



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, September 23, 2021

Meeting will stream live at: <https://youtu.be/LP16VvfoK6I>

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 at least 24 hours before the meeting.

* Opportunity to Address the Board

- Written comments will be accepted concerning any matter and will be forwarded to the Regents in advance of the meeting. They will become part of the permanent record of the meeting. Written comments must be received via email to pheleen@commnet.edu at least 24 hours in advance of the meeting.
- 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. 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 Board of Regents Chair Matt Fleury

4. Comments from CSCU System President Terrence Cheng

5. Institutional Updates

- Dr. Elsa Nunez – President, Eastern Connecticut State University
- Dr. Dwayne Smith – Campus CEO, Housatonic Community College

6. Opportunity to Address the Board*

7. Approval of Previous Meeting Minutes..... Page 1

- June 24, 2021 - Regular Meeting

8. Consent Agenda

- a. Academic Programs – Discontinuations Page 43
 - i. Social Sciences – BS – Central CT State University
 - ii. Education – MS – Southern CT State University
 - iii. Earth and Planetary Sciences – MA – Western CT State University
 - iv. English – MA – Western CT State University
 - v. Visual and Performing Arts – Digital Design – AA – Naugatuck Valley Community College
 - vi. Digital Arts Technology-Multimedia/Web Authoring - AA – Naugatuck Valley Community College
 - vii. Digital Arts Technology-Graphics/Animation - AA – Naugatuck Valley Community College
 - viii. Digital Arts Technology-Audio/Video Option - AA – Naugatuck Valley Community College
- b. Correction of Degree Title – Digital Media Production – Middlesex CC – Modification - Board Resolution – BR 21-079 FROM: Associate of Science (AS), TO: Associate of Applied Science (AAS)
- c. Correction of Program Name – Gateway CC – New Program - Board Resolution – BR 21-054 FROM: Business Management: Sport Management Option, TO: Business Administration: Sport Management Option

- d. Academic Programs – Modifications **Page 73**
 - i. Counselor Education – MS – Western CT State University [Change in Modality]
 - ii. Graphics and Animation – C2 Certificate - Naugatuck Valley Community College [Name Change]
 - iii. Multimedia/Web Authoring – C2 Certificate - Naugatuck Valley Community College [Name Change]
- e. Academic Programs - New Programs **Page 82**
 - i. Animation and Motion Graphics - C2 Certificate - Naugatuck Valley Community College
 - ii. Business Intelligence – AS – Northwestern CT Community College
 - iii. REVISED – Bachelor of General Studies – BGS – Central CT State University
- f. BOR Academic Program/Low Completer Review Process Amendment **Page 94**
- g. Center for Teaching and Learning – Southern CT State University [New Center] **Page 101**
- h. Finance Items..... **Page 128**
 - i. Acceptance of Gifts - Northwestern CT Community College - Bequest of Wendy Begansky to Ronald Begansky Memorial Scholarship Fund
 - ii. Acceptance of Gifts - Asnuntuck And Tunxis Community Colleges Advanced Manufacturing Programs
 - iii. Acceptance of Gift – Gateway Community College - Automotive Technology Program
- 9. Academic & Student Affairs Committee – Merle Harris, Committee Chair Page 136**
<https://www.youtube.com/watch?v=T52MRMd7u7c>
Report and Informational Items:
 - *CSCU Emeritus Status - SCSU*
- 10. Audit Committee – Eleese Wright, Chair**
No Report. No items
- 11. Finance & Infrastructure Committee – Rich Balducci, Chair Page 138**
<https://www.youtube.com/watch?v=u9NcpV4sqfw>
Report. Action item
 - *2021-22 Salary Adjustments for Management and Confidential Professional Employees*
- 12. Human Resources & Administration Committee – Holly Howery, Committee Chair**
No Report. No Items
- 13. Executive Committee – Matt Fleury, Committee Chair**
No Report. No Items
- 14. Executive Session – Concerning Collective Bargaining**
- 15. Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, JUNE 24, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	N
Merle Harris, Vice Chair	Y
Richard J. Balducci	N
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	N
Antonia Oglesby	N
Audrey Nielsen	Y
JoAnn Ryan	Y
Ari Santiago (arrived at 10:10)	Y
Elease E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Kurt Westby, Labor Commissioner	N
*Dante Bartolomeo, Deputy Labor Commissioner (attending for Commissioner Westby)	Y
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Dr. Jane Gates, CSCU Interim President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Ben Barnes, Chief Finance Officer
 Ernestine Y. Weaver, Counsel
 Dr. Ken Klucznik, VP of Academic Affairs
 Mike Buccilli, Associate Vice President of Student Success Management
 Leigh Appleby, Director of Communications
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Vice Chair Harris called the meeting to order at 10:04 a.m. Following roll call, Vice Chair Harris declared a quorum present. She noted the planned absence of Chair Fleury who is unable to join us today because he, along with the leadership of CT State, President-elect Cheng and Dr. Duncan Harris are meeting with NECHE to share the latest progress report with the Commission. The report was sent to the BOR and CSCU community and will be posted on the website as well.

ADOPTION OF AGENDA

Regent Naomi Cohen asked to make a friendly amendment to the agenda. With the review ongoing of a confidential personnel matter and no collective bargaining update, she asked to modify the agenda to remove the Executive Session and the Possible Action after the Session (items 14 and 15) until we are able to provide more information to the Board. With that change noted, Vice Chair Harris called for a motion to adopt the meeting agenda as amended; on a motion by Regent Ryan, seconded by Regent Wright, the Agenda was unanimously adopted as amended.

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the nine speakers, the Board has received several communications. In accordance with FOI guidelines as amended during the pandemic, the communication was posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. It is included as Attachment A.

The following individuals addressed the Board:

<u>Faculty/Public</u>
Theresa Hopkins-Staten Co-chair Dr. David Carter Sr. Commemoration Committee
John Motley Speaking in Support of Naming ECSU Science Building for Dr. Carter
Dr. Stanley Battle Speaking in Support of Naming ECSU Science Building for Dr. Carter
Dr. Constance Belton Green Speaking in Support of Naming ECSU Science Building for Dr. Carter
Dwight Bachman, ECSU Speaking in Support of Naming ECSU Science Building for Dr. Carter
Seth Freeman 4C's President
Dr. Jess Kraybill - WCSU Support of Vaccine Requirements
Julia Blau, CCSU Support of Vaccine Requirements
Angelo Messore Manchester Community College

Vice Chair Harris noted:

- The resolution to address the Naming of the ECSU Science Building for Dr. Carter appears on the Consent Agenda and not as an Action Item due to its unanimous Board support. Chair Fleury passes on his congratulations for the naming and the hard work of the committee.

