a traditional on-ground program. Since Fall 2020, due to the COVID-19 pandemic, many massage therapy classes were moved to an online or hybrid format.

A curricular change was made to MAS\*260: Massage Therapy Clinical Internship. Each student enrolled in MAS\*260 needs to complete 100 hours of hands-on massage work during the semester. The course was originally approved as a 4-credit course with six contact hours. In practice, however, the six contact hours did not account for potential client cancellations and proved insufficient to allow students to complete the required 100 hours of hands-on work within a single semester. As of Spring 2020, contact hours for MAS\*260 were increased to seven to allow students sufficient time to complete the 100 contact hours of hands-on massage work within the semester and to account for client cancellations.

A second track was created in the Massage Therapy A.S. program to attract students with a current license seeking to earn an associate degree. This track includes a capstone course (MAS\*295: Massage Therapy Capstone) for practitioners who are already licensed in either Connecticut or Massachusetts and provides students the opportunity to reflect upon and integrate their course learning with their life and work experiences and to relate their learning to the massage therapy field.

### **RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant continued accreditation of this program. The CSCU Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Continuation and Name Change of a Center

September 22, 2022

RESOLVED: That the Board of Regents for Higher Education approve continuation and name change of the Center for Public Policy and Social Research to the Center for Community Engagement and Social Research until September 31, 2029.

A True Copy:

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

**ITEM**

Continuation of the Center for Public Policy and Social Research, with a name change to the Center for Community Engagement and Social Research, until September 31, 2029.

**BACKGROUND**

The Board of Regents established a new Policy for the Establishment of Centers and Institutes in the Connecticut State Colleges and University System on September 19, 2017. That Policy requires the chief administrative officer of each center or institute in the System to undertake an evaluation of the entity in terms of its achieving its goals and objectives, and to submit a Sunset Report for Continuation or Discontinuation every seven years.

Following the institution's acceptance, the Sunset Report is forwarded to the System Office. This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2022 Sunset Report.

The Center for Public Policy and Social Research was formed by merger of the Center for Public Policy and Practical Politics with the Center for Social Research in 2003 (BOT Resolution 03-13). It was created to house the O'Neill Endowed Chair in Public Policy and Practical Politics to archive the papers of Governor O'Neill's administration and create related oral history programs; to provide a wide range of information, training, research and consulting services to communities, municipal and state government and non-profit agencies, serve as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O'Neill. The Center has been designated a Connecticut Higher Education Center of Excellence, pursuant to Connecticut General statutes. Over the years CPPSR has performed well and fulfilled its mission.

Today, however, the increased need and value of community engagement for students, and real-life educational experience, requires a modification in approach. Building on the past success of the Center, and in recognition of the new priorities articulated in CCSU's 2030 strategic plan (Changing Lives, Building Communities; Central to Connecticut – Strategic Plan 2030), CCSU believes the programmatic mission of the Center, and its name, should be modified to recognize the new strategic priorities.

The new Center for Community Engagement and Social Research will continue to archive the papers of Governor O'Neill's administration and create related oral history programs; provide a wide range of information, training, research and consulting services to communities, municipal and state government and non-profit agencies, serve as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O'Neill. However, going forward, the Center, under its new name, will also serve the needs of our students, faculty, and larger community by recognizing the responsibility to contribute to the public good as a Center for Community Engagement.

**RECOMMENDATION**

President Zulma R. Toro recommends that the Board of Regents approve the continuation of the Center for Public Policy and Social Research, with a name change to the Center for Community Engagement and Social Research, until September 31, 2029.

09/09/2022 – BOR -Academic and Student Affairs Committee

09/22/2022 – Board of Regents

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

*This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Kenneth Klucznik ([KKlucznik@commnet.edu](mailto:KKlucznik@commnet.edu)) and Francine Rosselli ([FRosselli-Navarra@mcc.commnet.edu](mailto:FRosselli-Navarra@mcc.commnet.edu)) and copy Noreen Wilson ([NWilson@commnet.edu](mailto:NWilson@commnet.edu)).*

Name of University:	Central Connecticut State University
Name of Center:	Center for Public Policy and Social Research
Director/Coordinator:	Beth Frankel Merenstein
Date of Original Approval:	July 14, 2000
Date of Last Approval:	October 15, 2015
Board Resolution of Last Approval:	October 15, 2015 (Consent)
Sunset Date:	December 31, 2022

### Recommendation from President:

I have reviewed or been briefed on the attached report and the following is my recommendation to the Board of Regents:

☒ I recommend continuation of this Center/Institution. (See below)

☐ I recommend discontinuation of the Center/Institution.

In addition to recommending the re-authorization of the Center's work and a modified mission reflecting a new primary commitment to expanded community engagement and social research, I also recommend a name change in order to better align the expanded objectives of the center with the goals of CCSU as articulated in the University's 2030 Strategic Plan, "Changing Lives, Building Communities; Central to Connecticut", which emphasizes community engagement as an essential strategy in preparing students for real life experiences (see Needs Modification Section for detail). I recommend that the pending re-authorization of the Center for Public Policy and Social Research be approved under the new title of the Center for Community Engagement and Social Research and that the authorizing resolution reflect that change.

**Current Title:** Center for Public Policy and Social Research

**Proposed Title:** Center for Community Engagement and Social Research

  
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Signature of President

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

### **Mission:**

It is the mission of the Center for Public Policy and Social Research (CPPSR), which houses the O’Neill Endowed Chair in Public Policy and Practical Politics, to enrich the quality of public policy debate, public policy, public services, University outreach, community engagement and applied research. Operationally, the mission of the center has expanded to involve students substantively in the planning and execution of the Center’s activities, programs and forums.

### **Mission Modification:**

With the new emphasis on community engagement as a university priority and strategic goal, as indicated below, the mission of the Center will be modified to ensure that it becomes a driver of community engagement and expanded social research with the objective of expanded student participation in a wide variety of educational opportunities and experiences.

### **Needs Assessment:**

CPPSR was formed by merger of the Center for Public Policy and Practical Politics with the Center for Social Research in 2003 (BOT Resolution 03-13).

CPPSR was created to house the O’Neill Endowed Chair in Public Policy and Practical Politics to archive the papers of Governor O’Neill’s administration and create related oral history programs; to provide a wide range of information, training, research and consulting services to communities, municipal and state government and non-profit agencies, serve as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O’Neill. The Center has been designated a Connecticut Higher Education Center of Excellence, pursuant to Connecticut General statutes. Over the years CPPSR has performed well and fulfilled its mission.

### **Needs Modification:**

Today, however, the increased need and value of community engagement for students, and real- life educational experience, requires a modification in approach. Building on the past success of CPPSR, and in recognition of the new priorities articulated in CCSU’s 2030 strategic plan (Changing Lives, Building Communities; Central to Connecticut – Strategic Plan 2030), the programmatic mission of the Center, and its name, should be modified to recognize the new strategic priorities.

Excerpts from the 2030 Strategic Plan:

In her invitation to the report President Toro said, CCSU’s “... unique ability to provide a strong liberal arts foundation combined with high impact practices and community engagement prepares our students for real-world experiences.”

In addition, community engagement is identified as one unique element that “... differentiates CCSU as Connecticut’s oldest public university...”, and the plan commits the University to the recognition of the “Centrality of Engagement” .

The second primary goal of the strategic plan states that “Engagement is the cornerstone of student success, providing the support and encouragement to take full advantage of all academic and co-curricular opportunities that will prepare lifelong learners”. Students will be exposed to new challenges,

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strengthened relationships with local businesses and industries to provide internships and improved job readiness.

The fourth primary goal of the strategic plan states that:

CCSU has developed a reputation as a model for community engagement in New Britain, the region, and the state. True to its mission, CCSU will build upon its partnerships with the broader community to exchange ideas and develop stronger relationships that meet the educational, social-cultural, and economic needs of the institution and community. CCSU will serve the central Connecticut region and beyond, fully engaging with communities and leveraging University resources to become more responsive to the needs of the people it serves. CCSU will utilize its academic strengths and innovative ideas to further enhance the region and contribute to the education, advancement, and social mobility of an increasingly diverse population.

The key to success depends on the meaningful engagement of CCSU students, faculty and staff. These are the lead players and drivers of the development and sustainability of innovative programming and initiatives that distinguish CCSU for other institutions. Ultimately, CCSU will become a premier institution that embraces its civic responsibilities to engage and contribute substantially to the public good through service, research and educational opportunity.

The new Center for Community Engagement and Social Research will continue to archive the papers of Governor O'Neill's administration and create related oral history programs; provide a wide range of information, training, research and consulting services to communities, municipal and state government and non-profit agencies, serve as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O'Neill. However, the Center will also serve the needs of students, faculty and larger community by recognizing its responsibility to contribute to the public good in its role as a Center for Community Engagement.

**It seems quite clear that this change in strategy justifies a modification to the Center's mission, as well as the proposed name change.**

### **Goals, Objectives, and Principal Activities:**

CPPSR provides a wide range of information, training, research and consulting services to communities, municipal and state government and non-profit agencies, serves as a resource to policymakers on critical issues facing Connecticut and to preserve the legacy of Governor O'Neill. The Center develops, facilitates and supports faculty and student projects that advance their scholarship, applied research and professional experience. CPPSR also serves Connecticut by providing forums for the framing and debate of a myriad of critical public policy issues, and the exploration and development of consequent policy options. Many of these efforts involve collaborations with various CCSU academic departments, student organizations, community interests and other institutions of higher education.

CPPSR adapted its educational strategies to the restrictions of the pandemic by conducting virtual forums, collaborative guest lectures and public policy discussions.



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### Goals, Objectives, and Principal Activities Modification:

With the new emphasis on community engagement as a university priority and strategic goal, the goals, objectives and principal activities of the Center will be modified to ensure that the Center will now become an institutional leader in achieving higher levels of community engagement and expanded social research, involving a far greater number of students in a wider variety of educational opportunities and experiences.

### Principal Accomplishments:

The William A. O'Neill Endowed Chair in Public Policy and Practical Politics was created to actively memorialize the legacy of former Governor William O'Neill. **The O'Neill Chair endowment was valued at \$3,325,607, and earned interest income of \$84,344, for the Fiscal Year Ending June 30, 2021 (see attached statement provided from the CCSU Foundation, Inc. by Lisa Bigelow).** In addition, substantial resources, through the Governor William A. O'Neill Public Service Educational Opportunity (EOP) Scholarship Program, are invested in tuition support for under-represented, lower-income students attending CCSU. The Center and Chair also provide funding for community engagement programs and activities, the Summer Institute, stipends for JLI Scholars, public dialogues concerning social change and related issues, and faculty-student partnerships.

### Program Year 2015-2016

#### Appointment of Chairholder

Following a national search conducted by the O'Neill Search Committee, chaired by Dean Susan Pease, the committee was pleased to recommend **Mr. Donald DeFronzo**, former New Britain Mayor, former State Senator and former CT DAS Commissioner (among many positions he has held in both public and private sectors). With concurrence from President Miller, the CSCU BOR approved the appointment and Mr. DeFronzo began on June 1, 2016.

#### O'Neill Scholarships

O'Neill Endowed Chair and the EOP: The O'Neill Chair has established a deep continuing relationship with CCSU'S EOP. Since 2009 the Chair has provided close to \$200,000 in O'Neill Public Service Scholarship funds for EOP students. This has become a core part of CPPSR's mission, and perhaps establishes the O'Neill legacy most concretely. In 2016 and 17 \$1,250.00 scholarships were awarded to EOP students.

#### *Passport to Global Citizenship*

In collaboration with CCSU's Confucius Institute, EOP students and the O'Neill Endowed Chair the *Passport to Global Citizenship* program was established.

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### **Veteran’s History Project (VHP)**

Several major projects were conducted this year:

- The **50<sup>th</sup> Anniversary of the Vietnam War** commemoration.
- *The Gold Star Project* in which CCSU students interviewed Gold Star families and created a magazine and six panel light box exhibit commemorating the stories.
- VHP co-sponsored a showing of the PBS documentary *Latinos in the Armed Forces* preceded by reception and followed by a panel discussion with Latino veterans.

### **Promoting Excellence in Public Service**

At the request of Governor Dannel Malloy, CPPSR partnered with the National Governor’s Association (NGA) to host a two-day *State Planning Retreat on Public Private Partnerships (PPP)*, on November 18 and 19, 2015.

*Connecticut (CT) Bilingualism and English Language Learning Research Lab & Teacher Training Academy (BELL-RL & TTA)* within CPPSR at CCSU: As directed by President Miller, CPPSR worked with Dr. Helen Koulidobrova, et al, to secure legislative support and funding for the faculty-proposed CT BELL-RL & TTA at CCSU, intended to respond to the current need in CT schools by promoting educational methods that are culturally relevant to English language learners and effective learning strategies for students with low achievement, per recommendations of the Taskforce on Closing the Achievement Gap.

### **Applied Research**

Projects ranged from a multi-year evaluation of the Town of Clinton’s Drug-Free Program to client satisfaction surveys for both the state’s Board of Education Services for the Blind (BESB) and the Board of Rehabilitative Services (BRS). In the area of Criminal Justice, CPPSR continued its collaboration (of over 15 years) with Dr. Stephen Cox, in several important areas.

### **Celebrating Diversity**

CPPSR/O’Neill Chair/Confucius Institute collaborated in celebrating campus diversity as follows:

- In celebration of Black History Month, CPPSR and the O’Neill Endowed Chair continued annual financial and programmatic support by co-sponsoring a civil rights lecture by Pastor Cromwell Hardy of the Dexter Avenue Baptist Church in Montgomery, Alabama, focusing on “then” (the JFK/LBJ years of struggle) and now, as well as the Amistad Lecture and Banquet, featuring Professor Geri Augusto from Brown University.
- Honoring Hispanic Month, CPPSR co-sponsored a well-attended lecture by civil rights activist Paul Chavez of the United Farm Workers.
- With the Office of Diversity and Equity, the Women’s Center and the Confucius Institute, CPPSR co-sponsored a major March presentation *Power, Perception & Prejudice* by noted scholar Jane Elliott.

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## Confucius Institute (CI)

**Through a collaboration between CCSU and Hanban, China's Office of International Council of Chinese Language, in 2014, CCSU became the first Connecticut university to host a Confucius Institute. The CI at CCSU opened in June of 2014 with formal ceremonies involving high level Chinese government officials and Connecticut Governor Dannel Malloy. The goal of the CI was to promote Chinese language learning and to promote and expand exposure to Chinese culture throughout Connecticut.**

Driving its programmatic achievements, in FY 2016 the CI raised income of \$229,554, of which \$151,819 was from its popular **visiting teacher program for the K-12 schools** of Connecticut. This program has expanded to 6 visiting teachers in 7 area schools, 62 classes and over 1,000 students.

*Community, cultural and campus programs:* The Confucius Institute became highly visible on campus and in the community. On August 15 and 16, 2015, the CI co-sponsored the 15th Connecticut Hartford Riverfront Dragon Boat & Asian Festival, with more than 10,000 attendees; Chinese Cultural Week was celebrated from September 21-29; and a special reception and gala celebrated Chinese New Year on February 6th with the Chinese Ambassador, Zhang Qiyue in attendance.

CI was especially proud of its collaboration with CCSU's Educational Opportunity Program (EOP) students and the O'Neill Endowed Chair in providing international experience to students through its *Passport to Global Citizenship* program. CPPSR believes the value of this program for the students involved, and for the University's goals of recruitment, retention and diversity, was substantial.

## Collaborations

*US-Cuba policy initiatives:* With significant participation from CCSU faculty and departments, CPPSR co-presented the conference *The Future of US-Cuba Relations* in October, 2015 featuring Miguel Fraga, the First Secretary of the Cuban Embassy in USA.

## Program Year 2016 -2017

### O'Neill Scholarships

In 2017, 18 \$1,250.00 scholarships, totaling \$27,000, were awarded to EOP students.

### Veteran's History Project (VHP)

The Speakers Bureau provided twenty speakers to a variety of organizations, schools and colleges. In addition, on Veteran's Day 32 veterans spoke to classes at Rocky Hill High School.

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### Promoting Excellence in Public Service

*Connecticut (CT) Bilingualism and English Language Learning Research Lab & Teacher Training Academy (BELL-RL &TTA) within CPPSR at CCSU:*

CPPSR continued its work with Dr. Helen Koulidobrova, et al, to respond to the current need in CT schools by promoting educational methods that are culturally relevant to English language learners and effective learning strategies for students with low achievement.

### *Professional Development*

CPPSR has established itself in this area by serving as training resource partner to the CT Association of Zoning Enforcement Officials (CAZEO); the CT Town Clerks Association (CTCA) , and through the CT Department of Energy and Environmental Protection (DEEP), municipal inland wetland commissioners and staff. 646 training slots were filled this program year.

### Applied Research

CPPSR obtained a contract with the CT Department of Energy and Environmental Protection (DEEP) (\$78,714) to conduct three separate surveys, analyze data and make recommendations for the development of the Statewide Comprehensive Outdoor Recreation Plan (SCORP). This project utilizes two CCSU faculty experts, one CPPSR staff member, and six high level graduate students. Students will obtain real life experience in survey methodology, data collection, and data analysis.

CPPSR also renewed an annual project with the Board of Education and Services for the Blind (BESB) for the ninth year (\$29,914). This contract utilized one CCSU expert faculty and five students to conduct a needs assessment and to conduct a client satisfaction telephone survey.

CPPSR added another Criminal Justice project to its roster in April 2017, a three-year MOU with the Connecticut Judicial Branch Court Support Services Division (\$293,024) to provide technical assistance, staff training, guidance in developing the IT platform modules and scoring guidelines and overseeing the certification process to assist JB-CSSD to build upon the Forensic Cognitive Behavioral Therapies (F-CBT) program.

### Confucius Institute (CI)

Among its programmatic achievements in FY 2017, the CI procured income of \$244,200 of which \$166,250 was from its popular **visiting teacher program for the K-12 schools** of Connecticut. This program expanded to 7 visiting teachers in 9 area schools, 62 classes with over 1,360 students. For the 2017-18 school year, its visiting teacher's program grew to 9 visiting teachers in 9 area schools.