STUDENT ADVISORY COMMITTEE REPORT

Chair Audrey Nielsen presented the report (Attachment B) and provided commentary on the following topics:

- struggles of the last 18 months and the celebration of the 2020 and 2021 graduates
- increased participation in student government/organizations
- advocacy for student issues with the Board of Regents
- availability of mental health resources system-wide
- food insecurity resources

- the divide between the Board of Regents and the FAC
- COVID-19 response
- vaccine requirements
- Clery reporting requirements

Regent Howery thanked her for her service and for being the voice of the students; she acknowledged the difficulties of the past year and volunteered to be of assistance to the SAC.

Vice Chair Harris thanked Audrey for serving in her role and for the suggestions contained in her report. She also thanked Student Regent Oglesby for her work during a very difficult year.

INTERIM PRESIDENT GATES' REMARKS

This is Dr. Gates' final meeting as Interim President. She thanked the Board for entrusting her with the responsibility of leading the system for the past six months. She will continue to provide the Board and the Academic and Student Affairs Committee with regular updates.

Bargaining Updates

- Productive conversations are ongoing with university and Charter Oak bargaining units. Proposal reviews and meetings will continue regularly to find common ground.
- To address the concerns that AAUP and university faculty raised against our chief negotiator, an independent review was conducted, including discussions with members of both sides of the bargaining table to better understand the matter. No action was suggested or taken; however, the tone and tenor of the discussions at the bargaining table have improved and work continues together more respectfully and productively.
- Since the last board meeting, initial contract proposals have been exchanged with the community college bargaining units. While the structural deficit and enrollment challenges remain problems for the long-term, the short-term financial position has been temporarily stabilized with the infusion of one-time federal and state support. The contract proposals reflect this more stable position and contain only very modest asks on financial matters. With an enrollment drop at the community colleges of nearly 20 percent and very low reserves across the colleges, significant economic concessions would have been needed without the injection of federal funds.

Diversity, Equity and Inclusion

- Special recognition was given to the 4Cs for calling attention to Diversity, Equity, and Inclusion in their bargaining proposals.
- The CSCU Equity Council, a coalition of university, Charter Oak, and community college professionals made the following recommendations to be implemented no later than July 1, 2022:
 - All state universities and Connecticut State Community College will have a vice president of diversity, equity, and inclusion which will be a cabinet-level position reporting directly to the respective institution presidents.
 - Connecticut State Community College will create an Office of Diversity, Equity, and Inclusion to establish and implement practices that ensure the principles of diversity, equity, and inclusion are embedded within the Connecticut State Community College culture.
 - Fiscal and human resources will be provided to support the Connecticut State Community College Office of Diversity, Equity, and Inclusion, including full-time professional and administrative positions.

- Dr. David Levinson has indicated that after Labor Day, a posting will be available for the CT State VP of DEI who will work, alongside the University VPs on the recommendations cited by the Council.

NSF Next Generation Manufacturing Technology Center

- Last week, Governor Lamont announced that Tunxis Community College will be home to the nation's only National Science Foundation Next Generation Manufacturing Technology Center. Funded through a \$7.5 million NSF grant, this is recognition of the value and effectiveness of CSCU's manufacturing programs.
- Besides being the only NSF manufacturing facility of its type, the new Spring Lane Tunxis manufacturing building, for which groundbreaking will happen in the coming weeks, will be a top-notch center, ready to collaborate with the area's employers, who are desperate for talented workers ready to fill the jobs of tomorrow.
- Thanks to Dr. Karen Wosczyzna-Birch and the College of Technology for the incredible work to secure this funding and to Dr. Jim Lombella and Dr. Darryl Reome for the steadfast advocacy of advanced manufacturing at Tunxis and around Connecticut.

COVID Update

- CSCU has readily signed up for the White House's COVID challenge which consists of three specific actions to which our system and each of our institutions are committing:
 1. Engaging every student, faculty, and staff member
 2. Organizing the campus and communities
 3. Providing opportunities for every member of our communities to get vaccinated
- Providing access has been the highest priority in recent months, with CSCU campuses offering vaccines for students, employees, and community members.
- Efforts will continue to engage and organize, helping to make sure we and our communities are safe, while giving students the opportunity to have the higher ed experience they need to grow and thrive.

Lumina Foundation Grant

- A \$350,000 Lumina Foundation Grant with the National Institute for Learning Outcomes Assessment (NILOA) and The Quality Assurance (QA) Commons has been awarded. As part of the grant awarded to the Division of Academic and Student Affairs, 20 programs from 8 institutions partnered with the QA Commons to review how the programs engage employability and equity. Reports were completed and feedback was received identifying outstanding practices recommendations for improvement. The report will be posted and shared with the Governor's Workforce Council.
- The next phase of the grant is a partnership with the National Institute for Learning Outcomes Assessment (NILOA) and focuses on infusing equity more fully into the program review process.

Legislative Wrap Up

- The General Assembly adjourned their regular legislative session on June 9 and finished their special session to deal with the budget implementer and recreational cannabis the following week. While it was one of the most challenging sessions, CSCU had one of the most successful legislative sessions in recent memory.
- Legislators, on a strong bipartisan basis, fully funded PACT, our tuition and fee-free community college program, invested in Guided Pathways, increased funding for the Roberta Willis scholarship program and increased fringe benefit support. More than \$100 million in new investments for CSCU is expected.
- Thanks to members of the Board of Regents for their steadfast advocacy to legislators on behalf of our institutions.

- Beyond the budget, the bills passed by legislators overwhelmingly focus on improving the lives and experiences of our students and employees. This includes increased reporting on campus sexual misconduct, increased supports for mental health on campus, elimination of graduation fees, accidental death reporting, a study to improve the availability of health benefits for part time faculty, and the ability of our student athletes to earn compensation for their name, image and likeness.
- As part of the budget implementer, the legislature included language to establish the Connecticut Automatic Admission Program for the CSUs increasing access to our state universities for countless high school students across the state, the Office of Workforce Strategy, adds the Chief Workforce Officer as an ex-officio member of the Board, and builds a long-term funding solution for PACT through iLottery.

VICE CHAIR HARRIS' REMARKS

- Kurt Westby is retiring by the end of the month as the state Commissioner of Labor and will be succeeded by his deputy, former state Senator Danté Bartolomeo. We extend our thanks for Commissioner Westby's service to our state and the BOR. Kurt has been an active member of the BOR and we appreciate his efforts and wish him well in retirement. The Board welcomes Danté as an ex officio member of the Board of Regents and offers our assistance during her transition to Commissioner.
- The Board appreciates all of the Commissioners who create a connection and coordination with their important work throughout the State of Connecticut.
- As Dr. Gates noted, despite a very challenging legislative session, CSCU had one of the best results ever with increased financial resources given to the system, significant legislation to address student barriers to success. Vice Chair Harris thanked Sean Bradbury, Senior Director of Government Relations and External Affairs for his hard work and thorough reporting of the status of bills and amendments and CFO Ben Barnes for his advocacy with the administration and appropriations leadership to ensure they were aware of our fiscal needs.
- Faculty, staff and administrators were thanked for their advocacy through legislative breakfasts and meetings. CSCU students were thanked for sharing their stories and ensuring legislators knew what a difference our colleges and universities make in the State of Connecticut and in students' lives.
- President-elect Cheng will be welcomed officially to CSCU on July 2nd. He been active in many meetings to get oriented to the system.
- The Board thanked Dr. Gates for assuming the role of Interim CSCU System President. For the past 6 months, she has served with commitment and grace as the System planned for safe campus reopening and in forging the path to carry out the Board's strategic direction. We express our gratitude for her utmost care and concern for every one of our CSCU students in these most trying times.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Ryan, and seconded by Regent Gray-Kemp, the May 20, 2021 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

Student Regent Nielsen requested that items 8d and 8h be moved off of the Consent Agenda to be discussed during the Academic and Student Affairs report.