### Collaborations

The Governor William A. O' Neill Endowed Chair, the Political Science Department and the Center for Public Policy and Social Research at Central Connecticut State University (CPPSR) presented a forum, "Regional Cooperation for a Stronger Connecticut," on March 24, 2017, at CCSU. Marshaling insight from state officials, mayors, a CCSU faculty expert and other experts in regionalism, the forum explored

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the economic challenges that Connecticut's cities and towns face as the state addresses diminished financial resources.

The Center for Public Policy and Social Research released a commissioned *report for CT AFL-CIO prepared by three CCSU faculty on the state of CT's economy*. The report, "Opportunities for Growth: Business Tax Advantages, Economic Strengths and Quality of Life Perceptions in Connecticut," found that the state's economy is seen as "overwhelmingly negative" by business leaders and advocates, elected officials and the public. The report looked critically at available data to challenge prevailing negative assumptions in the public discourse about the state's economic health, business tax implications and citizen satisfaction with quality of life in their communities, and to open a dialogue on public policy alternatives.

### Program Year 2017-2018

**O'Neill Endowed Chair and the EOP:** For the 2017-18 academic year, twelve upper-classmen and nine incoming freshmen were each awarded a \$1,200 scholarship, totaling \$25,200. This has become a core part of the O'Neill Chair's mission, and perhaps establishes Governor O'Neill's legacy at CCSU most concretely. It also contributes to advancing the University's goal of recruitment and retention of under-represented students. In November 2017, the O'Neill Chair provided funding in the amount of \$10,000 to support academic enrichment programs for students from the University of Puerto Rico who enrolled as full-time students at CCSU under emergency circumstances following the devastation wreaked by Hurricane Maria on the island.

In addition, the O'Neill Chair and CPPSR provided funding in the amount of \$10,500 to start, the William and Nikki O'Neill Student Leadership and Mentoring Program, initially to be comprised of eight students selected for their leadership ability. Under the supervision of program staff, these students will advise and mentor other students attending CCSU's six-week summer preparatory program beginning in July of 2018.

### Veteran's History Project

Following the retirement of Eileen Hurst, CPPSR Associate Director and VHP Director, the nationally and internationally recognized VHP, became a collaboration between CPPSR and the Special Collections and Digital Humanities departments of the University Library.

In September 2017, CPPSR/Veterans History Project co-sponsored a forum with the Connecticut National Guard examining suicide in the military and particularly among young returning veterans. General Thaddeus Martin, commander of the Connecticut National Guard and Sean Connolly, Commissioner of the Department of Veterans Affairs, joined CCSU's Professor Katherine Hermes, an expert and author on suicide, to address this critical and disturbing issue in Connecticut.

In November 2017, CPPSR/Veterans History Project and the University Library co-sponsored an exhibit in the library, entitled *Cross-Culture Courage: Connecticut's Response to World War I*. This exhibit

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commemorated WWI and, through rare artifacts, helped depict the response that people from Connecticut made to the war effort. As part of the opening reception, there were presentations on the contributions that the Italian and the Polish communities of Connecticut made to the war effort.

### **Promoting Excellence in Public Service**

In the area of training and professional development, CPPSR increased the number of trainings of Town Clerks statewide from two to five, and for the first time, trained town clerks from throughout New England and the Northeast.

### **Applied Research**

CPPSR successfully completed the work under a contract with the CT Department of Energy and Environmental Protection (DEEP) (\$78,714) to conduct three separate surveys, analyze data and make recommendations for the development of the Statewide Comprehensive Outdoor Recreation Plan (SCORP).

In December, CPPSR completed a project with the Bureau of Education and Services for the Blind (BESB) for the ninth year (\$29,914). CPPSR utilized one CCSU expert faculty and five students to conduct a needs assessment and to conduct a client satisfaction telephone survey.

CPPSR also completed the first year of a Criminal Justice project under a three-year MOU with the Connecticut Judicial Branch Court Support Services Division (\$293,024) to provide technical assistance, staff training, guidance in developing the IT platform modules and scoring guidelines and overseeing the certification process to assist JB-CSSD to build upon the Forensic Cognitive Behavioral Therapies (F-CBT) program.

### **Celebrating Diversity**

CPPSR, acting as a responsible and active campus partner, co-sponsored and provided funding for the following events: Women's History Month Luncheon; Africana Studies Conference; Amistad Lecture; Chinese New Year Celebration; lecture on Cuba's International Literacy Campaign for Human Liberation; MLK Breakfast, and "Living her Dream – A Conversation with Lorella Praeli a Dreamer, Activist and National Advocate for Immigrants' Rights."

### **Confucius Institute**

Driving its programmatic achievements in FY 2018, the CI increased its funding to \$280,505.

#### *Expanding language programs*

In the 2017-2018 school year, CI grew its Visiting Chinese Language Teachers Program (K-12) as follows:

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	Number of students	Number of visiting teachers in K-12	Number of visiting scholars at CCSU
2016-2017	1361	6	2
2017-2018	1631	8	2

### *May 14-23, Passport to Global Citizenship Program to China (EOP and Honors Program)*

The Confucius Institute, in collaboration with Center for International Education and Shandong Normal University, led and supported our fourth annual Passport to Global Citizenship Program to China from May 14-23. There were 10 EOP students and 7 Honors Program students visiting Beijing, Jinan, Heze, Qufu (the Confucius homestead), and Shanghai.

### *CCSU Chinese New Year Celebration*

On February 12, 2018, Confucius Institute and Chinese American Student Association, co-sponsored with 11 university departments, the CCSU Chinese New Year's Celebration. The celebration included a Chinese New Year's dinner at Hilltop Café and artistic performances at Torp Theatre.

### *CI Day and Mid-Autumn Celebration*

On September 29, over 600 students from 11 middle and high schools across the region with vibrant Chinese language programs, as well as many CCSU students, celebrated the 4th Confucius Institute Day at CCSU. President Toro warmly welcomed students to CCSU. Activities included: a student talent show featuring Chinese poetry recitation, dance, singing and a shadow puppet show, from 6 local schools, and a wide variety of artistic performances by a student and faculty ensemble from Zhejiang University, China.

### *Chinese Language and Culture After-School Program at New Britain High School*

During the 2017-18 school year, CI created a Chinese Club, and Mei Zongxiang conducted an after-school program at New Britain High School. The Chinese club focused on learning Chinese language and culture through many exciting activities and events.

### *Challenges*

Of concern was the Congressional inquiry into CIs in the US, commenced in 2014. While the CI did not experience any Hanban interference in programming, CPPSR was vigilant about government concerns, and monitored the situation as a whole.

## **Collaborations**

### *Campaign Finance Reform*

In October 2017, O'Neill Endowed Chair holder DeFronzo, in collaboration with the Political Science Department, developed and led the O'Neill Chair and CPPSR's major public policy forum looking back

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on the passage, implementation and impact of Connecticut’s model Campaign Finance Reform law, which became effective in 2008. Former Governor M. Jodi Rell, former House speaker James Amann, former President Pro Tempore of the Connecticut State Senate Don Williams, former House Majority Leader Chris Donovan, former State Senate Minority Leader John McKinney, other legislators, advocates and opponents of the program participated in the forum which was broadcast live on CT Television Network and recorded for historical purposes.

### *Candidate Debate*

In the spring of 2018 CPPSR/O’Neill Chair, the Political Science Department and the Student Government Association collaborated to sponsor a forum for **all** of Connecticut’s gubernatorial candidates. The forum focused primarily on college affordability and jobs and attracted 15 candidate-participants. Forums like this provide our students with opportunities for hands-on collaboration with current and aspiring government leaders on important policy initiatives.

## **Program Year 2018 – 2019**

### **O’Neill Endowed Chair Scholarships**

For the 2018-2019 academic year, nine upperclassmen and eight incoming freshmen were each awarded a \$1,500 scholarship, totaling \$25,500. Since 2009, the Chair has provided \$218,500 in Governor William A. O’Neill Public Service Scholarship funds for EOP students.

### **Promoting Excellence in Public Service**

CPPSR/CCSU serves as the Connecticut Institute for the International Institute of Municipal Clerks (IIMC) - the recognized accrediting agency in the field, and CPPSR’s Director, Steve Kliger, served as the organization’s Connecticut Institute Director. CPPSR entered its 19<sup>th</sup> year training Connecticut Town Clerks, and during the previous year, the number of trainings statewide increased from five to six, including an annual training of town clerks from Connecticut, New England and New York State, utilizing CCSU faculty. CPPSR was able to procure the training of out-of-state town clerks because CPPSR/CCSU is recognized as a certified IIMC State Institute. The contract value of this program exceeded \$50,000.

In November 2018, CPPSR staff recommended, and the O’Neill Chair Advisory Board approved, the addition of two students to the Advisory Board (one slot was for the Chair of the SGA External Affairs Committee and another slot was for a Political Science major recommended by the department chair). This provided students the opportunity to better understand the mission and objectives of the O’Neill Chair, while interacting with a highly distinguished group of Board members.



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### Celebrating Diversity

#### **CPPSR/O’Neill Chair/Confucius Institute as campus partners celebrating diversity and inclusion:**

CPPSR/O’Neill Chair and Confucius Institute, acting as responsible and active campus partners, co-sponsored and provided funding for the following events:

Chino Latino: Barbarian Brush; International Education Day; Cuba International Literacy Campaign for Human Liberation; Rainbow Breakfast; United in Anger/ Sarah Schulman; 13th CCSU Conference for Language Teachers; 16th Annual Amistad Lecture; Martin Luther King Breakfast; Panel on Migrants and Refugees; Africana Conference; Latino Parent and Student Conference; Celebrate Modern Language Day; Bring Your Sons & Daughters to Work Day; Sociology Class Project for Foster Kids; Kate Bornstein Lecture: *On Men, Women, & the Rest of Us*; and the Lavender Graduation event.

#### **Confucius Institute (CI)**

In the 2018-2019 Program Year, CI developed additional sources of funding as a total of six teachers were used in the K-12 program. Revenue from these school systems in the region was in the \$160K-\$165K range. This followed the Avon School System reducing its number of visiting international teachers from five to two because of an agreement with the teachers’ union.

CI also expanded community engagement in several ways including:

- Campus visits by middle and high school students
- Co-organized the Chinese New Year Celebration at Elmwood Senior Center of West Hartford on January 25, 2019, with over 100 community members in attendance
- In October, the Confucius Institute hosted the annual Chinese Language Teachers Training Workshop for Chinese teachers from CT and nearby states.

### **Collaborations**

#### *KEY PROGRAM: Fifth District Congressional Debate – October 17, 2018*

A pre-election Congressional debate for Connecticut’s lone open House seat in the Fifth Congressional District which geographically includes New Britain. CPPSR sponsored the debate in collaboration with the O’Neill Endowed Chair and the Student Government Association (SGA).

The debate between former Meriden Mayor Republican Manny Santos and Democrat Jahana Hayes required students to be involved in the following activities: preparation of debate invitations; selection of the debate moderators and student-debate panel of questioners; development and refinement of debate issues and related questions; development of debate format and program logistics; public relations including input into press statements, public notices, social media, graphic design of posters, debate programs and related materials; and planning of the post-debate reception where students could interact informally with the candidates.

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The draft debate format was finalized by the Planning Committee to include Fox 61 News as the Center’s media partner. Subsequently, the format was shared with and agreed to by the Hayes and Santos campaigns.

On October 17, the debate itself was conducted according to script with no technical or performance errors noted. Student panelists exhibited maturity and professionalism in their approach and reviews of the debate were uniformly positive. It is estimated that over 400 individuals attended the debate, making it one of the largest events ever sponsored by CPPSR and the O’Neill Chair in coordination with other CCSU departments.

### *Connecticut State Government in Transition – February 4, 2019*

Following the August party primary results, a Planning Committee was established using the same framework as that employed in debate preparations. The campaigns of Democrat Ned Lamont and Republican Bob Stefanowski were contacted, as were the Republican and Democratic candidates for legislative leadership, to determine their willingness to participate in a forum at CCSU focusing on the results of the 2018 elections and the public policy plans likely to be advanced in a period of government transition.

Students and faculty were involved in the planning and execution of the Connecticut Government in Transition Forum and helped design the format and structure of the discussion, likely topics and questions. Tasks associated with these efforts included logistical decisions on the location and timing of the forum, invitations, public relations, preparation of programs, posters and participant profiles, and selection of the moderator. The forum was conducted on February 4, 2019

### *Water as a Public Trust – March 9, 2019*

In October of 2018, CPPSR was approached by the Rivers Alliance of Connecticut to co-sponsor a major state-wide conference on state water resource policy, specifically measures to protect water resources and the principle of “water as a public trust resource.” Conducted on a Saturday morning, the conference drew nearly 180 attendees and received very favorable reviews from sponsors, participants and audience members.

## **Program Year 2019 – 2020**

As higher education navigated the short-term and long-term implications of the global pandemic, CPPSR adapted to the new environment. CPPSR was fully prepared to effectively deliver programming and share its resources with the CCSU community, whether the University was operating online, or utilizing a flexible hybrid or traditional on-campus model.

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## **O’Neill Scholarships - EOP**

For the 2019-2020 academic year, twelve upperclassmen and twelve incoming freshmen were each awarded a \$1,500 scholarship, totaling \$36,000. The Confucius Institute funded four of these scholarships.

## **O’Neill Chair Scholarships for New Britain High School Seniors Enrolling at CCSU**

CPPSR and O’Neill Chair worked with the New Britain Board of Education and New Britain High School, to establish and award two William A. O’Neill Scholarships in the amount of \$1,500 each to two economically disadvantaged New Britain High School seniors enrolling at CCSU.

## **Veterans History Project (VHP) Community Outreach**

The Veterans History Project is a collaboration between CPPSR and the Elihu Burritt Library. On Sunday, February 23, VHP participated in the Iwo Jima 75<sup>th</sup> Anniversary Event. At the Iwo Jima Anniversary event, Jillian Maynard, Reference Librarian who supervised this work, spoke briefly about the VHP. The event was very well attended by veterans, their families, friends and members of the general public.

## **Promoting Excellence in Public Service**

This was the 20<sup>th</sup> year for training Connecticut Town Clerks. During the spring semester, two training modules were cancelled in April and May. CPPSR rescheduled these modules using a WebEx instructional format, so that the Center can provide town clerks with the needed certification training and recapture lost income.

## **Applied Research**

CPPSR renewed an annual survey research project with the Connecticut Department of Rehabilitation Services’ Bureau of Education and Services for the Blind (BESB), for the 11<sup>th</sup> year. One CCSU faculty expert and four CCSU students conducted a client satisfaction survey of recipients of services from the Bureau’s Vocational Rehabilitation Program. In May 2020, BESB awarded CPPSR an additional Needs Assessment project.

## **Celebrating Diversity**

CPPSR/O’Neill Chair and Confucius Institute, acting as responsible and active campus partners, co-sponsored and provided funding for the following events: Advancing Cultural Literacy for a Diverse Nation: 400 years of African American Tenure in these United States (Don DeFronzo served as a panel moderator) (9/27), Friends of Library Recognition and Fundraising Event (9/27), Rainbow Breakfast (10/11), Living in Las Americas: Migration and Communities (Latin American, Latino, and Caribbean Center, 10/15), Amistad Lecture and Dinner, (2/25), Bolsonaro, the LGBTQ Movement & the Diminishing of Democracy in Brazil (3/3), 26<sup>th</sup> Annual Africana Studies Conference (3/5). Also, co-sponsored very well attended Connecticut Sentencing Commission forum, *Towards Equal Protection Under the Law: Impact of Disparities in Connecticut’s Judicial System*, held at UConn Law School (1/17).

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### **Confucius Institute (CI)**

As higher education navigated the potential short-term and long-term implications of the global pandemic, the idea was to ensure the CI unit was adaptive and resilient. CI was fully prepared to effectively deliver programming and continue to share its resources with the CCSU community, whether the University was operating online, or utilizing a hybrid, or traditional on-campus model.

Reacting to a changing landscape for the K-12 visiting teachers' program in local schools, CI started phasing out its visiting teacher's program over the next year or two. Other collaborations explored included a Teacher Certification program, Translation Training program, and a summer immersion camp for local, middle school students.

### **Collaborations**

#### **Overcoming Gender Pay Inequity in CT Forum- November 14, 2019**

The conference was quite successful with over 150 attendees including experts, advocates, faculty and students. The feedback from all quarters was very positive. CPPSR was fortunate to have a wide range of speakers, panelists and moderators from all arenas – higher education, state government, Washington D.C. think tank, CT NAACP, nonprofits, business, labor, the legal profession and others. CCSU students and faculty moderated each panel of experts

Other collaborative forums were postponed because of the pandemic.

### **Program Year 2020-2021**

#### **CPPSR Strategic Planning Process**

In July 2020 the staff of CPPSR and the Governor William A. O'Neill Endowed Chair under the guidance of Dr. Eugene Baten, retired CCSU professor of Management and Organization, concluded a lengthy introspective strategic planning process with the acceptance of a new strategic plan.

#### **Social Media Strategic Plan**

CPPSR worked with CCSU adjunct Marketing professor Alana Ledford on designing a vibrant and effective social media strategy and action plan, to increase visibility, recognition, and community engagement, by reaching larger numbers of students, faculty, government officials, potential clients, and members of the general public. This planning effort involved all CPPSR staff and student workers, who offered valuable input from the consumer and student organizations perspective.

### **Accomplishments**

#### **O'Neill Scholarships**

For the 2020-2021 academic year, sixteen upperclassmen and eight incoming freshmen were each awarded a \$1,500 scholarship, totaling \$36,000. The Confucius Institute funded four of these

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

scholarships. In addition, two scholarships in the amount of \$750 each were awarded to seniors who needed to matriculate for a ninth semester in the fall, to graduate. Also, the O'Neill Chair awarded five students enrolled in the 2020 EOP class each a scholarship of \$500 for writing the winning essay in her/his Writing Class section, on the assigned topic, "How Covid-19 and Social Injustices Impacts our Communities and Barrios."

### **Governor William A. O'Neill Chair Public Service Scholarships for New Britain Seniors Enrolling at CCSU- \$3,000**

Due to the limitations created by the pandemic, New Britain High School could not finalize its scholarship award process with respect to the William A. O'Neill Public Service Scholarships. As an alternative, two qualified high school seniors from New Britain who were admitted to CCSU and demonstrated financial need were awarded the scholarships.

### **Veterans History Project (VHP) Community Outreach**

The Veterans History Project is a collaboration between CPPSR and the Elihu Burritt Library.

Despite the pandemic, the Veterans History Project found many ways to stay engaged with the community. Last fall, the magazine *Connecticut Explored* featured an article written by CCSU Reference Librarian Jillian Maynard that highlighted three World War II veterans from our collection. The article can be found here: <https://www.ctexplored.org/connecticut-veterans-tell-their-stories/> The VHP also collaborated with the Connecticut Militia Heritage Council to put together a program commemorating the 75<sup>th</sup> anniversary of the end of World War II.

### **Promoting Excellence in Public Service**

In support of Public Act 19-12, An Act Concerning the Inclusion of Black and Latino Studies in the Public-School Curriculum, CPPSR committed substantial funding in support of Central Connecticut State University's program to offer a five- day Summer Institute for Teachers focusing upon African American/Black and Puerto Rican/Latino Studies.

### *Professional Development*

CPPSR entered its 21<sup>st</sup> year training Connecticut Town Clerks. During this reporting period, the Center conducted and completed 14 workshops using the WebEx instructional format. Ten of these workshops were taught by expert CCSU faculty. Four workshops were conducted by Connecticut state agency and related personnel, as those workshops provide town clerks with credits required for State of Connecticut certification. The last two workshops were conducted on May 18 and 19. Income derived for the reporting period was \$33,000.

### **Applied Research**

One CCSU faculty expert and four CCSU students conducted a federally funded and mandated *Client Satisfaction Telephone Survey* of recipients of services from the Connecticut Department of Rehabilitation Services' Bureau of Education and Services for the Blind (BESB).

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

CCSU students worked with Professor Diana Cohen on a separate *BESB Needs Assessment*.

In July 2021, CCSU signed an MOA with the Connecticut Department of Rehabilitation Services in the amount of \$80,431 to conduct a federally funded and mandated, *Comprehensive Statewide Needs Assessment*, previously conducted by San Diego State University.

### Confucius Institute (CI)

In November 2020, CCSU made an operational decision to permanently close the Confucius Institute, effective on June 30, 2021. CPPSR worked closely with Carolyn Magnan, University Counsel, to close the CI in accordance with the Agreement between Confucius Institute Headquarters (Hanban) and Central Connecticut State University (signed in May 2012), which established the CI at CCSU.

### Collaborations

#### *KEY PROGRAM: REFLECT AND EMPOWER: WHAT BLACK LIVES MATTER MEANS TO ME*

During the Fall 2020 semester, CPPSR launched a writing/multimedia scholarship contest centered on the Black Lives Matter movement and its impact on CCSU students. The idea for this project came from a prior collaboration with Awilda Reasco, director of Pre-collegiate Access Services (which includes EOP).

In planning this contest, CPPSR assembled a committee of CCSU faculty and students to provide insights on and ultimately establish the guidelines for contest submissions and student eligibility. Submissions were accepted from February 1<sup>st</sup> to March 1<sup>st</sup>, with evaluations taking place during the month of March. The Center and the Governor O'Neill Endowed Chair awarded 39 scholarships, ranging from \$250 to \$1000, totaling \$15,750.

#### *CPPSR Guest Lecturer Program for Interdisciplinary CCSU Classes*

In the fall of 2020 CPPSR conducted its first virtual guest lecture. Staff reached out to professors Reginald Simmons and Byung Lee from the Department of Criminology and Criminal Justice, as well as John O'Connor from the Department of Sociology all agreed to participate in a virtual lecture on *Reimagining Public Safety* to be given to their respective courses, CRM 245 – Diversity in Criminal Justice, CRM 260 – Criminology, and SOC 212 – Race, Class and Gender. On October 29<sup>th</sup>, Professor Vitale, from Brooklyn College, spoke to approximately 90 students from all three courses for 30 minutes via Zoom. The lecture was moderated by a student-led 20-minute Q&A, which fostered a robust and highly involved discussion between CCSU students and the guest lecturer. The first installment of the series was a success based on the high level of student participation, as well as positive feedback from participating students and faculty.

#### *CPPSR/Office of Equity and Inclusion Collaboration*

On February 22, 2021 Dr. Stacey Miller assumed the position of Vice President for Equity and Inclusion at CCSU. In April, the Director arranged a WebEx meeting between Dr. Miller and the entire CPPSR team to discuss the Center's operations and programs and to discuss with Dr. Miller potential areas of mutual interest and collaboration.

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

### *She Leads: Women Leaders in Connecticut State Government*

On October 7th, 2020 CPPSR and the William O'Neill Endowed Chair in Public Policy and Practical Politics hosted a virtual panel discussion via Cisco WebEx. The forum featured a panel of distinguished political leaders from both parties including Erin Stewart, Mayor of New Britain (R), Ellen Zoppo-Sassu, Mayor of Bristol (D), Laura Francis, First Selectman of Durham (R), Hon. Hilda Santiago, Meriden State Representative, (D), and Pauline Kezer, former CT Secretary of State (R). The event was moderated by Christian Reyes, and student research assistant, Mackenzie Gould. Panelists were asked a series of pre-written questions developed by the CPPSR team, including Diana Cohen (Professor of Political Science), Molly Ingram and Amara Osorio Nin, (student collaborators). Event co-sponsors included the Ruth Boyea Women's Center, Student Government Association, Political Science Club and Political Science Department.

### *Celebrating the 19<sup>th</sup> Amendment: Connecticut Women Leading in Public Service*

On November 18, 2020, CPPSR and the William A. O'Neill Endowed Chair in Public Policy & Practical Politics co-hosted a well-attended online forum, "Celebrating the 19<sup>th</sup> Amendment: Connecticut Women Leading in Public Service" with the Governor M. Jodi Rell Center for Public Service at the University of Hartford. The event featured opening remarks by former Governor M. Jodi Rell, followed by a lively panel discussion with Secretary of the Office of Policy and Management Melissa McCaw, Fairfield First Selectwoman Brenda Kupchick, former Lieutenant Governor Nancy Wyman, and House Republican Leader Themis Klarides. The event was moderated by Jodi Latina, chief political reporter at News Channel 8. The panel of questioners comprised two UHart students and two CCSU students (CPPSR's student research assistant, Mackenzie Gould, and Sociology major Janay Winters).

## **Program Year 2021-2022**

In early 2022, CPPSR staff efforts resulted in the inclusion of a \$315,000 line-item appropriation to the O'Neill Chair being proposed by the General Assembly's Appropriation Committee as part of the modified 2022-2023 FY budget. The \$315,000 line-item appropriation consolidates and formalizes two previous legislative allocations: one being the original and ongoing appropriation to CPPSR of \$165,000, and the other being a latter \$150,000 allocation made by the Legislature in the 2020-2021 biennium. This line-item appropriation was included in the budget just passed by the CGA on May 3, 2022. The inclusion of this line-item appropriation will make clear the Legislature's intent, while solidifying its long-term commitment to CCSU.

## **Accomplishments**

### **O'Neill EOP Scholarships**

For the 2021-2022 academic year, sixteen upperclassmen and seven incoming freshmen were each awarded a \$1,500 scholarship, totaling \$34,500

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

### *Scholarships for New Britain Seniors Enrolling at CCSU- \$3,000*

Two economically disadvantaged New Britain High School seniors who were awarded scholarships in 2020-2021 were recertified as eligible for renewal in 2021-2022. Both students excelled in their freshman year.

### **Veterans History Project (VHP) Community Outreach**

The Veterans History Project (VHP) is a collaboration between CPPSR's Governor William A. O'Neill Oral History Project and the Elihu Burritt Library, at CCSU. Our VHP continues to be an archival partner with the United States Library of Congress.

In the past academic year, the Veterans History Project, under the direction of Dr. Brian Matzke, Digital Humanities Librarian, conducted a complete inventory of the VHP collection to make sure that records are up to date and backups of all collection's materials are available, both online and on hard drives.

The VHP also worked with the IT department to download a complete collection of the photos, documents, and other supporting materials that accompany archived interviews. Materials can now be uploaded through the server, ensuring that these historic artifacts will be preserved and will remain accessible in the future.

### **Promoting Excellence in Public Service**

CPPSR entered its 22nd year training Connecticut Town Clerks. During this reporting period, CPPSR conducted and completed 15 workshops.

### **Applied Research**

Connecticut Bureau of Rehabilitation Services (BRS)  
*2017-2020 Comprehensive Statewide Needs Assessment*

#### *Project Overview*

During the 2021-2022 academic year, CPPSR completed an assessment of the vocational rehabilitation needs of persons with disabilities residing in the State of Connecticut, with **Dr. Diana Cohen** serving as Principal Investigator and instructor/mentor to CCSU students working on this complex research project. The purpose of the assessment was to provide the Bureau of Rehabilitation Services with information pertinent to the allocation of resources in the development of the agency's next Unified State Plan.



# Connecticut State Colleges and Universities

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### *Student Impact*

Student involvement was the cornerstone of this project, with the grant employing three undergraduate and two graduate students. Students conducted in-depth interviews, led focus groups, analyzed agency fiscal data, and assisted with the triangulation of qualitative and quantitative data points. Students played a critical role in deploying a complex sampling procedure across four different surveys. These individuals also made impressive contributions to the written report—including being responsible for drafting complete sections of the team’s analysis. Four of the students who worked on this project are listed as authors of the final report.

### *Connecticut Bureau of Education and Services for the Blind (BESB)*

#### *Vocational Services Client Satisfaction Survey Report, Fiscal Year 2021*

During the 2021-2022 academic year, CPPSR completed its twelfth annual client satisfaction survey of BESB Vocational Rehabilitation (VR) service recipients for fiscal year 2021. The purpose of this survey was to evaluate the services that clients received from seven dimensions of the VR program, as well as the quality of services offered by VR counselors. Data from this report was used to inform the most recent BESB State Plan.

### **Celebrating Diversity**

CPPSR/O’Neill Chair, acting as responsible and active campus partners, co-sponsored and provided funding for the following programs and events in support of CCSU’s strategic plan: Amistad Lecture (Steve Kliger delivered remarks at the event) and the Annual Africana Studies Conference. CPPSR also provided \$25,000 in funding to be earmarked for competitive grants under President Toro’s newly **launched** *CCSU Next Generation Student Success, Diversity, Innovation, and Community Engagement* initiative.

### **Collaborations**

#### CPPSR and ISCJ Public Safety and Justice Community Engagement Project

During the Summer 2021 semester, CPPSR initiated a partnership between the Center and O’Neill Chair and the Institute for the Study of Crime and Justice (ISCJ), housed within the Criminology and Criminal Justice Department at CCSU. This four-way partnership led to the planning of a survey research project, the mission being to empower various communities in Connecticut to address the challenges of critical public policy issues concerning public safety and criminal justice reform, ultimately creating a model that can be used in various cities and towns to evaluate public safety conditions.

### *‘High Stakes’ Forum*

After recreational cannabis became legalized in the State of Connecticut with the passage of SB1201 in July 2021, CPPSR and ISCJ conducted a forum on the potential impact of cannabis legalization on the state. With this objective in mind, CPPSR Program Assistant Christian Reyes conducted extensive preliminary research on the effects of cannabis legalization in other states, as well as the projected

# Connecticut State Colleges and Universities

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impacts in CT in several areas including social equity provisions, economic outcomes, and criminal justice implications.

### *CPPSR Guest Speaker Program for CCSU Classes*

In the fall of 2020, CPPSR collaborated with the Social Work Department and Deborah Keisch at UMASS to conduct a virtual forum on the Indigenous Resistance and Climate Justice. The team identified/secured guest speakers, Ashley Nicole McCray and Joseph White Eyes.

Both speakers are leaders in the Indigenous climate movement and spoke on their personal experience fighting climate ecocide and their vision for the future. On February 23rd, the forum, “Expect Us”, was held.

### *Collaboration with John Lewis Institute for Social Justice (JLI)*

CCPSR Executive Director Steven Kliger was appointed by President Toro to the JLI Advisory Board. CPPSR provided to the Office of Equity and Inclusion (OEI) funding in the amount of \$13,500, which OEI utilized to provide a stipend in the amount of \$1,500 to each of the inaugural JLI student scholars.

CPPSR retained and arranged for William R. Dyson, (former longtime state legislator, O’Neill Endowed Chair Holder, and advocate for criminal justice reform), Paulette Fox, Executive Director of New Britain’s Opportunities Industrialization Center (and longtime civil rights and socio-economic justice advocate), and Donald DeFronzo, former Mayor of New Britain, State Senator, Commissioner of DAS, and current Holder of the O’Neill Endowed Chair, to provide a two-hour, in-person class to the JLI scholars. The class was part of the JLI’s Poverty Series, Identity and Injustice Series, and the Empowerment Series.

## **Faculty, Staff and Responsibilities:**

**Beth Frankel Merenstein** - Interim Associate Vice President for Community Engagement and Experiential Learning and the Executive Director of the Center for Public Policy and Social Research (CPPSR).

As the CPPSR’s executive director, Dr. Merenstein is replacing Steve Kliger who recently retired following many years of dedicated service to the University and the state. In this capacity, Dr. Merenstein is building collaborative relationships with internal, external, and governmental partners and pursuing grants and other revenue sources that lead to research opportunities for our faculty and students. Her oversight also extends to the William A. O’Neill Endowed Chair in Public Policy and Practical Politics and the appointment of its next recipient.

### **Donald DeFronzo** – Governor William A. O’Neill Endowed Chair Holder (Part Time)

Activities of the Chair, which are described in the Resolution establishing the Chair, include the conduct of public forums, academic presentations, public policy analysis, research and colloquiums. In addition, substantial resources, through the Governor William A. O’Neill Public Service EOP Scholarship Program,

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

are invested in tuition support for under-represented, lower-income students attending CCSU. The Center and Chair also provide funding for community engagement programs and activities, the Summer Institute, stipends for JLI Scholars, public dialogues concerning social change and related issues, and faculty-student partnerships.

### **Christian Reyes – Program Assistant (Full Time)**

Former student and Student Intern, as full time Program Assistant Christian's responsibilities include:

Assisting the director in providing management, supervision and technical assistance in the administration of the center.

Manages day to day business activities of the center including purchases and inventory.

Program preparation, correspondence, collaborative meetings, and reporting.

### **Mackenzie Gould – University Assistant (Part Time)**

A student, Student Research Assistant and now University Assistant this position is responsible for a broad range of research and administrative activities.

### **Maura Gaffney – University Assistant (Part Time)**

This position is responsible for providing professional financial reporting and planning activities to the center's director.

## **Student Involvement and Student Outcomes:**

Student involvement has been a cornerstone objective of CPPSR programs and projects including research activities, program planning, applied research projects and scholarship competition.

CPPSR believes that by connecting students to real life experiences, it will encourage and empower them to participate more fully in our civic discourse and pursue relevant careers in society. In addition to the hundreds of students who have benefited financially through the O'Neill Scholarship funds, dozens more have benefited from their professional level work on applied research projects and in the preparation and conduct of CPPSR programs.

Over the seven- year period from 2015 to 2022 students have been involved in the preparation and conduct of forums, guest lectures and conferences including water resource planning, pay equity, regionalism, campaign finance reform, candidate debates and collaborative efforts with other universities. By connecting students to the democratic process, through a more complete and substantive involvement in program planning and implementation, with an opportunity to communicate and learn from professional staff, technical experts and elected government officials, students will become more empowered and encouraged to participate more fully in our civic discourse and to pursue careers in public service.

# Connecticut State Colleges and Universities

## Center/Institute Report –Sunset Report for Continuation or Discontinuation

In November 2018, CPPSR staff recommended, and the O'Neill Chair Advisory Board approved, the addition of two students to the Advisory Board (one slot for the Chair of the SGA External Affairs Committee and another slot for a Political Science major recommended by the department chair). This provided students with the opportunity to better understand the mission and objectives of the O'Neill Chair, while interacting with a highly distinguished group of Board members, many having worked with the former governor while serving in the upper echelons of state government.

In the area of applied research CPPSR obtained a contract with the CT Department of Energy and Environmental Protection (DEEP) (\$78,714) to conduct three separate surveys, analyze data and make recommendations for the development of the Statewide Comprehensive Outdoor Recreation Plan (SCORP). This project utilizes two CCSU faculty experts, one CPPSR staff member, and six high level graduate students. Students obtained real life experience in survey methodology, data collection, and data analysis.

CPPSR also renewed an annual project with the Board of Education and Services for the Blind (BESB) for the ninth year (\$29,914). This project utilized one CCSU expert faculty and five students to conduct a needs assessment and to conduct a client satisfaction telephone survey. These experiences were invaluable to students seeking employment.

Since 2009 212 individual scholarships have been awarded to 86 students by CPPSR to EOP students attending CCSU. The O'Neill Chair has provided over \$335,000 in these and other related scholarships.

In addition, in the fall of 2020 CPPSR launched a writing/multimedia scholarship contest centering on the Black Lives Matter Movement and its impact on CCSU students. Submissions were written, video and visual and were reviewed by panels comprised of CCSU faculty, alumni and community stakeholders. Funding from the O'Neill Chair resulted in 39 scholarships (\$15,750) being awarded to participants.

### **Assessment and Evaluation:**

At the end of each fiscal year the center director prepares a "Performance Self-Evaluation" for submission to the university president. In the report goals and objectives for the upcoming year are identified and described. In addition, the accomplishments of the current year are outlined and can be measured against prior year expectations. This exercise serves to demonstrate where the center has been particularly successful and where it may not have fulfilled all its objectives as planned.

Another measure of performance comes in the form of contract renewals that the center has experienced over the years for its work in public sector professional development and in applied research projects.

CPPSR has served as the primary professional development entity for Connecticut's Town Clerks now under contract for 21 consecutive years. During the 2021-2022 period alone, 15 workshops were completed.

Applied research projects with Bureau of Education and Services for the Blind (BESB) have been ongoing now for 14 consecutive years and have led to additional contractual work in the area of client satisfaction surveys and needs assessment. Similarly, applied research done for the Department of Energy

# Connecticut State Colleges and Universities

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and Environmental Protection (DEEP) since 2017 has led to a contract for data collection and analysis needed for the state’s next Statewide Comprehensive Outdoor Recreation Plan (SCORP). This project involved multiple faculty and students.