Vice Chair Harris called for a motion on the Consent Agenda as amended. On a motion by Regent Cohen, seconded by Regent Wright, the Consent Agenda was unanimously adopted as amended.

Academic Programs

Discontinuations

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

FERPA Notice and Directory Information Policy

Use of Gender Identity and Pronouns Policy

Academic Programs

Modifications

Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #92) - Doctor of Education and Advanced Certification #092 - Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]
Health Administration - Master of Health Administration- Western CT State University [Replacement of Hybrid Instructional Modality with Online Instructional Modality]
RN to BS in Nursing - BS in Nursing - Western CT State University [Replacement of On-Ground Instructional Modality with Online Instructional Modality]
Medical Coding Certificate - C2 Certificate - Charter Oak State College [Significant Modification of Courses/Course Substitutions]
Industrial Technology - BS - Central CT State University [Name change to Technology Management and Minor Curricular Modifications]

Suspensions

Early Childhood Education - MS - Central CT State University
Elementary Education - MS - Central CT State University

New Programs

Emergency Medical Technician - C2 Certificate - Northwestern CT Community College
Interpreting ASL/English - BS - Charter Oak State College

Appointment of CSU Professor - Dr. Troy Paddock - Southern CT State University

Finance Items

Naming of ECSU Science Building for Dr. David G. Carter, Sr.

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

RESOLVED: that the Board of Regents for Higher Education approve the discontinuation of a program, Fitness Specialist Certificate (CIP Code: 31.0501 / OHE# 016797), leading to a C2 Certificate at Manchester Community College, effective fall 2021.

RESOLVED: that the Board of Regents for Higher Education approve the discontinuation of a program, Technology Studies: Engineering Technology Option (CIP Code: 15.0000 / OHE# 015193), leading to an Associate of Science at Middlesex Community College, effective fall 2022.

FERPA Notice and Directory Information Policy

WHEREAS, the Connecticut State Colleges and Universities have operated under the Connecticut Board of Regents for Higher Education policy 2.2 (FERPA Notice & Directory Information Policy); and
WHEREAS, updates to the policy are necessary to remain consistent with national best practice; and
WHEREAS, the Solomon Amendment has been updated to allow military recruiters access to student email addresses (issued by the institution); therefore, be it
RESOLVED, that this policy shall update the Connecticut Board of Regents for Higher Education policy 2.2 for students of the four Connecticut State Universities, Charter Oak State College, the twelve Connecticut State Community Colleges and the future Connecticut State Community College and be it further
RESOLVED, that this policy shall go into effect for the fall 2021 semester.

Use of Gender Identity and Pronouns Policy

WHEREAS, the Board of Regents acknowledges the significance of gender identity and its related pronoun reference as it embodies the term in which a personal identity is cast; and, to that end the ability to change a gender identity or to use self-identified pronouns is a matter of great significance to students and employees during their enrollment or employment at the System's institutions, and
WHEREAS, the Board of Regents recognizes a need to expedite requests for modification of gender identities and use of requested pronouns by students and employees; therefore, be it
RESOLVED, the attached Policy Statement regarding Use of Gender Identity and Pronouns is hereby adopted, and be it further
RESOLVED, the CSCU institutions that have not done so are to incorporate appropriate institutional guidelines and/or establish procedures to facilitate students' and employees' requests for gender identity or self-identified pronouns in those instances noted in the Policy.

Academic Programs - Modifications

RESOLVED: that the Board of Regents for Higher Education approve the modification of a program - Instructional Leadership Doctorate of Education and Intermediate Administration and Supervision (Endorsement #092) (CIP Code: 13.0401 (Ed.D.) and 13.0499 (Certification) / OHE# 012105 (Ed.D.) and OHE# 014567 (Certificate)), specifically a change in modality from hybrid to online modality - leading to a Doctorate of Education and Advanced Certification at Western Connecticut State University.

RESOLVED: that the Board of Regents for Higher Education approve the modification of a program - Health Administration (CIP Code: 51.0701 / OHE# 001896), specifically a change in modality from hybrid to online modality - leading to a Master of Health Administration at Western Connecticut State University.

RESOLVED: that the Board of Regents for Higher Education approve the modification of a program - RN to BS Nursing (CIP Code: 51.3801 / OHE# 000188), specifically a change in modality from hybrid to online modality - leading to a Bachelor of Science in Nursing at Western Connecticut State University.

Modifications (continued)

RESOLVED: that the Board of Regents for Higher Education approve the modification of a program - Medical Coding Certificate (CIP Code: 51.0713 / OHE# 018193), specifically significant modification of courses and course substitutions - leading to a C2 Certificate at Charter Oak State College.

RESOLVED: that the Board of Regents for Higher Education approve the modification of a program - Industrial Technology (CIP Code: 15.0612 / OHE# 000071), specifically a name change to Technology Management and minor curricular modifications - leading to a Bachelor of Science at Central Connecticut State University.

Suspensions

RESOLVED: that the Board of Regents for Higher Education approve the suspension of a program in Early Childhood Education (CIP Code: 13.1209 / OHE # 000053) leading to a Master of Science at Central Connecticut State University until no later than 2024.

RESOLVED: that the Board of Regents for Higher Education approve the suspension of a program in Elementary Education (CIP Code: 13.1202 / OHE # 000051) leading to a Master of Science at Central Connecticut State University until no later than 2024.

New Programs

RESOLVED: that the Board of Regents for Higher Education approve the licensure of a program in Emergency Medical Technician (CIP Code: 51.0810, OHE# TBD) leading to a C2 Certificate at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

RESOLVED: that the Board of Regents for Higher Education approve the licensure of a program in Interpreting ASL/English (CIP Code: 16.1603, OHE# TBD) leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

CSU Professor - Dr. Troy Paddock

WHEREAS, the faculty at Southern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Troy Paddock for the title of Connecticut State University Professor; and

WHEREAS, the President of Southern Connecticut State University, Joe Bertolino, has endorsed the committee's recommendation to award the title to Professor Paddock and Connecticut State Colleges and Universities President Jane M. Gates has concurred; and

WHEREAS, Professor Paddock, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1998 as a member of the Department of History, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Paddock has earned international recognition for his research on the ideas and perceptions of imperial Germany and propaganda in World War I, therefore be it

RESOLVED, that the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Troy Paddock of Southern Connecticut State University effective June 24, 2021, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

CSU Professor (continued)

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

Finance Items:

Naming of ECSU Science Building in Honor of Dr. David G. Carter, Sr.