### Actual/Projected Revenues and Expenses:

	2015	2016	2017	2018	2019	2020	2021	2022	Projected Yr 1
REVENUE								thru 6-7-22	
1 Gifts/Grant Support		\$40,000.00	\$61,100.00	\$13,614.15	\$59,178.33	\$50,210.48	\$37,795.55	\$30,825.21	\$35,000
2 General Fund									
3 Operating Fund		\$192,091.63	\$206,072.34	\$268,366.15	\$113,336.77	\$180,678.20	\$92,183.52	\$76,357.21	\$5,000
4 Other Revenue		\$213,080.22	\$200,607.99	\$165,000.00	\$237,793.63	\$315,000.00	\$300,000.00	\$174,204.46	\$315,000
Other Revenue Sources		\$63,080.22	\$50,607.99		\$72,793.63		(\$15,000.00)	\$9,204.46	
CGA Appropriation/O'Neill Papers		\$150,000.00	\$150,000.00	\$165,000.00	\$165,000.00	\$315,000.00	\$315,000.00	\$165,000.00	\$165,000
5 TOTAL REVENUE (lines 1-4)		\$445,171.85	\$467,780.33	\$446,980.30	\$410,308.73	\$545,888.68	\$429,979.07	\$281,386.88	\$355,000
EXPENSES									
6 Personnel		\$235,909.17	\$221,712.19	\$240,487.13	\$130,655.22	\$184,676.74	\$155,251.30	\$136,000.48	\$130,000
7 Fringe Benefits		\$158,893.90	\$166,958.32	\$128,038.72	\$78,896.61	\$93,988.02	\$59,549.80	\$49,564.26	\$55,000
8 Travel		\$5,523.96	\$6,231.18	\$2,810.04	\$7,405.97	\$364.52	\$0.00	\$0.00	\$1,000
9 Equipment & Sales		\$5,564.74	\$6,826.01	\$18,389.77	\$13,412.86	\$15,516.53	\$9,086.51	\$4,201.82	\$7,500
10 Contractual									
11 Construction									
12 Other		\$11,429.84	\$4,833.55	\$17,049.14	\$5,463.65	\$11,587.09	\$10,023.42	\$7,803.52	\$8,000
13 Total Direct Costs (lines 6 through 12)		\$417,321.61	\$406,561.25	\$406,774.80	\$235,834.31	\$306,132.90	\$233,911.03	\$197,570.08	\$200,000
14 Indirect Costs									
15 TOTAL COSTS (lines 13 + 14)									
NET									
16 TOTAL REVENUE - TOTAL COSTS surplus / (deficit)		\$27,850.24	\$61,219.08	\$40,205.50	\$174,474.42	\$239,755.78	\$196,068.04	\$83,816.80	\$155,000
17 OPERATIONAL BALANCE		\$215,694.93	\$276,914.01	\$315,544.69	\$490,019.11	\$729,774.89	\$925,842.93	\$1,009,659.73	\$1,164,660

### Budget Narrative:

The William A. O'Neill Endowed Chair in Public Policy and Practical Politics was created to actively memorialize the legacy of former Governor William O'Neill. **The O'Neill Chair endowment was valued at \$3,325,607, and earned interest income of \$84,344, for the Fiscal Year Ending June 30, 2021.** The endowment fund is sound.

In addition, in 2022, CPPSR staff efforts resulted in the inclusion of a \$315,000 line-item appropriation to the O'Neill Chair being proposed by the General Assembly's Appropriation Committee as part of the modified 2022-2023 FY budget. The \$315,000 line-item appropriation consolidates and formalizes two previous legislative allocations: one being the original and ongoing appropriation to CPPSR of \$165,000, and the other being a latter \$150,000 allocation made by the Legislature in the 2020-2021 biennium. This line-item appropriation was included in the budget just passed by the CGA on May 3, 2022. The inclusion of this line-item appropriation will make clear the Legislature's intent, while solidifying its long-term commitment to CCSU. Other sources of revenue include allocations from the CCSU block grant and contractual revenue resulting from applied research projects with several state agencies.

Total direct cost for 2021 was \$197,570 with major expenditures in the areas of personnel, fringe benefits and equipment and supplies.

# **Connecticut State Colleges and Universities**

## **Center/Institute Report –Sunset Report for Continuation or Discontinuation**

With a major re-structuring of the Center underway, it is difficult to project future expenditures, however, for the short term, the revenue side of the budget seems reasonably stable as the Legislature has included the \$315,000 appropriation as a dedicated re-occurring line item to the O'Neill Chair. As administrative decisions are made over the next several months, staff will be in a better position to provide realistic expenditure estimates. In addition, fund raising efforts to support community engaged endeavors will be intensified.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Connecticut Community College Emeritus

September 22, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 emeritus recommendations from the Chief Executive Officer at Tunxis Community College.

A True Copy:

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

**ITEM**

Approval of the 2022 emeritus recommendations from the Chief Executive Officer at Tunxis Community College.

**BACKGROUND**

In accordance with the CSU-4Cs Collective Bargaining Agreement, the Board of Regents awards emeritus status to faculty and staff at the 12 Connecticut Community Colleges. Recommendations forwarded to the Board have been approved by the respective community college President or Chief Executive Officer. The Board of Regents acts upon the recommendations of the Presidents and Chief Executive Officers. The letters of recommendation are attached.

09/09/2022 – BOR Academic & Student Affairs Committee

09/22/2022 – Board of Regents



June 13, 2022

Terrence Cheng  
President  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

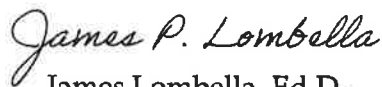
President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Dr. Karen Wosczyzna-Birch be awarded the designation of Emeritus status.

Regards,



Darryl Reome, Ed.D.  
Campus CEO



James Lombella, Ed.D.  
Regional President  
North-West Region

June 1, 2022

Dear CEO Reome,

It has come to my attention that Karen Wosczyzna-Birch is planning on retiring. In honor of her contributions not only as a Professor at Tunxis, but as Director of the Connecticut College of Technology, I would like to nominate her for Emeritus status. Karen has been contributing for 30 years to Tunxis as a faculty member and also as the Principal Investigator and Executive Director of the College of Technology and National Center for Next Generation Manufacturing. Karen has received numerous awards and recognition for being on the forefront in engineering and technology education. The list of foundations, boards, programs, grants, and awards she has been a part of, are so great that the recognition of Emeritus would be a fitting tribute to her for all she has accomplished.

Please consider awarding Emeritus status to Karen Wosczyzna-Birch for all of her years of dedication to education and the development of engineering and technology education within the Connecticut State Community College system.

Thank you for your consideration of my nomination for Karen.



Mary Bidwell  
*Interim Dean*  
*Advanced Manufacturing Technology Center*  
*Asnuntuck and Tunxis Community Colleges*  
*Statewide Liaison for Manufacturing Programs*  
170 Elm Street, Enfield, CT 06082

Tunxis Community College  
271 Scott Swamp Road  
Farmington, CT 06032  
860.773.1300  
tunxis.edu  
A Connecticut Community College

### ***Dr. Karen Wosczyzna-Birch – Bio, Awards, and Recognition***

Dr. Karen Wosczyzna-Birch has been a champion of engineering and technology education for the past 30 years. Since 1995, she has been the state director of the Connecticut College of Technology (COT) where her leadership has been instrumental in creating nationally recognized seamless pathway programs in engineering and technology between all 12 public community colleges in CT with 10 universities and high schools. The COT began as a pathway where only general education credits were accepted by the University of Connecticut and Central Connecticut State University. Dr. Wosczyzna-Birch developed and expanded pathways where all credits from the Engineering Science and Technology Studies A.S. degrees transfer to 10 university partners. She also expanded the Technology Studies A.S. degree to include over 20 options based on the need of local industry within Connecticut.

Dr. Wosczyzna-Birch is also the Executive Director and Principal Investigator of the National Center for Next Generation Manufacturing (NCNGM), a National Science Foundation (NSF) Center of Excellence and a Professor of Applied Technology at Tunxis Community College. Since 2004, she has received over \$35M in funding from the NSF, including two grants for international partnerships, primarily through their Advanced Technological Education (ATE) program. The COT stackable credential model is credited as a key factor for receiving these grants. Through this funding, strategies have been implemented that have helped increase the enrollment of underrepresented populations in STEM programs at the community colleges. Her knowledge of NSF funding has led to additional grants for the creation of high school outreach programs in engineering technologies and industry research projects for interdisciplinary and inter-institutional teams of community college and university students from COT member institutions.

Dr. Wosczyzna-Birch serves on numerous local and national boards including the Epsilon Pi Tau Honor Society, the New England Council's Higher Education and Manufacturing Committees, Hartford High's Pathway for Engineering and Green Technology, and the Connecticut Technical Education and Career System Board. In the past she also participated in the Advanced Manufacturing Partnership (AMP) led by the President's Council of Advisors on Science and Technology to make legislators aware of the needs for education and workforce development in manufacturing under the Obama Administration. In addition to service in an advisory capacity, she is always willing to serve as a mentor to students and colleagues in formal or informal settings. She is always a voice for community college students, who are often left out of discussions regarding research and international programs.

Dr. Wosczyzna-Birch has disseminated her work regionally, nationally and internationally. She has been an invited lecturer for a presentation titled "*Interventions to improve participation, retention, and leadership*" during Gender Summit 9 held in Brussels, Belgium in 2016. Recently, she was an invited lecturer for during the Epsilon Pi Tau Breakfast Meeting held at the International Technology and Engineering Educators Association Annual Conference where she presented on women in STEM.

Dr. Wosczyzna-Birch has received numerous awards for her accomplishments as a professor and state director of the COT and for her passion for increasing the diversity of the STEM population including the 2016 Distinguished Service Award from the international honor society Epsilon Pi Tau (EPT), the 2018 CT Women of Innovation Award in the Postsecondary Academic Innovation & Leadership Category, the 2012 New England Board of Higher Education Excellence Award for the State of CT and most recently, the 2020 HI TEC Innovative Program of the Year Award and 2021 ITEEA Special Recognition Award. In 2014, she was invited to the White House College Opportunity Summit recognizing leaders like Karen for their commitment to STEM education.

Dr. Wosczyzna-Birch has developed national collaborations to disseminate the best practices of the COT and RCNGM and to provide professional development opportunities to faculty. Whether arranging for faculty to visit manufacturing facilities and training centers across the United States, or bringing the experts to Connecticut, she is able to make the connections that incorporate necessary skills and knowledge into new curriculum and programs in technology.

### **Awards and Honors**

- International Technology & Engineering Educators Association Special Recognition Award (2021)
- High Impact Technology Exchange Conference (HI-TEC) Innovative Program of the Year Award, 2020
- 2018 CT Women of Innovation – Postsecondary Academic Innovation & Leadership Category
- Distinguished Service Award from Epsilon Pi Tau International Honor Society, 2016.
- Invited to join President Obama, the First Lady and Vice President Biden at the White House College Opportunity Summit, 2014.
- East Granby Public Schools Partner recognition for providing leadership during the development of a fifth year Associates in Science for East Granby High School students, 2013 and 2015.
- WGBH Student profiles: only ATE center selected twice for filming student success stories to be distributed nationally, 2013.
- COT-RCNGM Recognized three times in MIT study commissioned by the National Academy of Sciences for best practices and as a national model for Technology Education, 2013.
- CT Student Innovation recognition for promoting STEM education throughout Connecticut, 2013.
- New England Board of Education Higher Education Excellence Award, 2012.
- NSF grant for international student program with Germany – one of only 5 grants awarded nationally, 2012.
- American Society of Engineering Educators “Best Paper” Award for Manufacturing Division, 2011

- ACAM award (Advocates of Connecticut, Asnuntuck, and Manufacturing) from Asnuntuck Community College for leadership in advancing manufacturing education in the state, 2010.
- Received regional and national Catalyst Award from NSTA for Excellence in Chemical Education, 1996, 2002.
- Laureate recognition and status from Epsilon Pi Tau International Honor Society, 2004.
- Connecticut Secretary of the State's 2003 Public Service Award
- Congressional Black Caucus Education Brain Trust Next Generation of Youth Service Award, 2002.
- Saint Joseph College Distinguished Alumna Award, 1999.
- AAUW gender equity award for accomplishments addressing gender equity in higher education.

## **Dr. Karen Wosczyzna-Birch**

### **RECOGNITIONS & AWARDS**

- International Technology & Engineering Educators Association Special Recognition Award (2021)
- High Impact Technology Exchange Conference (HI-TEC) Innovative Program of the Year Award, 2020
- 2018 CT Women of Innovation – Postsecondary Academic Innovation & Leadership Category
- Distinguished Service Award from Epsilon Pi Tau International Honor Society, 2016.
- Invited to join President Obama, the First Lady and Vice President Biden at the White House College Opportunity Summit, 2014.
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- Saint Joseph College Distinguished Alumna Award, 1999.
- AAUW gender equity award for accomplishments addressing gender equity in higher education.

June 28, 2022

Terrence Cheng  
President  
Connecticut State Colleges & Universities  
61 Woodland Street  
Hartford, CT 06105

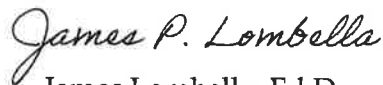
President Cheng,

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Deborah Pavelchak be awarded the designation of Emeritus status.

Regards,



Darryl Reome, Ed.D.  
Campus CEO



James Lombella, Ed.D.  
Regional President  
North-West Region

June 28, 2022

Dr. Lombella,

The members of Cabinet unanimously voted today to nominate Deborah Pavelchak for Emeritus. Debbie is retiring on July 1<sup>st</sup> after having worked at Tunxis Community College for over 33 years. During her employment she has provided exemplary service in several critical roles at the college, including: the switchboard operator, managing our welcome center and reception areas, and helping provide administrative support to the Office Institutional Advancement, Office of Admissions, Dean of Student Affairs, and more recently as the Executive Assistant to the Campus CEO.

In addition to her many roles, Debbie has participated in numerous campus-wide committees, including Student Affairs, Health and Safety and Crisis Management, helped plan and organize countless campus events, and assisted with successful Tunxis Foundation sponsored events. More recently Debbie served as a member of the college's reopening team, volunteered for New Student Orientation events, and has made many contributions to the college's food pantry.

Debbie is the ideal colleague. She's intelligent, funny, big hearted, and extremely hard working. She is reliable, approachable, empathetic, and supportive. She is grounded by the guiding principles of kindness and fairness. Debbie has been a friend and mentor to many faculty and staff and helped our campus operate more efficiently. She has always made the campus, departments, our colleagues, and our students a priority. Along the way she has helped cultivate relationships and helped shape the campus culture.

Sincerely,



Darryl Reome, Ed.D.  
Campus CEO

Tunxis Community College  
271 Scott Swamp Road  
Farmington, CT 06032  
860.773.1300  
tunxis.edu  
A Connecticut Community College



August 24, 2022

President Cheng,

Please accept Tunxis Community College's recommendation that John Kriscenski be granted Emeritus status. Professor Kriscenski recently retired after 39 years of teaching at Tunxis within departments including Accounting and Data Processing and STEM.

Thank you for your consideration of this request.

Sincerely,



Darryl Reome  
Campus CEO

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Promotions and Tenures

September 22, 2022

RESOLVED: That the Board of Regents for Higher Education approve the promotion recommended by President Zulma Toro of Central Connecticut State University.

A True Copy:

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

**ITEM**

Approval of the promotion recommended by President Zulma Toro of Central Connecticut State University.

**BACKGROUND**

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

09/09/2022 – BOR Academic & Student Affairs Committee

09/22/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

Concerning

**Policy Regarding**

**SUSPENSION OF COVID-19 IMMUNIZATION REQUIREMENTS FOR STUDENTS**

August 10, 2022

**WHEREAS**, all of the Governor's Executive Orders related to the Public Health Emergency declaration beginning March 10, 2020 were lifted by the Connecticut General Assembly; and

**WHEREAS**, the Connecticut General Assembly, enacted Special Act 22-1 to address the orderly removal of COVID-19 safety protocols such as masking, social distancing, mandatory vaccination of State employees and other COVID-19 related measures by no later than June 30, 2022 for all purposes; and

**WHEREAS**, as public institutions, the Connecticut State Colleges and Universities have abided by the state's enactment in lessening its COVID-19 related restrictions; and

**WHEREAS**, the above referenced student vaccination policy amendment does not lessen the authorization of the CSCU President to create and promulgate COVID-19 mitigation requirements, for employees, vendors, visitors, and others to ensure the health and safety of everyone who frequents a BOR controlled property; therefore, be it

**RESOLVED**, the Policy dated June 24, 2021 regarding COVID-19 Immunization Requirements for Students is hereby suspended until further notice.

**AND BE IT FURTHER RESOLVED THAT**, the BOR restates its charge to the CSCU President to continue exercising this authority, with the input of institutional and campus leaders across CSCU institutions and other state agencies, partners, and resources, to adapt to and evolve with local, regional, and state-wide conditions as related to the virus, in ways that will allow CSCU to enact mitigation strategies with both broad approaches and targeted tactics, to address the needs and circumstances of our students, faculty, and staff on all our campuses.

**ITEM**

The Board of Regents for Higher Education adopts a resolution to amend its Policy regarding COVID-19 Immunization Requirements for Students approved June 24, 2021.

**BACKGROUND**

During its meeting on June 24, 2021, the Board of Regents adopted a policy mandating that all students participating in any on-campus activity at a BOR governed institution be required to be fully vaccinated against COVID-19. This action was taken in response the public health state of emergency declared by Governor Lamont on March 10, 2020, which was followed by the United States Food and Drug Administration (FDA) approving emergency use authorization for COVID-19 vaccine. However, since that time, the executive orders to control the disease have been lifted and all COVID-19 related safety protocols implemented as a result of the disease are no longer in effect.

**ANALYSIS**

During Fall 2021 and Spring 2022 semesters the State of Connecticut was operating under Executive Orders issued as a result of the public health state of emergency and a Memorandum of Agreement with BOR managed collective bargaining units. The institutions abided by the various Executive Orders that were in place which included various COVID-19 safety protocols and requirements. These requirements also included mandatory vaccination for all State employees.

In response to the success of the mitigation efforts the General Assembly lifted the remaining executive orders during Spring 2022. The General Assembly's enactment included removing mandatory masking requirements, social distancing and mandatory vaccination for state employees. As state facilities the CSCU also removed masking, vaccination status attestations and other requirements as allowed by state law. Consequently, mitigation strategies impacting the CSCU were phased out during the Spring 2022 as well.