WHEREAS, Dr. David G. Carter, Sr., former chancellor of the Connecticut State University System from 2006 - 2011 and former president of Eastern Connecticut State University (ECSU) from 1988 - 2006, passed away on March 17, 2018, and

WHEREAS, Dr. Carter was an African American man from humble beginnings who grew up to become one of the most consequential University Presidents in Eastern Connecticut State University history, whose life of service is an inspiration, and

WHEREAS, under Dr. Carter's leadership Eastern Connecticut State University transformed academically and physically into an accessible institution of higher learning offering a quality education for a diverse body of students, enrollment increased to 4,500 students, and

WHEREAS, in Dr. Carter's final year as chancellor in 2011, the Connecticut State University System reached an all-time high enrollment of 36,629 students at its universities, and

WHEREAS, in March, 2021, members of the ECSU Diversity and Social Justice Committee (DSJC) voted unanimously in support of naming the ECSU Science Building in honor of Dr. David G. Carter, Sr., and

WHEREAS, in April 2021, the ECSU Senate voted to support the resolution naming the building in honor of Dr. Carter, and

WHEREAS, the Dr. David Carter Commemorative Committee, an outside community group, has offered support with letters and correspondence from Eastern alumni and members of both the Connecticut and national community, and

WHEREAS, there is no financial gift associated with this recognition and no other donor opportunities are imminent, and

WHEREAS, University President Elsa Núñez endorses the recommendation to name the ECSU Science Building in honor of Dr. David G. Carter, Sr., therefore be it

RESOLVED, that the Board of Regents for the Connecticut State Colleges and Universities hereby approve the naming of the Science Building at Eastern Connecticut State University as the "Dr. David G. Carter Science Building."

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Action Items:

8d. Academic Programming Approval Policy

On a motion from Regent Howery and a second from Regent Gray-Kemp, the item was opened for discussion. Student Regent Nielsen asked about the structural changes and if the Center and Institute changes would go through the Provost Office. Vice Chair Harris responded that most of the policy simply codifies what is already taking place.

After the clarification, the motion passed unanimously.

8h. CT State Community College Aligned Degrees and Certificates

On a motion from Regent Howery and a second from Regent Wright, the item was opened for discussion. Student Regent Nielsen asked if there is confidence with this proposal from faculty.

Vice Chair Harris noted:

- The proposals have been thoroughly reviewed by faculty along the way. There were volunteers (only faculty) who reviewed, changed, and worked on the curriculum.
- Many of the programs that are included in this item are single-institution programs. The faculty from that institution actually reviewed the alignment.
- There were some alignments that were worked on by large committees of faculty. The proposed alignments were sent out for comment by faculty.

Dr. Gates added to the response:

- She had meetings with CMAC (math); they have agreed to work on the alignment. The faculty is who will decide how this is implemented, particularly items that go with the curricular process.
- She has had a response from CCET (English) who has moved forward a timeline for looking at the alignment of English coursework.
- The discipline faculty have been continuously engaged with the alignment of math and English courses.
- The May ASA meeting and the May BOR meeting both addressed the alignment with active discussion of the issues.

Dr. David Blitz stated that he believed there is a difficulty between alignment and transfer articulation. Both the Senates of CCSU and SCSU voted against the ACME proposal (audio difficulties). Vice Chair Harris agreed and stated that now that we have curriculum alignment, we need to examine the transfer articulation process. If additional changes to alignment are required along the way, they will be made. One needs to know what TAP is aligning to before the process can be addressed. Dr. Gates stated that transferability is something that is being worked on.

Dr. Ken Klucznik stated that the main issue with TAP is the prerequisite on math courses that count for transfer. That is an issue that the policy speaks to but one that will require negotiation between the faculty at the CSU's and community colleges. For every TAP program, other than the math requirement, there are essentially no changes to those programs that affect transfer. TAP has been taking place under the leadership of Steve Marcylenas, Director of the Office of Transfer and Articulation.

Dr. Colena Sesanker noted that the number of programs that appeared within this resolution as a block, as well as whether the alignment process is adequate to the building of the entire academic catalog for the community college system. In addition, she requested that something be created to keep track of whether these courses/programs are available across the State to track whether investments have to be made to ensure equity is being satisfied and that we are actually increasing access.

As there were no further questions, Vice Chair Harris called for the vote on the resolution. The motion carried with 8 yay votes and 1 nay vote (Nielsen).

FINANCE & INFRASTRUCTURE COMMITTEE

Action Item:
CSCU FY2022 Proposed Spending Plan

Regent Felice Gray-Kemp introduced the item for Regent Balducci (absent). On June 9, the Finance and Infrastructure Committee met and acted on two items including the FY 2022 spending plan and the naming of the science building at Eastern. The building naming item appeared on the Consent Agenda.

FY 2022 Spending Plan:

The Committee recommends the approval of the proposed FY 2022 spending plan which is a transitional plan intended to help the system recover from the enrollment impacts of the pandemic, and includes the following:

- It supports full reopening of all campuses in the CSCU system.
- It reflects continuation of consolidation of the community colleges, with additional capacity added to CT State and back-office shared services fully budgeted in Payroll, Human Resources, Purchasing, Accounts Payable, Accounting, and Enrollment Management/Student Affairs.
- It assumes flat enrollment in the universities and Charter Oak with improving housing occupancy, and partial recovery of pandemic-related enrollment declines at the colleges.
- Each component of the system - the universities, the colleges, and Charter Oak, all show small operating surpluses.
- It will, if enrollment projections hold, leave system reserves at the end of FY 22 at \$138 million for the CSUs, \$47 million for the colleges, and \$6 million for Charter Oak.

It accomplishes this by utilizing \$92 million of federal stimulus funds. It also depends on an additional \$52 million in state assistance included in the adopted state budget.

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

Regent Gray-Kemp moved the resolution as a motion to approve; Regent Howery seconded the motion. Vice Chair Harris opened the discussion:

Dr. Blitz noted the increase in System Office and Shared Service costs over the past year. He believes that the expenses are top heavy and an indication of over-centralization and is concerned with the quality of services. He also questioned the hiring/timing of the 174 Guided Pathways advisors as being not projection, but speculation.

Dr. Sesanker expressed concern with the hiring of Guided Pathway Advisors with no plan for funding the initiative after HEERF funds are gone and with the possible erosion of academic standards if we are forced to move students along in order to meet retention goals. She repeated her concerns for ensuring access to CSCU programs.

Dr. Gates stated that Guided Pathways is a national best practice with a huge amount of evidentiary documentation that show that Guided Pathways increases the number of students retained and who complete/graduate from community colleges and universities. She offered to share the research from Columbia University's Community College Research Center.

As there were no further questions, Vice Chair Harris called for the vote on the resolution. The motion carried unanimously.

EXECUTIVE COMMITTEE

Action Item:

Vaccine Requirements at CSCU for Fall 2021

Dr. Jane Gates expressed her appreciation to Dr. Blitz and his working group for moving forward the recommendation and resolution.

CSCU Counsel Ernestine Weaver provided the following comments:

- The goal is to reopen the campuses while maintaining as best as possible the health and safety of our CSCU campus communities. This means that all employees and students should be vaccinated against COVID-19.
- To make this possible as it relates to students, the Board has been asked to approve a policy that requires all students to be vaccinated.
- Students may request a medical or non-medical exemption from vaccination. We have been working on a process to provide accommodation for those who may need medical exemptions, as well as a review process for those requesting non-medical exemptions.
- Addressing this matter as it relates to employees is more complicated. In order to require unionized employees to be vaccinated, CSCU must receive consent from each employee bargaining unit. If a bargaining unit does not consent, then its members cannot be compelled to be vaccinated. Gaining these consents is a large undertaking and it was not possible to secure consent prior to this Board meeting.
- Instead of a policy requiring employees to be vaccinated, the resolution calls for a delegation of authority to the CSCU President to implement the requirement that all employees be vaccinated provided that consent is provided by all bargaining units.
- The resolution also authorizes the CSCU President to engage in mitigation measures which be especially useful if the campus is reopened and the employee vaccination requirement is not in place. Such mitigating measures might be creating policies that require all employees to be masked at all times while indoors on a BOR-controlled property unless the employee attests to being fully vaccinated.
- In addition, the CSCU President may create policies that require all vendors, visitors, and service providers to be asked at all times on a BOR-controlled property.
- Therefore, there are two separate actions that the Board is requested to take within this item:
 - 1 - vaccination requirements for all students
 - 2 - to authorize the CSCU President to create processes and procedures to mitigate the COVID-19 spread that may result from the presence of unvaccinated persons on the CSCU campuses
- These are the measures that will enable CSCU campuses to fully and safely reopen.

Regent Howery moved the resolution as a motion to approve; Regent Cohen seconded the motion. Vice Chair Harris opened the discussion:

- Regent Cohen asked what our confidence level is to get the bargaining units to approve the requirement. Counsel Weaver indicated that AAUP is very supportive of the action (AAUP supportive resolution by Dr. Blitz) and is very grateful to the work of the FAC Working Group led by Dr. Blitz. She was not certain of the status of the other units. Conversations will have to take place with the other bargaining units on the campuses that are not under the auspices of the BOR, but are under the auspices of Office of Labor Relations (OLR).

Dr. Blitz indicated that all the major unions had been contacted, including local and sector Presidents of SUOAF and AFSCME. Dr. Blitz has asked that they all take up the matter. He said that Dr. Sesanker has been in touch with the 4C's and AFT.

- Regent Cohen asked Dr. Blitz when he thought the bargaining units would take formal action on this requirement. His hope is that in July the unions will take this to their members.
- Vice Chair Harris indicated that once the resolution passes, the CSCU Office of Labor Relations will begin discussions with the unions.

As there were no further questions, Vice Chair Harris called for the vote on the resolution. The motion carried with 6 yay votes and 1 abstention (Nielsen).

ADJOURNMENT

A motion to adjourn was made by Regent Wright, seconded by Regent Howery and passed unanimously. The meeting was adjourned at 12:29 p.m.

Submitted,

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

Attachment Listing

June 24, 2021 BOR Regular Meeting

Attachment A	Written Comments from the Public
Attachment B	Student Advisory Committee Report
Attachment C	FY2022 Proposed Spending Plan Presentation

Attachment A

Subject: Petition Opposing the Dismissal of CEO Nicole Esposito

June 21, 2021

Dear Members of the Manchester Community College community:

After a nationwide search in the spring of 2020, Dr. Nicole Esposito was appointed Chief Executive Officer of Manchester Community College by the Board of Regents of the Connecticut State Colleges and Universities. Over the past year, Dr. Esposito has shown great skill in guiding MCC through difficult times. She has repeatedly proven her deep concern for the welfare of our students, and for the academic success of our college. She has asked probing questions about the consolidation of the 12 community colleges in order to ensure that our students are well served by the new institution that is being constructed. She has also demonstrated a strong commitment to the procedures of shared governance that have long defined Manchester Community College.

Last week, Dr. Rob Steinmetz, our Regional President, informed Dr. Nicole Esposito that she would not be re-appointed to the position of Chief Executive Officer of Manchester Community College for the coming academic year.

Without valid reasons and without an objective evaluation of her performance as CEO, Dr. Esposito is being denied re-appointment. What kind of a system are we moving towards if one person can derail the career of another without facts, without an objective evaluation, and without due process?

At its meeting on Thursday, June 24, 2021, the Board of Regents (BOR) will vote on the dismissal of CEO Esposito. As Chair of the MCC Academic Senate, I have started a petition to bring to the BOR this Thursday to demand that Regional President Rob Steinmetz, CSCC President David Levinson, Chief Operating Officer Alice Pritchard, and the members of the Board of Regents rescind this action against CEO Esposito.

I urge you to join me in signing this petition demanding that the Board of Regents renew for the coming academic year Dr. Esposito's appointment as CEO of Manchester Community College.

Please reply to me by Wednesday June 23rd at 5pm to add your name to this petition.

Sincerely,

Angelo Messore
Chair, Manchester Community College Academic Senate
Professor, Political Science and Economics

Signatories:

K. Umesh Vig, Director of Student Affairs Operations
Carl Stafford, Retired Professor of Culinary Arts and Hospitality Management
Patrick Sullivan, Professor of English