The requirement to vaccinate students was created by BOR policy in its authority to oversee the colleges and universities and provide for the health and wellbeing of the campus communities. Now, there is no executive order or state law requiring the CSCU to continue to mandate that students to be vaccinated against COVID-19 nor is there a mechanism to monitor their status. However, due to the unpredictable nature of the virus, the Board may want to maintain its ability to require vaccination should the need arise again. This may be accomplished by amending the policy to provide that the policy is in effect to comport with executive orders issued by the Governor pursuant to his authority over public health.

While the vaccine mandate will be suspended, other efforts under the authority bestowed by the BOR to the CSCU President, will be in place on the campuses to educate and address the spread of the virus. In particular, CSCU will continue to encourage that all students and employees be vaccinated and stay current with boosters as eligible. All CSCU institutions will follow CDC guidance on community risk levels and educational efforts will continue with materials from the CDC and DPH on the latest variants and ways to mitigate the spread of the virus. CSCU will monitor guidance from these agencies as the school year progresses, share relevant updates with campus leadership and the CSCU community, and make changes if needed in our approach.

**RECOMMENDATION**

That the Board of Regents for Higher Education amend the Policy regarding COVID-19 Immunization Requirements for Students to suspend its use until such time that the Governor issues executive orders requiring further efforts to mitigate the spread of COVID-19.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Policy Regarding**

**SUSPENSION OF COVID-19 IMMUNIZATION REQUIREMENTS FOR STUDENTS**

August 10, 2022

**WHEREAS,** all of the Governor's Executive Orders related to the Public Health Emergency declaration beginning March 10, 2020 were lifted by the Connecticut General Assembly; and

**WHEREAS,** the Connecticut General Assembly, enacted Special Act 22-1 to address the orderly removal of COVID-19 safety protocols such as masking, social distancing, mandatory vaccination of State employees and other COVID-19 related measures by no later than June 30, 2022 for all purposes; and

**WHEREAS,** as public institutions, the Connecticut State Colleges and Universities have abided by the state's enactment in lessening its COVID-19 related restrictions; and

**WHEREAS,** the above referenced student vaccination policy amendment does not lessen the authorization of the CSCU President to create and promulgate COVID-19 mitigation requirements, for employees, vendors, visitors and others to ensure the health and safety of everyone who frequents a BOR controlled property; therefore, be it

**RESOLVED,** the Policy regarding COVID-19 Immunization Requirements for Students is hereby amended to suspend its use until such time that executive orders concerning mitigation strategies are issued.

A True Copy:

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

**BOARD OF REGENTS OF HIGHER EDUCATION**  
**POLICY REGARDING**  
**COVID-19 IMMUNIZATION REQUIREMENTS FOR STUDENTS**

**Statement Of Purpose**

The Board of Regents for Higher Education (“BOR”) is committed to reducing the risk of transmission of COVID-19 among students within the Connecticut State Colleges and Universities (“CSCU”) and promoting the health and safety of the community consistent with federal, state and local efforts to minimize outbreaks of COVID-19.

**Scope**

All students who participate in any on- campus activities in person for any reason at any of the institutions comprising the Connecticut State Colleges and Universities.

**Policy**

All students participating in any on-campus activity at a BOR governed institution are required to be fully vaccinated against COVID-19. Students are required to report vaccination compliance to the college or university they physically attend.

International students shall be considered in compliance with the COVID-19 vaccine requirement if they have been vaccinated with a COVID-19 vaccine that has either been authorized for use in the United States by the Food and Drug Administration (FDA) or been authorized for use outside of the United States by the World Health Organization (WHO). International students must present proof of vaccination in the form of a copy of the WHO Certificate of Vaccination (WHO Vaccine Booklet) or documentation to include a statement signed by a healthcare provider/organization authorized to administer the vaccination attesting to the dates and name of COVID-19 vaccination given. All documentation must be submitted in English or accompanied by a certified translation at the student’s expense. International students who have received COVID-19 vaccines not authorized by the FDA or WHO will be managed on a case-by-case basis.



Students who receive an exemption from the COVID-19 vaccination requirement or who are not fully vaccinated prior to the beginning of the Fall 2021 semester will be required to comply with preventative measures as deemed necessary by the university or college. Such measures may include, but not be limited to, a period of modified quarantine, surveillance testing, and mask-wearing.

Exemptions from this policy will be permitted under certain circumstances. To request an exemption, a student must complete the form [found here for medical exemptions](#) and [here for non-medical exemptions](#).

The institutions are authorized to enact rules and/or procedures necessary to effectuate this policy.

### **Enforcement**

Failure to comply with this policy may result in loss of privileges and/or sanctions.

### **Effective Date**

This policy shall become effective upon approval of the BOR. This policy and any attendant procedures and/or rules may be amended as necessary based on factors such as the progress of the COVID-19 pandemic, guidance from governmental authorities, and whether there are executive orders addressing mitigation strategies for the disease.

# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## RESOLUTION

### AMENDMENTS TO BOARD BYLAWS and STANDING COMMITTEE CHARTERS

September 22, 2022

**WHEREAS**, the Bylaws of the Board of Regents have not been updated since September 2015; and

**WHEREAS**, all references to Public Acts have been removed and replaced by the proper citations in Connecticut General Statute, Chapter 185, Sec. 10a; and

**WHEREAS**, reference to the BOR President should accurately refer to the CSCU System President; and

**WHEREAS**, training for newly appointed members of the Board has been legislatively mandated in PA22-16; and

**WHEREAS**, procedures for providing public comment to the Board of Regents have been developed; and

**WHEREAS**, the charter for the Human Resources & Administration Committee has been amended, specifically in the “Meetings” section, to be consistent with other committee charters; and

**WHEREAS**, the Executive Committee of the Board of Regents has reviewed and approved the revised Bylaws at their September 8, 2022 meeting; therefore, be it

**RESOLVED**, that the Board of Regents for Higher Education ratifies the Board Bylaws dated September 22, 2022.

**BYLAWS OF THE CONNECTICUT BOARD OF REGENTS  
FOR HIGHER EDUCATION  
amended and restated - September 17, 2015 22, 2022**

**ARTICLE I - THE BOARD OF REGENTS FOR HIGHER EDUCATION**

***SECTION 1 - AUTHORITY OF THE BOARD OF REGENTS***

Pursuant to Section 10a-1a of the Connecticut General Statutes as amended, the Board of Regents for Higher Education serves as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College collectively referred to as the Connecticut State Colleges and Universities in accordance with Section 10a-1 of the Connecticut General Statutes, as amended. The Board of Regents is authorized to act, as necessary, as the Board of Trustees for the constituent units which comprise the Connecticut State Colleges and Universities pursuant to sections 10a-71, 10a-88 and 10a-143 of the Connecticut General Statutes, as amended. The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

***SECTION 2 - BOARD MEMBERSHIP***

Membership on the Board is defined in Section 10a-1a of the Connecticut General Statutes as follows:

*The board shall consist of twenty-two members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial, and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting members of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, may be invited to any executive*

*session, as defined in section 1-200, by the chairperson of the board. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members of the board. The Commissioners of Education, Economic and Community Development and Public Health, the Labor Commissioner, and the Chief Workforce Officer shall serve as ex-officio, nonvoting members of the board.*

It shall be the duty of each Regent to attend all Board meetings, as well as meetings of committees to which he or she has been appointed.

### **SECTION 3 - CODE OF ETHICS**

Members of the Board of Regents shall serve for the public good and not for personal interest or gain. They shall comply with the provisions of the Code of Ethics for Public Officials set forth in Sections 1-79 through 1-90 of the Connecticut General Statutes. A Regent may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities. A Regent shall not engage in any activity that violates the intent of this section and shall avoid any appearance of impropriety.

### **SECTION 4 – TRAINING**

As legislatively mandated, newly appointed members of the Board shall complete instruction and training as outlined in PA22-16.

## **ARTICLE II - ORGANIZATION OF THE BOARD**

### **SECTION 1 - MEETINGS OF THE BOARD OF REGENTS**

#### **A. REGULAR MEETINGS**

Regular meetings of the Board shall be held in accordance with a schedule established and approved yearly by the Board. The decision to cancel a meeting for lack of business shall be made by the Chair in consultation with the CSCU System President.

#### **B. SPECIAL MEETINGS**

Special meetings shall be at the call of the Chair or whenever requested by nine or more voting members of the Board. Notice of a special meeting shall be given in accordance with the Connecticut Freedom of Information Act and shall specify the time and place of the meeting, and the business to be transacted.

#### **C. QUORUM**

A majority of the current voting membership of the Board shall constitute a quorum. Meetings may be conducted in the absence of a quorum provided that all actions taken are confirmed and ratified at a subsequent meeting where a quorum is present. Participation and interaction using available technologies will constitute a member's being present, provided that all members participating in the meeting are able to communicate with one another.

**D. MOTIONS AND VOTING**

Only voting members of the Board may bring forward a motion for consideration and possible vote.

For the purposes of these Bylaws, a “majority vote” shall be defined as a vote of more than half of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present. A “two-thirds vote” shall be defined as a vote of at least two-thirds of the votes cast by members present, excluding abstentions, at a regular or properly called meeting at which a quorum is present.

**E. PARLIAMENTARY RULES**

Parliamentary rules as set forth in Robert's Rules of Order (latest revised edition) shall govern the conduct of the meetings of the Board.

So far as is practicable, the order of business for regular meetings of the Board shall be set by the Secretary of the Board and shall follow a standard format.

**F. ~~CONSENT CALENDAR~~ AGENDA**

Resolutions and other proposed actions of a routine nature may be adopted on motion without discussion provided information regarding such items has been provided to Board members for review prior to the date of the meeting. At any time before a motion for adoption of such consent calendar is made, a member of the Board may request removal of the item from the consent items in which case the item shall be so removed and assigned by the Chair of the Board to a place on the regular agenda. If possible, members should advise the Chair of the Board at least 24 hours before a meeting if they intend to request removal of an item from the consent calendar so that interested parties can be informed that the Board may discuss the item.

**G. ADDING ITEMS TO THE AGENDA**

Any motion made to add an item to the agenda shall require an affirmative two-thirds vote.

**H. PUBLIC COMMENT**

Public comment must be made in accordance with the Board procedures for written and oral presentations to the Board and as communicated in the publicly posted agenda for regular Board meeting.

Public comment will not be invited for Special Board Meetings.

***SECTION 2 - OFFICERS OF THE BOARD***

A. The officers of the Board shall be the Chair, Vice-Chair, CSCU System President and Secretary.

B. The Chair shall be appointed by the Governor pursuant to Section 10a-1a(c).

C. The vice chair shall be elected by majority vote of the Board for a term of three years.

- D. The **CSCU System** President shall be appointed by the Board of Regents and shall serve at the pleasure of the Board pursuant to **Section 10a-1b(a) of the Connecticut General Statutes**.
- E. A member of the **CSCU System** President's staff shall be appointed by the Board as the Secretary of the Board and shall serve at the pleasure of the Board.
- F. In the event ~~any officer except the Chair or the **CSCU System** President shall be~~ that the Vice Chair is unable to complete his or her term, a new officer shall be elected to fill the unexpired term.

### **SECTION 3 - DUTIES OF THE OFFICERS**

#### **A. CHAIR**

The Chair shall preside over meetings of the Board in accordance with the general principles stated in Robert's Rules of Order, shall appoint members to committees established by the Board, and shall serve as ex-officio member of all committees. The Chair shall have the same right to vote and to participate in discussion as any other member.

#### **B. VICE CHAIR**

In the absence of the Chair, the Vice Chair shall preside over meetings of the Board and shall perform all the duties of the Chair.

#### **C. **CSCU SYSTEM** PRESIDENT**

Pursuant to Section 10a-1b of the Connecticut General Statutes:

*The Board of Regents for Higher Education shall appoint a president of the Connecticut State Colleges and Universities who shall be the chief executive officer of the Connecticut State Colleges and Universities and shall administer, coordinate, and supervise the activities of the board in accordance with the policies established by the board. The President shall (1) have the authority to implement the policies, directives and rules of the board and any additional responsibilities as the board may prescribe, (2) implement the goals identified and recommendations made pursuant to section 10a-11b of the general statutes, (3) build interdependent support among the Connecticut State University System, the regional community-technical college system and Charter Oak State College, (4) balance central authority with institutional differentiation, autonomy and creativity, and (5) facilitate cooperation and synergy among Connecticut State University System, the regional community technical college system and Charter Oak State College.*

#### **D. SECRETARY**

The Secretary shall be responsible for providing notice of meetings and maintaining the minutes and other records of the proceedings of the Board. The Secretary shall sign the minutes of each meeting of the Board following approval thereof by the Board. In the absence of the Secretary, any other Officer of the Board may sign the approved minutes.

#### **E. CHAIR PRO TEM**

In the absence of the Chair and Vice Chair, the Secretary shall call the meeting of the Board to order and a Chair Pro Tem shall be elected by an affirmative vote of two-thirds of the Board members present and voting to perform the duties of the Chair.

**F. STAFF**

There shall be an executive staff responsible for the operation of the Connecticut State Colleges and Universities. The executive staff shall be under the direction of the President of Connecticut State Colleges and Universities, who may employ staff as is deemed necessary.

**ARTICLE III - COMMITTEES AND REPRESENTATIVES OF THE BOARD*****SECTION 1 – EXECUTIVE/GOVERNANCE COMMITTEE***

The Executive Committee shall consist of the Board Chair, Vice Chair, the chairs of all the Board's standing committees, and such additional members as the Board Chair may appoint. The **CSCU System** President shall serve as an ex officio nonvoting member. The Chair of the Board shall chair this committee. Fifty percent of the members of the Committee shall constitute a quorum. It shall meet at such times as deemed necessary by the Chair. The Executive Committee shall exercise in emergencies the authority of the Board of Regents, consistent with the policies of the Board or with any action taken earlier by the Board. For purposes of executive committee action, a matter shall be deemed an emergency circumstance when delaying action until the full Board's next meeting could result in significant risk, expense, or disruption to the Universities, Colleges or their operations. The Executive Committee shall also serve, on an as-needed basis, as the Governance Committee of the Board of Regents for Higher Education. Upon recommendation from the ~~BOR~~ **CSCU System** President, the Committee will review the Board's governance practices and provide recommendations to the Board of Regents to maintain or improve such practices, including but not limited to proposed bylaw amendments, committee structure, and board self- assessment. The Executive Committee shall undertake such other matters and review such other issues as may be directed from time to time by the Board of Regents or as recommended by the ~~BOR~~ **CSCU System** President.

***SECTION 2 - STANDING COMMITTEES***

Standing Committees of the Board shall be the Academic & Student Affairs Committee, Audit Committee, Finance Committee and Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

- **Academic & Student Affairs** is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.
- **Audit Committee** is charged with oversight of external audits of all system functions including individual campus audits.
- **Finance and Infrastructure Committee** The Committee is charged with oversight of the institutional facilities, financing strategy, financial policies and financial condition of the Connecticut State College & University System. The Committee shall conduct reviews, receive reports and provide direction to management and counsel to the Board of Regents concerning matters within its scope of responsibility.

- **Human Resources and Administration Committee** The Committee shall consider, review and/or develop policies and make recommendations governing employees of the Connecticut State Colleges & Universities and the BOR system office.

### ***SECTION 3 - COMMITTEE MEMBERSHIP***

- A. The Chair of the Board shall appoint the Chair of each Standing Committee.
- B. To provide a quorum for a committee meeting, the Chair or acting Chair of a committee may appoint any Board member to act in the absence of a regular committee member.
- C. When the Chair of a Standing Committee is unable to be present for a committee meeting, he or she may appoint any regular member of the committee as acting Chair.

### ***SECTION 4 - SPECIAL COMMITTEES***

The Chair of the Board may appoint committees from time to time to address other subjects or issues as appropriate.

### ***SECTION 5 - COMMITTEE QUORUM***

Fifty percent or a majority of the members of a standing or special committee shall constitute a quorum.

### ***SECTION 6 - ADVISORY BODIES***

- A. The Board is advised by two bodies created by statute:
  - 1. The Student Advisory Committee created pursuant to Section 10a-3 of the Connecticut General Statutes, as amended.
  - 2. The Faculty Advisory Committee created by Section 10a-3a of the Connecticut General Statutes, as amended.
- B. The Board may authorize the creation of additional advisory bodies on a permanent or temporary basis from time to time.

### ***SECTION 7 - BOARD REPRESENTATIVES TO OTHER COMMITTEES, BOARDS OR OTHER ORGANIZATIONS***

The Chair of the Board of Regents shall appoint a member or members to represent the Board on other committees, boards, or organizations, where required by statute or otherwise appropriate.



## ARTICLE IV - MAINTENANCE OF BYLAWS

### ***SECTION 1 - AMENDING THE BYLAWS***

The Bylaws may be adopted, repealed, or amended by:

- A. The introduction of a proposed amendment at the time of a regularly scheduled meeting, and
- B. An affirmative vote of two-thirds of the members of the Board at the time of the next regularly scheduled meeting.
- C. Non-substantive revisions to the bylaws (as identified below) may be made by providing an informational update to the Board at a regularly scheduled meeting. A Board vote is not necessary.

*Revisions, Editorial:* Includes modifications related to spelling, grammar, format, and updates to hyperlinks or URLs, contact information, references, titles of individuals and organizations.

*Revisions, Non-substantive:* Includes modifications intended to enhance clarity without changing the intent of the policy, such as adding or modifying definitions, rearranging or re-wording sentences without changing their meaning or the policy's requirements for compliance.

APPROVED 12/20/11; AMENDMENTS 06/21/12; 10/18/12; 11/15/12; 6/20/13; 3/13/14; 9/18/14; 9/17/15;  
9/22/2022

**Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
Human Resources and Administration Committee Charter**

## **Introduction**

There is established a committee to be called the Human Resources and Administration Committee of the Board of Regents for Higher Education (BOR). This charter broadly defines the Committee's roles with respect to human Resources and Administration.

## **Membership**

The Human Resources and Administration Committee shall be appointed by the Chair of the BOR. It shall be composed of not less than three members of the BOR. One BOR member shall serve as chair of the Committee. At least one Committee member shall have expertise in Human Resources and Administration.

## **General Purpose and Scope**

The Human Resources and Administration Committee shall be a standing committee of the BOR. The Committee shall consider, review and/or develop policies and make recommendations governing employees of the Connecticut State Colleges & Universities and the BOR **CSCU** system office.

## **Committee Responsibilities**

The Committee's jurisdiction shall include, but not be limited to, policies concerning the following topics:

1. Classification and compensation.
2. ~~Duties and personnel distribution to achieve system mission/goals.~~
3. Equal opportunity and affirmative action.
4. Ethics.
5. Employee personnel files.
6. ~~Employee benefits.~~
7. Collective bargaining goals and objectives.
8. Processes for recruitment, appointment, evaluation, compensation, duties, and termination, if appropriate, of the **CSCU System** President of the BOR.
9. ~~Appointment and reappointment of campus presidents.~~
10. ~~Recruitment, appointment, and compensation of interim/acting presidents and of senior staff employees.~~
11. ~~Appointments that are exceptions to board policy.~~
12. Nepotism in employment.
13. Workplace safety.
14. Sexual harassment reporting, investigation, and administrative actions.

15. ~~Pre-employment background verification.~~
16. Litigation.
17. ~~Use of computers and equipment.~~
18. ~~Reimbursement/expenses.~~
19. Student workers, graduate assistants and interns, university assistants, co-op employees, and honorary titles.

Adoption of policies that may be recommended by the Committee shall require action of the BOR. A policy manual that incorporates approved policies shall be maintained and may be amended as necessary to reflect on-going BOR actions. The office of the **CSCU System** President ~~of the BOR~~ shall disseminate the manual and amendments to all management and confidential professional employees in a manner the President deems appropriate.

### **Meetings**

The Human Resources Committee shall meet as often as deemed necessary by the Chair, ~~but not less than three times a year.~~ **An annual calendar will be established.**

### **Annual Review of Activities and Committee Charter**

Each year the Human Resources and Administration Committee shall assess its activities with respect to the activities outlined in this charter and take action as needed. This assessment shall include the adequacy of the charter itself. Recommendations to modify the charter's general purpose and scope shall require approval by the BOR.

### **Staff to the Human Resources and Administration Committee**

CSCU Vice President ~~for Human Resources~~ **of Finance and Administration**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

**Concerning**

**Procedures for Public Participation at Board of Regents Meetings**

**September 22, 2022**

**WHEREAS,** Members of the public – students, faculty, staff, and other individuals – seek access to the Board to present their views on existing or potential Board actions; and

**WHEREAS,** Although the Board is not required to provide for oral public comment, the Regents believe this is an opportunity to receive valuable information, helpful in their deliberations and general understanding of issues confronting the system.

**WHEREAS,** The bylaws of the Board of Regents have been revised to indicate that public comment must be made in accordance with Board procedures for oral and written presentations to the Board; therefore, be it

**RESOLVED,** That the attached procedure regarding Public Access to the Board of Regents is hereby adopted effective October 1, 2022.

## **Procedures for Public Participation at Board of Regents (BOR) Meetings**

### **Staff Report**

The newly revised BOR bylaws (September 2022) indicates that public comment must be made in accordance with Board procedures for written and oral presentations to the Board.

This “new” BOR procedure codifies practices that have been instituted since the beginning of the COVID pandemic in March 2020. And as such, the following two policies are hereby rescinded:

- Community College Policy 1.3 - Oral Presentations at Board Meetings (adopted November 17, 1975)
- University Resolution 87-109 Policy – Policy on Public Access to the Board of Trustees (dated July 24, 1987)

### **Overview**

The BOR welcomes thoughtful communication from within the CSCU system and from the public on specific matters pending before the Board and on general matters of concern to the CSCU institutions.

### **Summary of Best Practices and Significant Changes/Improvements**

1. The pandemic required the BOR to create opportunities for remote meeting protocols which continue to evolve over time.
2. Written communication to the BOR continues to be an important medium for students, employees, and members of the public who wish to present their views to the Board. These communications are presented to the Regents immediately prior to a regularly scheduled Board meeting for careful review and consideration.
3. Although the BOR is not required to provide for oral public comment, the Regents believe this is an opportunity to receive valuable information helpful in their deliberations and general understanding of issues confronting the system.

### **Proposed Procedure**

Under the conditions described below, the Regents may hear brief oral presentations from students, employees, and members of the public who wish to express their views on matters pending before the Board or on other issues of general concern to CSCU.

1. The decision to include public comment for full Board meetings will be consistent with the necessity to ensure that Regents have sufficient time to discuss and act upon matters pending before them.
2. The agenda for each regular open meeting will indicate whether time will be allotted for the Regents to hear brief presentations from students, employees, and members of the public, at what point in the meeting agenda, and what form the presentations must take. Public comment will not be invited for Special meetings of the Board or for Committee meetings of the Board.

3. The notice for public comment and the form it will take for that specific meeting will appear clearly at the top of the agenda for each regular open Board meeting. Agendas will be posted on the Board webpage and distributed via email to all CSCU employees at least 48 hours prior to the Board meeting.
4. If any student, employee, or member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by emailing the Board Office at least 24 hours before the meeting.
5. Written comments will be accepted concerning any matters and will become part of the permanent record of the meeting. Written comments must be received via email to the Board Office at least 24 hours in advance of the meeting. All emails received will be compiled, shared with the Regents, and posted on the Board webpage in advance of the meeting, as well as attached to the meeting minutes. The author's name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation must be included. Anonymous emails will not be posted or shared.
6. If oral presentations are invited, requests to address the Regents shall be made to the Office of Board Affairs at least 24 hours before the beginning of the meeting, but in no case after the meeting has been called to order. In signing up to address the Regents, each speaker shall specify the subject to be addressed.
  - If a quorum of the Board will be present at one specific location, oral presentations may be made in person from that site or conducted virtually.
  - If the majority of the voting members of the Board will participate in a meeting virtually, oral presentations will be conducted virtually.
7. If oral presentations to the Regents are invited, a receipt email is sent to those wishing to participate. The email will state that if time allows for their comments, speakers will receive a confirmation email with instructions concerning the location of the meeting (if in person) or how to access the meeting (if virtual) the day before the meeting. Speakers will also be encouraged to provide a written version of their public comment in case technical issues or unexpected time constraints arise.
8. If more speakers request the opportunity to address the Regents than time permits, the speakers will be encouraged to submit their testimony in writing.
9. In fairness to all who wish to address the Regents, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker.
10. If public comment is invited at a regular Board meeting, thirty (30) minutes will be allotted for public comment on the agenda. Presenters and their planned comments will be prioritized based on the agenda of the meeting. First, the Regents will hear comments on action items before them; students will speak first, followed by the public, faculty, and staff. If time remains within the 30 minutes allocated to public comment, general presentations will be heard first from students followed by the public, faculty, and staff. Supplemental information may be provided in written

form for distribution to the Regents. Again, should time not be sufficient to accommodate all speakers, written submissions are encouraged.

11. The Chair of the BOR (or designee) shall recognize each speaker, maintain proper order, and require adherence to time limits.
12. The BOR will give due attention to all oral presentations but is neither required nor expected to respond immediately to questions or issues.
13. Speakers and members of the audience must avoid disruptive behavior that interferes with the orderly conduct of a public meeting. Placards, banners, and hand-held signs are not allowed in Board or committee meetings, and speakers and members of the audience should avoid personal affronts, profanity, and other disruptive conduct. The Board Chair may direct that anyone who disrupts a meeting be removed from the room or expelled from a virtual meeting.
14. No member of the public (students, staff, others) shall be called upon by the Board Chair to provide commentary outside of the "Public Comment" portion of the meeting. The Board Chair may recognize members of the Board, the CSU System President, the System Office staff, institution presidents/CEOs and/or content matter experts engaged in the meeting agenda items.
15. At the Chair's discretion, an informal forum of the Regents (non-quorum) may be announced so that they may discuss issues of concern with students, employees, and the public.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**RESOLUTION**

concerning

**DELEGATION OF AUTHORITY FOR AWARDING EMERITUS STATUS  
TO COMMUNITY COLLEGE STAFF**

September 22, 2022

**WHEREAS,** The Agreement between the Congress of Connecticut Community Colleges and the Board of Regents of Higher Education (“4Cs Agreement”) Article X, specifically Section O, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the 4Cs Agreement; and

**WHEREAS,** The Agreement between the Federation of Technical College Teachers, American Federation of Teachers, Local 1942, AFL-CIO and the Board of Regents of Higher Education (“AFT Agreement”) Article XVII, specifically Section 17.5, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the AFT Agreement; and

**WHEREAS,** The Agreement between the Congress of Connecticut Community Colleges, AFSCME, Local 2480, Council 4, and the Board of Regents of Higher Education (“AFSCME Agreement”) Article X, specifically Section 3M, provides for emeritus status to be awarded to professional staff members who have retired in accordance with the provisions of the AFT Agreement; and

**WHEREAS,** The provisions identified above further state that emeritus status is awarded by the Board of Regents upon the recommendation of the President or President of the Connecticut State Colleges and Universities, as appropriate; and

**WHEREAS,** The Board of Regents delegates this authority and authorizes the chief executive authority of the institution to award emeritus status in satisfaction of the 4Cs Agreement, the AFT Agreement, and the AFSCME Agreement; now therefore, be it

**RESOLVED,** The chief executive authority of the institution is authorized to award emeritus status to community college employees; and be it further

**RESOLVED,** that notice of an emeritus designation be sent to the Associate Director of Board Affairs so that recognition can be included in each May BOR meeting.

A True Copy:

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



**ITEM**

Delegation of Authority for Awarding Emeritus Status to Community College employees

**AFFECTED COLLECTIVE BARGAINING AGREEMENTS**

- Congress of Connecticut Community Colleges and the Board of Regents of Higher Education (“4Cs Agreement”) Article X, Section O
- Federation of Technical College Teachers, American Federation of Teachers, Local 1942, AFL-CIO and the Board of Regents of Higher Education (“AFT Agreement”) Article XVII, Section 17.5
- Congress of Connecticut Community Colleges, AFSCME, Local 2480, Council 4, and the Board of Regents of Higher Education (“AFSCME Agreement”) Article X, Section 3M

Each agreement contains identical language stating that emeritus status is award by the Board of Regents upon recommendation by the President or President of the Connecticut State Colleges and Universities, as appropriate.

Persons eligible for emeritus status must have retired from state service with at least fifteen years of service to the college/System. Upon approval of the emeritus designation, a community college employee is entitled to the following privileges:

- Formal announcement to staff and the public
- Separate listing in the college catalog
- Placement on a select mailing list, including invitations to college functions and receipt of college publications
- Invitation to participate in commencement exercises
- Use of the library on the same basis as an active staff
- Access to college email
- Course privileges for themselves and their dependents
- As appropriate, staff parking
- As appropriate, notification and attendance at staff meetings with the right to participate but not vote

To expedite the emeritus process and align the awarding of the emeritus designation with other units across the System, the Board would have to delegate the authority to award emeritus status to the chief executive authority of the institution.

The attached resolution is designed to give the chief executive authority of the institution the ability to grant this status without Board approval. From the date of this resolution until June 30, 2023, the chief executive authority of the institution is defined as the Campus CEO. Thereafter, the chief executive authority of the institution shall be defined as the President of CT State Community College.

**RECOMMENDATION**

That the Board of Regents for Higher Education adopts the proposed resolution delegating the authority for awarding emeritus status to community college employees to the chief executive authority of the institution. In addition, notification of such awards should be forwarded to the Board Office for inclusion in the May BOR meeting which recognizes the achievements of all CSCU employees.

## **RESOLUTION**

Concerning

CSCU FY24/FY25 Biennium Operating Fund Baseline and Capital Requests

September 22, 2022

WHEREAS, The Board of Regents under its statutory authority reviews and approves the consolidated CSCU Biennium budget submittal to the Secretary of the Office of Policy and Management (OPM); and

WHEREAS, Based on instructions from OPM, CSCU projected the FY24/FY25 operating budget based on FY23 revised budget using assumptions for enrollment, tuition and fees, personnel cost and other operating expense; and

WHEREAS, The biennial capital request continues our programs of Code Compliance and Infrastructure Improvements and near-term priorities of the system are focused on modifying and improving use of existing facilities; therefore, be it

RESOLVED, That the Board of Regents does hereby approve the FY24/FY25 Biennium Baseline Operating Fund and Capital Requests as presented.

A True Copy:

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

**FY2024 / FY2025 Biennium Operating and Capital Budget Submission**

For each new two-year state budget, we are required to provide detailed estimates of our “current-services” funding requirements to the Governor’s budget office. These requirements reflect current law and administrative practice and serve as a starting point for any changes that the Governor might propose or that might be implemented by the legislature next spring. In addition, we must provide a two-year request for capital authorizations. These submissions are required by September 1<sup>st</sup> each biennium, but staff requests that the Board approve these initial budget submissions.

These “current services” estimates also provide staff and the Board with our first look at the budget challenges we will face in the immediate future. The outlook is grim: revenues under current law and reflecting current enrollment will drop by \$90 million while inflation, utilities, and fringes add to expenses. Barring budgetary changes or additional revenue from the state or students, staff projects system-wide deficits of \$106.5 million in FY 2024 and \$115.8 million in the following year.

The system leadership has begun to work with individual campuses to develop realistic plans to address these remarkable shortfalls.

**Operating Budget**

The baseline biennial budget request was developed using OPM guidelines and instructions and represents our current services with applied assumptions to the FY2023 revised budget and forecasting for the next two years, FY2024/FY2025.

Based on current funding, the Baseline General Fund request includes the impacts of last year’s SEBAC agreement and technical adjustments. Operating costs for facilities that are scheduled to open during the biennium represent \$2.4 million and \$3.1 million in FY2024 and FY2025 respectively. Additional funds for operations support to cover CSCU’s projected shortfall which reflects the expiration of Higher Education Emergency Relief and American Rescue Plan Act federal funds provided to all CSCU institutions to supplement loss revenue, student financial aid, lecturers (PTLs) cost, public safety costs, equipment and additional costs associated with the continuing COVID-19 pandemic.

**STAFF REPORT****FINANCE & INFRASTRUCTURE COMMITTEE**

<i>\$ Millions</i>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>
	<b>Approved</b>	<b>Request</b>	<b>Request</b>
State Appropriations	\$350.9	\$366.5	\$366.5
GF Fringe Paid by State	336.0	371.4	380.9
State Appropriation for Developmental Education	9.9	10.3	10.3
State Appropriation for Outcomes Based Funding	1.3	1.4	1.4
State Appropriation for O'Neil Chair	0.3	0.3	0.3
Deficiency Funding for Wages (Leg. Source ARPA FY23)	24.0	-	-
Provide Support for Salary Cost of the 27th Payroll	10.0	-	-
Provide Operations Support Through Short-Term Recovery Fund:	118.0	106.5	115.8
Operating Fund Fringe Benefits Paid by State	64.5	64.5	64.5
Operating Costs for New Facilities	-	2.4	2.5
<b>Total Baseline Budget Request</b>	<b>\$915.0</b>	<b>\$923.4</b>	<b>\$942.2</b>

In developing the biennium baseline budget, anticipated costs were based on assumptions applied to FY2023 revised budget adjusted for lump-sum payments, retirements, retro payments and 27<sup>th</sup> payroll, as outlined below:

- Operating fund resources from tuition and fees revenue were projected to increase each year by 3% at State Universities, 5% at CT State Colleges and 2% at Charter Oak State College.
- FY2024 personnel cost includes an expected 4.5% increase in salary to CSCU full-time and part-time employees represented by bargaining units and non-represented employees. Our projection also includes the student labor increase to reflect statutory minimum wage increases for FY2023 and FY2024 of 7.7% and 7.1% respectively. For 2025, personnel cost was projected flat as the current labor agreement includes a reopener for wages in FY2024.
- Fringe benefits cost was estimated to increase by 5% for each year of the biennium, FY2024 and FY2025.
- Other operating expenditures were projected based on OPM's guidance on inflationary factors, using a 2.2% increase for FY2024 and a 1.7% increase for FY2025.

The CSCU revenue, expenditures and projected shortfall for CSCU are presented in Attachment A and summarized below.

### CONNECTICUT STATE COLLEGES & UNIVERSITIES

FY24/FY25 Biennium Submittal - Baseline Operating Budget

*\$ Millions*

Account Name	FY2023	Baseline Operating Budget	
	Rev Budget	FY2024	FY2025
<b>Total Revenue</b>	\$1,513.0	\$1,423.4	\$1,450.1
<b>Expenditures:</b>			
Personnel Services	695.6	694.8	694.8
Fringe Benefits	483.3	504.4	529.6
<b>Total PS and Fringe Benefits</b>	1,178.9	1,199.2	1,224.5
Other Expenses	286.6	299.9	310.9
Transfers	36.4	30.8	30.6
<b>Net Change</b>	<u>\$11.0</u>	<u>(\$106.5)</u>	<u>(\$115.8)</u>

**Capital Request**

The biennial capital request continues our programs of Code Compliance and Infrastructure Improvements in order to maintain our sizeable investment in state assets. The near-term priorities of the system are focused not to increase capacity, but rather modify and improve use of existing facilities. Replacement occurs when upgrades are less feasible than new construction. Notable exceptions that will increase instructional space and promote student needs are Eastern's Sport Center and Southern's Police Facility.

Major modifications and space improvements include:

- Naugatuck Valley Kinney Hall renovations,
- Asnuntuck phase 1 improvements,
- Middlesex Wheaton and Snow Hall renovations,
- Various renovations at Southern,
- Improvements to Welte and Kaiser at Central,
- Athletic field improvements at Western
- Significant other infrastructure improvements across the system.

All project funding requests are consistent with each institution's most current Master Plan. Other than an annual general bond fund request of Code Compliance/Infrastructure Improvement funds for Auxiliary Service facilities, this funding request excludes all other Auxiliary Service requests that are funded through CHEFA revenue bonds. In addition, as part of the CSCU Code Compliance/Infrastructure Improvement Program, we continue to request modest sums each year to continue to enhance the safety features of our buildings in accordance with the recommendations of our safety experts.

The CSCU Capital Budget Request for FY 24 and FY 25 is presented in Attachments B and C.

**RECOMMENDATION**

Approve the FY24/FY25 Biennium Baseline Operating Fund and Capital Requests as presented.