Christopher Paulin, Professor of History
Maura O'Connor, Professor of Graphic Design
Susan Classen-Sullivan, Professor of Fine Arts
Kevin Skee, Information Technology Technician, Department of Information Technology
Meghan Finley, Associate Professor of Sociology, Chair, Sociology Department
T.J. Barber, Director of Outreach & Student Life
Kimberly Hamilton Bobrow, Professor of English
Nicole Simmons, Academic Associate, STEM Division
Nora G. Uricchio, Program Coordinator, Radiation Therapy
Jonathan Morris, Professor of Biology
Jennifer Gutterman, Associate Professor of Game Design
Mehrdad Faezi, Professor of Manufacturing
Lisa Sandoval, Associate Professor of English
Paula Raum, Graphics Specialist, Marketing and Public Relations
Deborah Boyle, Associate Professor, Paralegal Program
Sherri Scudder, Office Assistant, Registrar's Office
Mirriam X. Torres-Thorburn, Educational Counselor CONNTAC, Student Affairs
Debora Fitzgerald, Adjunct Faculty, STEM Division
Tippawan Markmaitree, Academic Associate, STEM Division (Physical Sciences Lab Manager)
Deborah L. Wood, Administrative Assistant, Registrar's Office
Katherine Jones, Secretary, Admissions
Kathleen F. Peters, Professor of Mathematics
Ricardo Aragon, Associate Professor of Culinary Arts and Hospitality Management
Matthew J. Bonesteel Jr., Interim Enrollment Services Coordinator
Stephania Davis, Professor of Communications
Rachel Mintell, Professor of Biology
Amy I. Anderson, Disability Specialist, Disability Services
Timothy Boto, Assistant Director, Educational Technology and Distance Learning
Gail Anne Arroyo, Associate Registrar
Richard P. Gnall, Professor of Computer Science
Wanda I. Reyes-Dawes, Counselor, Advising and Counseling Services
Katherine Player, Financial Aid Assistant, Financial Aid Office
Michelle LaBelle, Veterans Services Associate
Linsey Muldoon, Assistant Professor of English
Diane C. Hillyer, Professor of Mathematics
Marcie J. Stock, Adjunct Faculty, STEM Division
Benjamin Breault, Program Coordinator GEAR UP
Brett Eberhardt, Assistant Professor of Visual Fine Arts
Matthew L. Brodeur, Adjunct Faculty, STEM Division
Nicole Brodeur, Adjunct Faculty, STEM Division
Carolina Flores, Professor of Music
Mary Holland, Associate Professor of Paralegal Studies
Brion van Over, Associate Professor of Communications
Gregg A. Brohinsky, Director, Child Development Center

Georgette E. Hyman, Assistant Director, Disability Services and Testing
Brian Cleary, Director, Academic Support Center
Samantha Gonzalez, Associate Professor of Communications
Allison MacKenzie, Professor of Exercise Science
Anita Sparrow, Registrar
Guocun Yang, Professor of History
Negussie Tirfessa, Professor of Physics
Kate L. Bella, Professor of Mathematics
Julie L. Greene, Director of Career Services and Veterans Services
Daniel M. Long, Professor of Visual Fine Arts
Amy E. Shaw, Instructor of English
Carla E. Adams, Professor of Business Office Technology
Albert S. Kim, Professor of Communications
Myrta Groeneveld, Professor of Mathematics
Alina Ciscel, Associate Professor, Program Coordinator of ESL
Timothy A. Kussow, Professor of Fine Arts
Sandra Rimetz, Professor of Business
Christopher J. Hamelin, Associate Professor of Mathematics
Stacey Bottone, Professor of Business Office Technology
Heidi L. Michaud, Adjunct Faculty, Smart Start English
Pamela G. MacManus, Professor of Biology
Elaine Kotler, Adjunct Faculty, STEM Division
Sara M. Berry, Adjunct Faculty, Social Science, Business and Professional Careers Division
Nancy L. Bray, Professor of Psychology
Michael P. Pence, Assistant Professor of Chemistry
Robert A. Henderson, Director of Cooperative Education
Kathryn M. Kleis, Professor of Criminal Justice
Brittany L. Zavaski, Head Teacher, Child Development Center
Teresa J. Arnold, Development Associate, Institutional Advancement
Brian Lombardo, Media Associate, Marketing and Public Relations
Susan Morison, Associate Professor, Radiography Program Coordinator
Linda Bradley, Adjunct Faculty, Liberal & Creative Arts Division
Leonard Dupille, Professor of Psychology
Linda Armstrong, Excursions Youth Coordinator, Continuing Education
Robert A. Brandt, Associate Professor, Film, Screenwriting and Communication Arts
Gordon Plouffe, Educational Assistant, MCC Class of 2016
Gina Marchesani, Academic Advisor
Katherine A. Kern, Assistant Professor, Culinary Arts and Hospitality Management

From: [Pernal, Michael \(Emeritus\)](#)
To: [Heleen, Pamela](#)
Cc: [dwight bachman](#)
Subject: Dr. David G. Carter
Date: Friday, June 18, 2021 1:13:46 PM

June 18, 2021
Mr. Matthew Fleury
Chair
Board of Regents
Connecticut State Colleges and Universities

Dear Mr. Fleury:

Please forgive this method of transmission, but I am away from home and without my usual computer equipment. I only received word about Dr. Carter this morning from Dwight Bachman and want to make sure that this is sent in time for you to receive and forward as you deem necessary.

I was a member of Dr. Carter's administration since he came to Eastern in 1988 as President. During his administration (in 1998), I was promoted to executive vice-president, a position in which I served until retirement in 2013. During his tenure as President in this capacity, I came to know him both personally and professionally from a first hand vantage point. Specifically, he and I typically met each morning at 6:30 A.M. to discuss university matters, both long and short term. During this time I came to marvel at his ability to plan and organize the affairs of the university and its students, faculty, and staff. What might sound like routine briefings and scheduling sessions, served as a wonderful opportunity to observe his superb intellect, organizational skills, remarkable insights, and (most importantly) his deep commitment to the State of Connecticut, public higher education, CSU, and Eastern. In particular, he respected and cared for the faculty and staff but no more so than his love for our students. It was remarkable to learn how many students he knew by name and how he was able to spend time with them despite his extremely busy schedule.

I have taken the opportunity to read a number of the comments that Dwight included in his email to me this morning. I believe these testimonials to be heart felt and filled with numerous examples of Dr. Carter's talents and unbounded energy. I won't go into that much detail since time is running short. However, it is important to attempt some summation of what he has meant to all of us at Eastern. In short, one word, "transformational" best defines his presidency for me. Simply stated, he took the helm of a lightly regarded institution and led it into a position of excellence in every area he touched.

His impact is still felt today in the many buildings constructed in his tenure as well as the improvement in the quality of the faculty and staff and in the emergence of Eastern as Connecticut's designated Public Liberal Arts University. He left a perfect legacy of excellence for his successor, Dr. Elsa Núñez, who has carried on and expanded his example to this day.

If you enter the student center at Eastern, you will find a plaque with one of his many memorable quotations that, for me, best exemplifies what he has meant as president, "The students - it's always been about the students."

It is an honor for me to add this endorsement to the many statements you have received. The David G. Carter Sr. Science Center is a most appropriate name - a magnificent building for a magnificent man. Your consideration is respectfully requested.

Sincerely yours,

Michael Pernal

Emails Concerning Proposed Vaccination Requirements

1. **From:** keith stegina <k_stegina@yahoo.com>
Sent: Monday, June 14, 2021 10:45 AM
To: Barrett, Gayle E <GBarrett@commnet.edu>
Subject: Vaccines

Hello,

My daughter currently is enrolled at ECSU. We need to know if the Connecticut State University System will mandate vaccines. If this is the case, we will reconsider sending her back to school. Mandating a vaccine without FDA approval is reckless and irresponsible. Some people can not receive the vaccine for personal reasons. Please rethink your decision of mandating this vaccine.

Thank you for your time.