9/14/22 Finance & Infrastructure Committee  
9/22/22 Board of Regents

**ATTACHMENTS:**

Attachment A – FY24-FY25 Biennium Submittal - Baseline Operating Budget

Attachment B – FY24-FY25 Capital Budget Request

Attachment C – FY24-25 Project Descriptions

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Policy Regarding**

**Use of University Residence Halls by Persons other than Students**

September 22, 2022

**WHEREAS,** The Board of Regents is chiefly concerned about the protection of all members of the university communities, the personal safety of the residents who live on its campuses, and the protection and appropriate use of its facilities and equipment; and

**WHEREAS,** Although the primary residents of university residence halls are students who are actively engaged in a course of study during their period of residency, some employees, as a condition of their employment, are required to live on campus in university-provided housing and other persons may be offered temporary housing arrangements to support the educational mission of the institution; and

**WHEREAS,** The Board of Regents acknowledges that to attract and retain exceptional employees to live on campus, it must allow their partners/spouses, dependents and pets to live with the housed employee; and

**WHEREAS,** The Board of Regents recognizes a need to allow guests of the Connecticut State Universities to reside on-campus from time to time in order to support their educational missions; therefore, be it

**RESOLVED,** That the Board of Regents hereby adopts a Policy regarding Use of University Residence Halls by Persons other than Students and said policy supersedes CSUS BOT Resolution #06-52 Policy Related to Employment University Residence, and be it further

**RESOLVED,** The CSCU institutions are to incorporate appropriate institutional guidelines and/or establish procedures in conjunction with the System Office to facilitate compliance with this Board policy

A True Copy:

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



## **Board of Regents for Higher Education**

### **Policy Regarding**

#### **Use of University Residence Halls by Persons other than Students**

*This policy supersedes CSUS BOT Resolution #06-52- "Policy Related to Employment University Residence"*

September 22, 2022

Purpose: The BOR is chiefly concerned about the protection of all members of the university communities, the personal safety of the residents who live on its campuses, and the protection and appropriate use of its facilities and equipment. Therefore, the purpose of this policy is to provide the conditions under which non-students may reside in on-campus housing (including residence halls and student apartment complexes) and to support live-in staff members who wish to live with their partners and pets.

Introduction: Although the primary residents of university residence halls are students who have matriculated at that particular university and are actively engaged in a course of study during their period of residency, other persons may reside in and utilize residential facilities due to their employment with the particular university or as a temporary house guest of the university to support the educational mission of the institution. Further, certain employees of the Connecticut State Universities, as a condition of employment, are required to live on campus in university-provided housing.

#### Policy Provisions:

- I. Non-university personnel and Guests of the University
  - a. Definitions
    - i. **Non-university Personnel** means persons who administer, direct, or participate in special summer or intersession programs.
    - ii. **Guests of the University** means persons such as speakers and visiting lecturers, on a temporary basis, with approval from the university
  - b. Residence halls may only be used by the universities for Non-university Personnel and Guests of the University if there is no student who desires and is prepared to accept on-campus housing and to whom such housing has been denied.
  - c. Non-university Personnel and Guests of the University shall be required to execute an agreement specifying their limited stay, and are subject to the terms of those agreements.
  - d. Non-university Personnel and Guests of the University may be subject to background checks as deemed appropriate by university leadership.
  - e. Non-university Personnel and Guests of the University may include individuals who are employed by or under contract with the University.

- II. University Residential Life Professional Staff:
- a. Non-student occupancy of on-campus residences shall be limited to the following individuals:
    - i. University residential life professional staff members, including, but not limited to resident directors.
    - ii. A partner or spouse of the full-time residential life professional staff member (this applies to professional staff only, not student staff such as resident assistants or graduate interns). Staff requesting a partner or spouse to cohabitate in their residence must submit an application, be approved by the university, and comply with any additional requirements set forth by the university.
    - iii. Dependent children of the residential life professional staff member. Staff must notify the university if they intend to have dependent children reside with them on-campus.
    - iv. Caretakers for persons with disabilities who reside in residence halls.
  - b. Background checks: Before occupancy in a university residence may commence, each proposed resident aged 18 years or over shall submit to the same background check the employee is subject to. The university reserves the right to deny access to and occupancy of a university residence to any person who fails to meet this requirement, or for whom information is generated through this process that would, in the judgment of the university, pose a threat to the life, health, safety, and/or well-being of any member of the university community or to the property of the university.
  - c. Pets: One domesticated pet is permitted to reside with full-time residential life professional staff members (this applies to professional staff only, not student staff such as resident assistants or graduate interns), subject to the following requirements:
    - i. The domesticated pet is limited to a dog, cat, or fish. Animals used to aid persons with disabilities shall not be considered pets by this policy.<sup>1</sup>
    - ii. The staff member must submit an application and be approved by the university for permission to have a pet reside with them. Staff must comply with any additional requirements set forth by the university.
    - iii. The staff member is responsible for the actions of the pet, including bodily injury and property damage. The university may require staff with pets have appropriate liability insurance that covers the pet residing in an on-campus residence.

<sup>1</sup> Individuals requesting to bring service animals or emotional support animals into university controlled or restricted spaces should consult the requirements and procedures set forth in the BOR Animals on Campus Policy (Policy # 5.10). Pets allowed under this policy meet the exclusion requirements set forth in the Animals on Campus Policy, Section X(B).

- iv. The university reserves the right under this policy to require removal of the pet in the event it becomes a health and safety issue, a nuisance (such as excessive barking), or causes damage to the on-campus residence.
- v. The universities will establish appropriate institutional guidelines and procedures, in conjunction with the System Office to facilitate compliance with this Board policy, including assessing any appropriate charges or fees.

RESOLUTION  
concerning  
ACCEPTANCE OF GIFTS  
FOR  
TUNXIS COMMUNITY COLLEGE  
ADVANCED MANUFACTURING PROGRAM  
September 22, 2022

- WHEREAS, Tunxis Community College is the recipient of a generous donation from Richard and Marion Leonhardt of one TRAK 1630RX Lathe and one TRAK-TMC5 milling machine, manufactured by TRAK Machine Tools.
- WHEREAS, Mr. Leonhardt is the former President of TRAK Machine Tools; and
- WHEREAS, This donation supports beneficial Advanced Manufacturing program curriculum while providing college students with learning and career opportunities that they may not normally obtain; now, therefore, be it
- RESOLVED THAT, The Board of Regents accepts and acknowledges with appreciation the following TRAK Machine Tools gift from Mr. & Mrs. Leonhardt:

Description:

- One (1) TRAK—1630RX Lathe plus accessories of advanced features, buck chuck, coolant pump, work light, limit switch, remote stop/go switch, tooling kit, tailstock, classroom training and equipment delivery
- One (1) TRAK TMC milling machine plus accessories of a converter (Parasolid and DXF files), electronic hand wheel, networking, remote stop/go switch, retention knobs, chip auger, classroom training and equipment delivery
- Total Current Market Value: \$104,382

A True Copy:

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Alice Pritchard, Secretary  
Board of Regents for Higher Education

**Reporting of Gifts (Other Than Money or Securities)**  
**Connecticut General Statutes - Sec. 10a-150**  
**Form B**

**Date:** September 6, 2022

**To:** Keith Epstein, Vice President, Facilities, Real Estate & Infrastructure Planning

**CC:** John Maduko, M. D., President, Connecticut State Community College  
Alice Pritchard, Ph.D., Chief of Staff, CSCU  
James Lombella, Ed.D., Executive Vice President of Workforce and Economic Development  
Ben Barnes, Chief Financial Officer, CSCU

**From:** Darryl Reome, Ed.D., Chief Executive Officer, Tunxis Community College

**Nature of Gift:**

1 TRAK-TMC milling machine and 1 TRAK 1630 Lathe for the Tunxis Community College Manufacturing Program

**Description:**

1 TRAK-TMC milling machine with accessories  
1 TRAK 1630 Lathe with accessories

**Current Market Value:**

\$104,382 (total)

**Determined by:**

Market Value.

**Date Received:**

To be determined.

**Donor:**

Richard and Marion Leonhard

**Purpose or nature of Gift:**

Education and training.

**Was the purpose specified by the donor?** ☒ Yes ☐ No

**Instructions or additional information:**

Per donation agreement - educational purposes only.

**Signature:** 

**Date:** 9/6/22



## **Board of Regents for Higher Education**

### **Regent Mentor Program**

**Purpose:** To provide connection and support for all new Board members during their first year of Board service by assigning long-standing members to act as mentors.

To address (in part) the June 2018 Board self-assessment which found that only ½ of the Regents believed that the program for orienting new Regents to the System and to their duties and responsibilities as a Regent was “very good” or “excellent.”

To accelerate a new Regent’s ability to effectively contribute to the business of the Board and to understand the language of higher education.

To be a part of board leadership development and succession planning.

#### **Mentor Selection:**

More than two years as a Regent; preferably with some experience as a Board leader

Understands Board bylaws and Committee structure

Provides a strong role model for governing

Responsive to questions and genuinely interested in mentoring new Regents

**Procedure:** When a new Regent is appointed to the Board, the Executive Committee and CSCU leadership will decide which established Board member would be the most appropriate mentor. Ideally mentors should share committee assignments with the new Regent.

The Executive Committee will ask the Regent to serve as a mentor. It is at the discretion of the mentoring pair to determine the best way to structure the interactions. The Associate Director of Board Affairs will be available to facilitate the process as needed.

**Expectations of Mentors:**

Contact the new Regent prior to their first Committee meeting to discuss the meeting agenda items, clarify any governance issues and practices, and build relationships with other Board members and System Office senior leadership.

Keep in close contact with the new Regent during the first few months to answer questions and assure a comfortable transition into Board service, as well as to assist as needed in the completion of the legislatively mandated training programs.

Introduce new Regents to fellow Board members, staff, faculty, and students.

Follow up with new regent after Committee and Board meetings to answer questions, provide additional information and background, and offer guidance. Be available for the new Regent to ask about Board dynamics and complex issues and to explain big-picture context.

# CSCU

## **FREEDOM OF INFORMATION ACT**

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### *Public Meetings Guide*





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# PUBLIC MEETING

## Public Meeting

### WHAT IS A PUBLIC MEETING?

Under the Connecticut Freedom of Information Act (FOIA), “[m]eeting” means:

1. “any hearing or other proceeding of a public agency,”
2. “any convening or assembly of a quorum of a multimember public agency, and”
3. “any communication by or to a quorum of a multimember public agency, whether in person or by means of electronic equipment, to discuss or act upon a matter over which the public agency has **supervision, control, jurisdiction or advisory power.**” (Emphasis added.)<sup>i</sup>

Except where specified under federal or state statute, e.g., the FOIA, the procedures for conducting public meetings are governed by institution policy.<sup>ii</sup>

### TYPES OF PUBLIC MEETINGS

There are three types of public meetings under the FOIA; **Regular**, **Special**, and **Emergency**. As discussed below, each type of public meeting has specific requirements under the FOIA.

#### *Regular Meeting*

**Regular** meetings of public institutions are regularly recurring meetings whose times, dates and places are set forth in a schedule of regular meetings filed with the Secretary of the State by January 31 of each year and made available for public inspection at the institution’s regular office or place of business. If a public institution maintains a website, it also must post its schedule of regular meetings on such website.

#### *Special Meeting*

A **Special** meeting is a meeting a public institution determines it must conduct before the next regular meeting and for which it must provide at least twenty-four (24) hours advance notice with the Secretary of the State. The institution must also make such notice available for public inspection at the institution’s regular office or place of business at least 24 hours before the special meeting. If a public institution maintains a website, it must post its special meeting notices on such website.

#### *Emergency Meeting*

An **Emergency** meeting of a public institution is a meeting which the public institution determines must be convened within twenty-four (24) hours; therefore, insufficient time for notice of a special meeting.<sup>iii</sup> Note that there must be a bona fide emergency necessitating the meeting within 24 hours.

#### *Access to Public Meetings*

Meetings of the Board of Regents for Higher Education (BOR) and the public institutions governed by the BOR are required to be open to the public under the FOIA.<sup>iv</sup> Members of the public have a right to attend any meeting of a public agency ~~by simply showing up at the meeting place~~ **by means of:**

# PUBLIC MEETING

- Electronic equipment,
- Electronic equipment in conjunction with an in-person meeting, or
- An in-person meeting.<sup>v</sup>

A public institution cannot require that a member of the public sign in or provide personal information, like their address or telephone number, to attend a public meeting.<sup>vi</sup>

While the public has a right to attend public meetings of the BOR and the Connecticut State Colleges and Universities (CSCU), members of the public do not have a right to speak at such meetings. As a courtesy, however, a public institution may permit members of the audience to comment at a designated time during a public meeting. The public has a right to tape record, photograph and broadcast public meetings, “as inconspicuously as possible and in such a manner as not to disturb the proceedings of the public [institution].”<sup>vii</sup> It should also be noted that public institutions may remove disruptive members of the audience pursuant to the FOIA.<sup>viii</sup>

Any public agency that conducts a meeting, other than an executive session or special meeting solely by means of electronic equipment shall provide any member of the public upon a written request not less than twenty-four hours prior to such meeting with a physical location and any electronic equipment necessary to attend such meeting in real-time.<sup>ix</sup>

If a quorum of the members of the public agency attends a meeting by means of electronic equipment from the same physical location, members of the public must be permitted to attend the meeting from the same physical location.<sup>x</sup>

Whenever a meeting being conducted by means of electronic equipment is interrupted by the failure, disconnection or, in the chairperson's determination, unacceptable degradation of the electronic means of conducting a meeting, or if a member necessary to form a quorum loses the ability to participate because of the interruption, failure or degradation of such member's connection by electronic equipment, the public agency may, not less than thirty minutes and not more than two hours from the time of the interruption or the chairperson's determination, resume the meeting (1) in person, if a quorum is present in person, or (2) if a quorum is restored by means of electronic equipment, solely or in part by such electronic equipment. In each case of resumption of such meeting, electronic access shall be restored to the public if such capability has been restored. The public agency shall, if practicable, post a notification on its web site and inform attendees by electronic transmission of the expected time of resumption or of the adjournment or postponement of the meeting, as applicable, and may announce at the beginning of any meeting what preplanned procedures are in place for resumption of a meeting in the event of an interruption.<sup>xi</sup>

A public agency is not required to adjourn or postpone a meeting if a member of the public loses the ability to participate because of an interruption, failure or degradation of such person's connection to the meeting by electronic equipment.<sup>xii</sup>

# NON-PUBLIC MEETINGS AND EXECUTIVE SESSIONS

## Non-Public Meetings and Executive Sessions

### NON-PUBLIC MEETINGS

“Meeting’ does not include:”<sup>xiii</sup>

1. “[a]ny meeting of a personnel search committee for executive level employment candidates;”<sup>xiv</sup>
2. “any chance meeting, or a social meeting neither planned nor intended for the purpose of discussing matters relating to official business;”
3. “strategy or negotiations with respect to collective bargaining;”
4. “a caucus of members of a single political party notwithstanding that such members also constitute a quorum of a public agency;”
5. “an administrative or staff meeting of a single-member public agency; and”
6. “communication limited to notice of meetings of any public agency or the agendas thereof.”

### EXECUTIVE SESSIONS

“Executive session” means “[a portion of a] meeting of a public [institution] at which the public is excluded for one or more of the following purposes:

- (A) Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open meeting;
- (B) strategy and negotiations with respect to pending claims<sup>xv</sup> or pending litigation<sup>xvi</sup> to which the public agency or a member thereof, because of the member’s conduct as a member of such agency, is a party until such litigation or claim has been finally adjudicated or otherwise settled;
- (C) matters concerning security strategy or the deployment of security personnel, or devices affecting public security;
- (D) discussion of the selection of a site or the lease, sale or purchase of real estate by the state or a political subdivision of the state when publicity regarding such site, lease, sale, purchase or construction would adversely impact the price of such site, lease, sale, purchase or construction until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned; and
- (E) discussion of any matter which would result in the disclosure of public records or the information contained therein described in subsection (b) of section 1-210.”<sup>xvii</sup>

## NON-PUBLIC MEETINGS AND EXECUTIVE SESSIONS

Only public institution members may attend an executive session portion of a public meeting, with the exception of persons invited to testify or give opinion. However, the attendance of a person invited to testify or give opinion during the executive session portion of a public meeting is limited to the time such persons are providing testimony or opinion. Members of a public institution must vote in public, by at least 2/3rds of those present and voting, to convene in executive session, and must state the purpose for executive session.

# NOTICES, AGENDAS AND MINUTES OF MEETINGS

## Notices, Agendas and Minutes of Meetings

### NOTICES

#### *Regular Meeting Notice*

Public institutions are required to annually file by January thirty-first (31) of each year, the schedule of its regular meetings in the Office of the Secretary of the State and must post such schedule on the public institution's Internet web site, if available.

#### *Special Meeting Notice*

"Notice of each special meeting of [a] public [institution] ... [must] be posted not less than twenty-four hours before the meeting to which such notice refers on the public agency's Internet web site, if available..." The special meeting notice must be given not less than twenty-four hours prior to the time of such meeting by filing the notice ... in the office of the Secretary of the State ...<sup>xviii</sup> "The notice [must] specify the time and place of the special meeting and the business to be transacted."

#### *Emergency Meeting Notice*

A public institution may hold an Emergency meeting without complying with the notice requirements under the FOIA, if there is a bona fide emergency justifying such emergency meeting.<sup>xix</sup>

### AGENDAS

A meeting agenda must "fairly apprise the public of the action proposed" and of the "matters to be taken up at the meeting in order to [permit the public] to properly prepare and be present to express their views."<sup>xx</sup> An executive session listed on an agenda must also fairly apprise the public of the reason for such session. Thus, an agenda item stating "Executive Session – Personnel Matters" is inadequate and more specificity is required based on Freedom of Information Commission (FOIC) final decision precedents.<sup>xxi</sup>

#### *Regular Meeting Agenda*

A public institution must make the agenda of its regular and special meetings available to the public at least twenty-four (24) hours before the meetings to which they refer: "(1) in such [institution's] regular office or place of business, and (2) in the office of the Secretary of the State..." The FOIA also requires that a public institution post such agenda of its regular meetings on the institution's and the Secretary of the State's web sites. Members of a public institution must vote in public, by at least 2/3rds of those present and voting, to add any business to the agenda to be considered and acted upon at such regular meeting.<sup>xxii</sup>

#### *Special Meeting Agenda*

A public institution must make the agenda of its special meetings, detailing the business to be transacted, available to the public at least twenty-four (24) hours before the meetings to which they refer: "(1) in such institution's regular office or place of business, and (2) in the office of the Secretary of the State. The FOIA also requires that a public institution post such agenda of its special meetings on the institution's and the Secretary of the State's web sites. Note that no other business may be added or considered at such special meeting."<sup>xxiii</sup>

# NOTICES, AGENDAS AND MINUTES OF MEETINGS

## *Emergency Meeting Agenda*

A public institution may hold an Emergency meeting without complying with the agenda requirements under the FOIA, if there is a bona fide emergency justifying such emergency meeting. Note, however, that only emergency matters may be considered at such emergency meeting.<sup>xxiv</sup>

## **MINUTES**

The FOIA requires that meetings are recorded or transcribed, excluding any portion of the meeting that was an executive session and requires that the following be included in the minutes of a public institution:

1. Time of convening and adjournment.
2. Date and place of the meeting.
3. Names of institution members attending, whether they attended in person or virtually, and how they voted on each issue.
4. Statement of each issue discussed or acted on.
5. Purpose of any executive session and who attended such executive session.