Keith Stegina
[Sent from Yahoo Mail on Android](#)

2. **From:** Cheryl <chirley6@optonline.net>
Sent: Tuesday, June 15, 2021 12:43 PM
To: Heleen, Pamela <PHeleen@commnet.edu>
Subject: June 24, 2021

Good morning,
My son will hopefully be attending WCONN this summer as football workouts begin in August. I was just informed that the Connecticut Board Of Regents will be voting on June 24th whether or not to make the CVD19 vaccination an unapproved drug mandatory ? This comes one week before tuition is due and after we were lead to believe by WCONN that school would resume normally? The timing is odd to say the least.
Recently, hundreds of young males without an underlying condition have suffered from pericarditis and myocarditis both very serious cardiac disease processes that can cause severe cardiac symptoms including death. Will this be considered?
Is the Connecticut Board Of Regents aware that the full analytical process and full stability data on these vaccines is not complete? These two processes take up to 36 months.
Thank you,
Cheryl DiPietro

Sent from my iPhone

- 3.

From: [Appleby, Leigh](#)
To: [Steinmetz, Paul \(External Contact\)](#)
Cc: [Heleen, Pamela](#)
Subject: RE: passing along a comment
Date: Monday, June 21, 2021 9:26:59 AM

Thanks, Paul. She could also submit comment to the BOR through Pam Heleen (cc'd here)

Leigh Appleby (he/him)
860-818-1824
applebyl@ct.edu

From: Paul Steinmetz <steinmetzp@wcsu.edu>
Sent: Tuesday, June 15, 2021 1:28 PM
To: Appleby, Leigh <LAppleby@commnet.edu>
Subject: passing along a comment

Hi Leigh,

You will see below a short conversation I had with the parent of a current student. She doesn't want her kid to be vaccinated. I said I would pass on her comments to the BOR. As you will see, I also suggested she speak to a dean or other person regarding her complaints about her son's education to this point.

Paul

From: Cheryl <chirley6@optonline.net>
Sent: Tuesday, June 15, 2021 10:13 AM
To: Paul Steinmetz <steinmetzp@wcsu.edu>
Subject: One more thing

Please be cautious

This email was sent from outside of your organization

Mr. Steinmetz,
I'm hoping The Board of Regents takes into account that these vaccinations are not approved drugs. The full stability data and full analytical process are not complete . These processes will take up to 36 months.
Hundreds of young males are suffering from two life threatening disorders, pericarditis and myocarditis and more will follow.
Following the science and making an informed decision are our goal.
Thanks again,
Cheryl DiPietro
Mother/Woman

Sent from my iPhone

On Jun 14, 2021, at 9:59 PM, Paul Steinmetz <steinmetzp@wcsu.edu> wrote:

Hello Ms. DiPietro,

I work in the President's office and he asked me to respond to you. We should know soon about whether vaccinations are mandated for next semester. The Board of Regents of the C SCU, of which WestConn is a part, is scheduled to vote on June 24 about whether to mandate vaccinations for all students, faculty and staff.

In your son's situation, I suggest that he speaks with the chair of the department in which his major resides, or the dean of his school, to talk both about his educational situation so far and what accommodations will be made for him should he be unable to be vaccinated.

Please don't hesitate to email me if you have questions about who to contact or other issues.

Best,

Paul Steinmetz

Paul Steinmetz
Director of Community Relations and Public Affairs
Western Connecticut State University
He/him/his
181 White St., Danbury CT 06810
(203) 837-9805 -- Office
(203) 739-9155 -- Cell
(860) 750-4804 -- Home
Steinmetzp@wcsu.edu

From: [Peter Grose](#)
To: [Gates, Jane](#); [Levinson, David](#); [Pritchard, Alice M](#); [Steinmetz III, Robert R](#); [Heleen, Pamela](#)
Subject: Regarding the MCC CEO
Date: Wednesday, June 23, 2021 3:12:42 PM

To the Board of Regents and CSCU Leadership -

I am the President-Elect of the Manchester Community College Foundation. I am writing this message personally, and my opinions do not necessarily reflect those of the MCC Foundation Board of Directors.

I am asking you to continue/renew Dr. Nicole Esposito's contract as Campus CEO of MCC. I can't think of an action that would more profoundly and negatively impact the ability of the MCC Foundation to raise funds for and support the students and programs at MCC than the abrupt removal of its CEO.

I served on the Campus Advisory Committee for the CEO search process for MCC that selected Dr. Esposito for this position. Her ties to MCC and energy and enthusiasm for improving this institution for its students, faculty and staff were key reasons why she stood out from the pool of candidates for this position. I believe she has brought those characteristics to bear in her role as CEO, resulting in positive interactions and community-building at the college.

Dr. Esposito has communicated regularly and effectively with the MCC Foundation, particularly with its leadership team. We have made positive strides in seeking to better align the Foundation's budgeting and disbursement processes with the college's top priorities. We have also been planning ways in which we can work together with Dr. Esposito to broaden the financial support for MCC, including strengthening community relationships, cultivating major donor giving and identifying new directors to augment the current Foundation Board. Particularly as we break out of Covid-pandemic constraints, we are excited about collaborating with Dr. Esposito to grow support for MCC.

To abruptly end Dr. Esposito's role as Campus CEO will strike a blow to these works-in-progress, and throwing MCC into the limbo of another interim CEO era will set back efforts to strengthen support for the college. The statewide consolidation of community colleges has already eroded the important connections between donors and the local colleges, and this new development would further shake the public's confidence in, and support for, our community college. For these reasons, I ask that you continue Dr. Esposito's tenure as Campus CEO at MCC.

Peter H. Grose
President-Elect, Manchester Community College Foundation
pgrose53@gmail.com

Statement on the Firing of MCC CEO Nicole Esposito

On Thursday June 17th 2021, Manchester Community College CEO Nicole Esposito was fired. CEO Esposito's dismissal is strategic silencing because of her advocacy for MCC, her critical questioning of consolidation costs and processes, and for bringing her concerns to NECHE. The dismissal of CEO Esposito is an explicit warning to any other CEO who might deign to ask any questions or attempt to advocate for the college they are, at least on paper, charged to lead.

Under the One College model, the twelve independently-accredited community colleges have no local autonomy and decision-making abilities. Currently, CEO/Presidents of independently accredited institutions are in the untenable position of being responsible for institutions over which they have insufficient authority.

The firing of CEO Esposito is further proof that local administrators who do not bow to the mandates of CSCC Regional and College administrators will be silenced and punished. Her termination is a clear demonstration of intimidation, bullying, coercion, retaliation, and demand for fealty, that characterizes this CSCU administration. It is reprehensible and inexcusable and the antithesis of what should be permitted in a system of higher learning.