## *Regular Meeting Minutes*

Minutes of a public institution's regular meeting must be made available for public inspection and posted on the public institution's website, if available, within seven (7) days of such meeting. Such minutes must adequately set forth the reason for the regular meeting and the business transacted at such meeting.

## *Special Meeting Minutes*

Minutes of a public institution's special meeting must be made available for public inspection and posted on the public institution's website, if available, within seven (7) days of such meeting. Such minutes must adequately set forth the reason for the special meeting and the business transacted at such meeting.

## *Emergency Meeting Minutes*

Minutes of a public institution's emergency meeting must be made available for public inspection and posted on the public institution's website, if available, within seventy-two (72) hours of such meeting. Such minutes must adequately set forth the reason for the emergency meeting and the business transacted at such meeting.<sup>xxv</sup>

## *Record of Votes*

Any vote taken at a meeting during which any member participates by means of electronic equipment shall be taken by roll call unless the vote is unanimous.

A record of institution member votes must be "reduced to writing and made available for public inspection within forty-eight hours [(48)] hours." Note that the record of institution member votes must also be included in the minutes of public meetings.<sup>xxvi</sup>

# FREQUENTLY ASKED QUESTIONS

## Frequently Asked Questions

### WHAT ARE MULTIMEMBER PUBLIC INSTITUTIONS?

- Multimember public institutions are public agencies subject to the open meeting requirements under the FOIA. Since Connecticut Courts interpret the provisions of the FOIA broadly, as presumptively permitting the public to access all public meetings with limited exceptions, many bodies or groups of public institutions may be subject to the public meeting requirements under FOIA. Examples of multimember public institutions include, but are not limited to: a board, committee, council, conference, panel, task force, working group, or other similar group, or subcommittee or subgroup thereof. In determining whether a particular entity is subject to the FOIA's open meetings requirements, institutions should look at the entity's characteristics (e.g., funding, purpose, authority, connection to the public institution, public benefit of the body, created by, subject to, or created for the benefit of CSCU institutions, etc.). Bodies or groups that are multimember public institutions must comply with the meeting provisions under the FOIA unless expressly excluded from the public meetings requirements under the FOIA or other applicable law.

### WHAT MEETINGS OF A COLLEGE OR UNIVERSITY BODY CONSTITUTE PUBLIC MEETINGS?

- A meeting of a multimember college or university body (such as a board of trustees or faculty senate) is a public meeting if such meeting constitutes a "hearing or other proceeding" of that body, or is a "convening or assembly of a quorum of" that body, or consists of "communication by or to a quorum of" that body **"to discuss or act upon a matter over which the public [institution] has supervision, control, jurisdiction or advisory power."** (Emphasis added.)<sup>xxvii</sup>

### WHAT NUMBER OR PERCENTAGE OF MEMBERS CONSTITUTES A QUORUM OF A MULTIMEMBER BODY OF A PUBLIC INSTITUTION FOR PUBLIC MEETING PURPOSES?

- A quorum of a multimember body is comprised of the minimum number of members necessary for such members to conduct the business of the body. Generally, quorum is defined in the governing regulations, charter, or policy of the public institution.

### IS A QUORUM OF A MULTIMEMBER BODY OF A PUBLIC INSTITUTION REQUIRED FOR A MEETING TO BE SUBJECT TO THE FOIA?

- **No.** A meeting is still subject to the FOIA even if a quorum of the body isn't present. See, *Emergency Medical Services Commission of the Town of East Hartford v. Freedom of Information Commission*, 19 Conn. App. 352 (1989). See also, the FOI Commission's Final Decision in *Gloria Sterns v. Board of Finance, Town of Ridgefield*, Docket #FIC 1998-135.<sup>xxviii</sup> Note that "[a] quorum of the members of a public agency who are present at any event which has been noticed and conducted as a meeting of another public agency under the provisions of the Freedom of Information Act **shall not** be deemed to be holding a meeting of the public agency of which they are members as a result of their presence at such event." (Emphasis added.) Conn. Gen. Stat. §1-200 (2).



## FREQUENTLY ASKED QUESTIONS

### MY ADMINISTRATIVE WORKING GROUP HAS A BOARD MEMBER OR REGENT ON IT – IS THE WORKING GROUP SUBJECT TO THE FOIA'S MEETING REQUIREMENTS?

- **This is determined on a case-by-case basis.** Generally, a small designated group of a public institution (e.g., a committee or subcommittee) is held to the same meeting requirements under the FOIA as every other multimember body of the public institution. See, *East Hartford Town Council v. FOIC*, Docket No. CV 960549602 (Jan. 24, 1996, Maloney J.). However, depending on the nature and/or function of smaller groups within a public institution and the role the board member is playing in the working group, such groups may not be subject to the meeting provisions outlined herein. **See, e.g., FAQ on administrative or staff meetings of public institutions, below.** Please consult CSCU Legal Affairs at 860-723-0131 or [CSCU-legal@ct.edu](mailto:CSCU-legal@ct.edu) for more information on this matter.

### ARE EMAIL EXCHANGES BETWEEN MEMBERS OF A MULTIMEMBER BODY OF A PUBLIC INSTITUTION SUBJECT TO THE FOIA'S MEETING REQUIREMENTS?

- **Yes**, if within such email exchanges by members of the body, members are discussing or acting “upon a matter over which the public [institution] has supervision, control, jurisdiction or advisory power.”
- **No**, if the board members are exchanging procedural emails in which members discuss meeting scheduling or administrative matters pertaining to the conduct of the public institution’s business (e.g., the unavailability of a member to attend a regular meeting).

### ARE ALL PERSONNEL SEARCH COMMITTEES EXEMPT FROM THE FOIA'S MEETING REQUIREMENTS?

- **No.** The FOIA defines “Personnel Search Committee as “a body appointed by a public agency, whose sole purpose is to recommend to the appointing agency a candidate or candidates for an executive-level employment position.” Conn. Gen. Stat. § 1-200 (7). A personnel search committee “whose sole purpose is to recommend to the appointing [institution] a candidate or candidates for an executive-level employment position” is exempt from the FOIA's meeting requirements.

### ARE UNPLANNED OR CHANCE MEETINGS OF A MULTIMEMBER BODY OF A PUBLIC INSTITUTION PUBLIC MEETINGS UNDER THE FOIA?

- **No.** Unplanned or chance meetings of multimember body of a public institution are not subject to the FOIA **if** no official business is conducted. *Elizabeth V. Varcoe v. Board of Selectmen of the Town of Redding, et al.*, Docket #FIC 85-138 (1985).

### WHAT IS A SINGLE-MEMBER PUBLIC AGENCY UNDER THE FOIA?

- The FOIA does not define single-member public agency.<sup>xxx</sup> However, examples of a single-member public agency may include, but are not limited to, the chairman of the governing board of a multimember public agency (e.g., Chair of Board of Regents), president of a public institution’s system office, and a commissioner or executive director of a public agency.<sup>xxx</sup>

## FREQUENTLY ASKED QUESTIONS

### ARE ADMINISTRATIVE OR STAFF MEETINGS OF A SINGLE-MEMBER PUBLIC AGENCY SUBJECT TO THE OPEN MEETINGS REQUIREMENTS OF THE FOIA?

- **No.** A single-member public agency's administrative or staff meeting is not subject to the open meetings requirements of the FOIA. See, *New London Planning and Zoning Commission v. FOIC*, Docket No. CV 94-053-19-47, (May 1, 1996, Maloney, J.). See, also, *Richard Guinness and the Middletown Press v. Planning and Zoning Commission, City of Middletown*; and *the City of Middletown*, Docket #FIC 1998-322 (1999). For example, if a meeting of staff members of a public institution is attended by a single-member public agency (e.g., Chairman of the governing board), such meeting is not subject to the open meetings provisions of the FOIA.

### A BODY OR OFFICIAL OF A PUBLIC INSTITUTION INVITED SEVERAL INDIVIDUALS (E.G., STAFF MEMBER, ATTORNEY) TO PROVIDE TESTIMONY AND OPINION ON MATTERS THAT THEY ARE PERMITTED TO DISCUSS DURING AN EXECUTIVE SESSION PORTION OF THEIR PUBLIC MEETING. HOW LONG CAN SUCH INVITED PERSONS REMAIN IN THE INSTITUTION'S EXECUTIVE SESSION UNDER THE FOIA?

- “At an executive session of a public agency, attendance shall be limited to members of said body and persons invited by said body to present testimony or opinion pertinent to matters before said body provided that such persons' attendance shall be limited to the **period for which their presence is necessary** to present such testimony or opinion . . .” (Emphasis Added).<sup>xxxii</sup> In practice, properly invited persons who are providing testimony and opinion during an executive session may be asked to exit and return to the executive session for additional testimony or opinion.

### WHAT CONSTITUTES A BONA FIDE EMERGENCY PERMITTING A BODY OR OFFICIAL OF A PUBLIC INSTITUTION TO CONDUCT AN EMERGENCY MEETING UNDER FOIA?

- The Freedom of Information Commission and the Connecticut Courts apply the commonly used meaning of the word “emergency” in determining what permits a public agency to conduct an emergency meeting.<sup>xxxii</sup> The Freedom of Information Commission has consistently held that “circumstances which permit an emergency meeting occur only rarely and only when there is not time for a special meeting notice to be posted twenty-four hours in advance.”<sup>xxxiii</sup> Thus, oversight or failure to add an urgent item to a public meeting agenda alone does not constitute a bona fide emergency permitting a public body or official to conduct an emergency meeting.

# PUBLIC MEETINGS CHART FOR PUBLIC INSTITUTIONS

## Public Meetings Chart for Public Institutions

TYPE	NOTICE	AGENDA/ NOTICE CONTENTS	ADDING TO AGENDA/ NOTICE	FILING RECORD OF VOTES	FILING MINUTES
<b>Regular</b>	File yearly schedule with Sec'y Of State (state) or Town Clerk (municipal) by Jan. 31 <sup>st</sup> .**	Agenda available at least 24hrs. before meeting.**	Agenda items may be added by 2/3 vote of those members present and voting.	Within 48 hrs. after meeting (if minutes not available within 48 hours).	Within 7 calendar days after meeting.***
<b>Special</b>	At least 24 hrs. before meeting, file at Sec'y Of State (state) or Town Clerk (municipal).*	At least 24 hrs. before meeting. Time, place and business must be included in notice.*	Not permitted	Within 48 hrs. after meeting (if minutes not available within 48 hours).	Within 7 business days after meeting.***
<b>Emergency</b>	None required if emergency is justified.	None required if emergency is justified.	Only emergency matters may be considered.	Within 48 hrs. after meeting (if minutes not available within 48 hours).	Within 72 hrs. after meeting. Must state reason for emergency.***

\* Available with Secretary of the State (state) or Town Clerk and in place of business. Also, must be posted on agency website.

\*\* Available with Secretary of the State (state) or Town Clerk and in place of business. Also, if a state agency, must be posted on agency website.

\*\*\* Must be posted on agency website if a state agency.

## CONTACT INFORMATION

### Contact Information

The purpose of these guidelines is to provide guidance to institution employees on how to comply with the FOIA meeting requirements.<sup>1</sup> This compilation is unofficial and for the convenience of institution employees only. While every effort was made to attain complete accuracy herein, institution employees are advised to consult the Connecticut General Statutes for the official codification of the law.

All inquiries concerning this handbook may be directed to CSCU Legal Affairs at 860-723-0131 or [CSCU-legal@ct.edu](mailto:CSCU-legal@ct.edu)

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<sup>1</sup> Public institution employees are expected to comply with the requirements of federal and state statutes when conducting public meetings.

## CONTACT INFORMATION

### Endnotes

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<sup>i</sup> Conn. Gen. Stat. § 1-200 (2).

<sup>ii</sup> If BOR's policy is silent on specific meeting procedures, an institution may reference *Robert's Rules of Order* for guidance on meeting procedures.

<sup>iii</sup> Conn. Gen. Stat. § 1-225 (d).

<sup>iv</sup> The BOR and the public institutions governed by the BOR each constitute a "public agency" within the meaning of Conn. Gen. Stat. § 1-200 (1).

<sup>v</sup> Public Act No. 22-3

<sup>vi</sup> Conn. Gen. Stat. § 1-225 (e).

<sup>vii</sup> Conn. Gen. Stat. § 1-226 (a).

<sup>viii</sup> Conn. Gen. Stat. § 1-232.

<sup>ix</sup> Public Act No. 22-3 Section 1(b)

<sup>x</sup> Public Act No. 22-3 Section 1(b)(3)

<sup>xi</sup> Public Act No. 22-3 Section 1(f)

<sup>xii</sup> Public Act No. 22-3

<sup>xiii</sup> Exclusions to the open meetings requirements of the FOI Act are generally found under Conn. Gen. Stat. § 1-200(2).

<sup>xiv</sup> "**Personnel search committee**" is defined under the FOIA as: a body appointed by a public agency, whose sole purpose is to recommend to the appointing agency a candidate or candidates for an executive-level employment position. Members of a "**personnel search committee**" shall not be considered in determining whether there is a quorum of the appointing or any other public agency.

<sup>xv</sup> Conn Gen. Stat. § 1-200 (8) defines "pending claim" as: "a written notice to an agency which sets forth a demand for legal relief or which asserts a legal right stating the intention to institution an action in an appropriate forum if such relief or right is not granted."

<sup>xvi</sup> Conn Gen. Stat. § 1-200 (9) defines "pending litigation" as: "(A) a written notice to an agency which sets forth a demand for legal relief or which asserts a legal right stating the intention to institute an action before a court if such relief or right is not granted by the agency; (B) the service of a complaint against an agency returnable to a court which seeks to enforce or implement legal relief or a legal right; or (C) the agency's consideration of action to enforce or implement legal relief or a legal right."

<sup>xvii</sup> Conn. Gen. Stat. §1-200 (6).

<sup>xviii</sup> Conn Gen. Stat. § 1-225 (d).

<sup>xix</sup> Conn. Gen. Stat. § 1-225 (d).

<sup>xx</sup> See *Zoning Board of Appeals of the Town of Plainfield v. Freedom of Information Commission*, Docket No. CV 99-047917-S, 2000 WL 765186 (superior court, judicial district of New Britain, May 3, 2000), reversed on

## CONTACT INFORMATION

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other grounds, *Zoning Board of Appeals of the Town of Plainfield v. Freedom of Information Commission*, 66 Conn. App. 279 (2001).

<sup>xxi</sup> See, e.g., *Richard L. Stone v. Board of Selectmen, Town of Cromwell*, Docket #FIC 2010-738 (August 24, 2011) (agenda item “[e]xecutive session: [p]ersonnel,” did not fairly apprise the public of proposed matter to be discussed); *Preston D. Schultz and the Citizens for Prudent Spending v. Board of Education, Woodstock Public Schools*, Docket #FIC 2008-236 (February 25, 2009) (agenda item “discussion of attorney/client privilege [sic] documents and pending litigation,” did not fairly apprise the public); *Bradshaw Smith v. Milo W. Peck, Jr., Member, Board of Education, Windsor Public Schools*, Docket #FIC 2007-003 (August 8, 2007) (agenda item “employee personnel matters,” did not fairly apprise the public of the matter to be discussed in executive session); *John Voket and the Newtown Bee v. Board of Education, Newtown Public Schools*, Docket #FIC 2006-013 (October 11, 2006) (agenda item “executive session – personnel,” did not fairly apprise the public); *Trenton Wright, Jr. v. First Selectman, Town of Windham*, Docket #FIC 1990-048 (agenda item “executive session – personnel matters,” did not sufficiently state the reason for the executive session); and *Robert Cox v. Ridgefield Board of Education*, Docket #FIC 88-165 (January 25, 1989) (the agenda item listing executive session to “receive advice from legal counsel on a legal matter,” was insufficient).

<sup>xxii</sup> Conn. Gen. Stat. § 1-225 (c).

<sup>xxiii</sup> Conn. Gen. Stat. § 1-225 (d).

<sup>xxiv</sup> Conn. Gen. Stat. § 1-225 (c).

<sup>xxv</sup> Conn. Gen. Stat. § 1-225 (d).

<sup>xxvi</sup> Conn. Gen. Stat. § 1-225 (a).

<sup>xxvii</sup> Conn. Gen. Stat. § 1-200 (2).

<sup>xxviii</sup> A quorum is the minimum number of members of a multimember public institution necessary for such members to conduct the business of the group.

<sup>xxix</sup> See Endnote ii, above.

<sup>xxx</sup> *Jesse M. Frankl, Chairman of the State of Connecticut, Work’s Compensation Commission v. FOIC, et al.*, Docket No. CV 970568431, 1998 Conn. Super. Lexis 129, (1998).

<sup>xxxi</sup> Conn. Gen. Stat. § 1-231 (a).

<sup>xxxii</sup> The Connecticut Supreme Court in *Board of Selectmen v. FOIC*, 294 Conn. 438, 449-50 (2009), quoted the following language in defining emergency: “See American Heritage Dictionary of the English Language (3d Ed. 1992) (defining emergency as “[a] serious situation or occurrence that happens unexpectedly and demands immediate action [or] a condition of urgent need for action or assistance”); Webster’s Third New International Dictionary (1961) (defining emergency as “an unforeseen combination of circumstances or the resulting state that calls for immediate action”).”

<sup>xxxiii</sup> *Lebanon v. Wayland*, 39 Conn. Supp. 56, 61 (1983).