Signed

Lois Aime, Norwalk Community College
John Alvord, Norwalk Community College
Paul Barrow, Manchester Community College
Todd Barry, Three Rivers Community College
Melissa Behney, Middlesex Community College
Andre Blaszczyński, Tunxis Community College
Dennis Bogusky, Norwalk Community College
Michael Butcaris, Norwalk Community College
Mike Carta, Three Rivers Community College
Cindy Casper, Norwalk Community College
John Christie, Capital Community College
Francis Coan, Tunxis Community College
Jean Daniels, Norwalk Community College
June Decker, Three Rivers Community College
Terry Delaney, Three Rivers Community College
Michele A. DeLucia, Gateway Community College
Lauren Doninger, Gateway Community College
Kathryn Dowden, Three Rivers Community College
David England, Middlesex Community College
Seth Freeman, Capital Community College
Joe Fucigna, Norwalk Community College
Charles Gabor, Norwalk Community College
Mytra Groeneveld, Manchester Community College
Janet Hagan, Three Rivers Community College
Arthur Hernandez, Gateway Community College
Robert Howard, Norwalk Community College
Rebecca Hussey, Norwalk Community College
William Key, Norwalk Community College
Karen Kessler, Gateway Community College
Diba Khan-Bureau, Three Rivers Community College
Dennis Korchinski, Norwalk Community College
Kevin Lamkin, Capital Community College
Mary Lawrence, Gateway Community College

Brian Lynch, Quinebaug Valley Community College
Lillian Maisfehl, Gateway Community College
Phil Mayer, Three Rivers Community College
Jill McDowell, Gateway Community College
Kathleen H. Murphy, Gateway Community College
William O'Connell, Norwalk Community College
Lauren O'Leary, Gateway Community College
James O'Shea, Three Rivers Community College
Alissa Parlante, Capital Community College
Jane Perry, Norwalk Community College
Laurel Peterson, Norwalk Community College
Melissa Pillion, Quinebaug Valley Community College
Dale Sartor, Norwalk Community College
Althea Seaborn, Norwalk Community College
Joe Selveggio, Three Rivers Community College
Colena Sesanker, Gateway Community College
John Shafer, Middlesex Community College
Jim Sherrard, Three Rivers Community College
Sheila Skahan, Three Rivers Community College
Melissa Slattery, Norwalk Community College
Michael Spry, Asnuntuck Community College
Susan Steiz, Norwalk Community College
Patrick Sullivan Manchester Community College
Daniel Tauber, Capital Community College
Warren Towler, Capital Community College
Robert Tremblay, Gateway Community College
Elle Van Dermark, Asnuntuck Community College
Deborah Weiss, Southern Connecticut State University
Ernest Wiegand, Norwalk Community College
Jennifer Wood, Norwalk Community College
Carmen Yiamouyiannis, Capital Community College
Kudzai Zvoma, Quinebaug Valley Community College

SEMI-ANNUAL REPORT

STUDENT ADVISORY COMMITTEE

Submitted by Audrey Nielsen (Chair)

Students across the CSCU system have weathered extraordinary circumstances over the past year and a half. Academic success has flagged at many institutions as students struggled to manage transitions between on-campus and virtual learning environments. We want to ask students going into the 2021-2022 year to communicate their wins and struggles in the transition back to a kind of normalcy on Connecticut campuses, and encourage young students who made the confusing transition to lean on resources at their schools and on the system level to help them with their delayed experience with true on-campus student life and traditional college-level classroom environments.

Student Affairs professionals can attest that student organizational participation has wavered and decreased radically throughout the COVID-19 pandemic at many Higher Education institutions across the country, at a time where students needed to make deliberate decisions to cut off activities that stressed schedules already over-stressed by the complications of the pandemic.

We ask the Board of Regents to move with intentionality to re-engage fledgling and recovering student leadership and engagement across the system as students return in the Fall.

SAC & Respecting and Rebuilding System-Level Student Voices

Formal Student Participation

The **Student Advisory Committee** formally requests a return to twice yearly dual open meetings of the Board of Regents and the Student Advisory Committee, as called for by [Conn. Gen. Stat. Sec. 10a-3 \(d\)](#). This date can be set long in advance in the calendar and invites sent to all members of the SAC. This re-implementation will help build confidence in the BOR among students, break down communication barriers, and allow for a greater exchange of concerns and ideas between Regents and student representatives from across the system. The SAC should additionally submit reports whenever appropriate or needed, through the same system as every supportive committee of the Board of Regents.

Recognizing Failings

- The Student Advisory Committee has struggled to maintain regular meetings with quorum and to fill student representative vacancies throughout this academic year, unable to conduct business officially for the vast majority of this semester and operating in the BOR with half the allocated student representation on for more than half the academic year during an essential period of decision making for pandemic operations and progression on the One College plan. Officer elections were delayed by months waiting for vacancies to be filled, leaving the BOR fully and partially without voting student members for months. This issue was exacerbated by the COVID-19 pandemic's influence on student participation, but is not unique to this year. Vacancies and availability issues have plagued the SAC throughout its existence, often leaving students with half or less their designated power on the Board.
 - In future years the SAC (as assisted by the Systems Office) should enforce the requirement for CSCU schools to fill representative vacancies within **30 days**. Seats with unfilled seats beyond that timeframe should not count against quorum, unduly preventing elections or delaying committee business.
- The Board of Regents must put explicit effort into respecting the concerns raised by Student Regents on behalf of the students of the system. Students have a clear minority vote, unable to sway otherwise unanimous voting results, but those student votes and debate represent an essential stakeholder bloc for the Board and the system.
 - At the May 20, 2021 meeting of the Board of Regents, in reviewing the Academic & Student Affairs committee's motion on the adoption of a new ACME Policy (Alignment and Completion of Math and English), the Board failed to respect either student regent's objections and therefore the system's student voice in this decision making.
 - The motion was closed prematurely. Regent Balducci's motion to move the previous question was not properly brought to a vote, and discussion on the motion was shut down despite vocal objections to premature closing of the motion.
 - The argument that the ASA's extensive work on the policy precluded the committee's obligation to answer questions about its implementation for non-committee member Regents makes little sense, and even some questions that were fielded were unable to be answered during the meeting, justifying extended debate on the approval of a policy with many grey areas in implementation.
 - When handling motions like the ACME policy with clear and recognized student impact across the system, the BOR should particularly consider and allow time for the Regents explicitly representing those students to discuss and debate those motions. Whether other regents are swayed or unswayed by debate on long-time discussions, future student Regents are owed the chance to try and change the perspectives of other Regents, as their charge in representing student concerns requires them to do.

Initiatives and Student Concerns

Establishing Equitable Mental Health Resources System-Wide

Attachment B

This year, the members of the SAC identified a key missing element in system planning for the Connecticut State Community College: standards for mental health resources and equitable distribution of counseling centers across the College's campuses. Student leaders identified major differences in resources across the system's current community colleges; as/if the system continues with consolidation, this pre-existing equity differential across campuses could undermine the one college by creating an unequal playing field for student experience for the new experimental school right out of the gate. No student enrolling in one school would expect to have access to counseling on one campus that is unavailable at another campus.

The SAC Recommends that the BOR assemble a Working Group (including student representatives and CSCU clinicians) and establish an explicit plan and policy for the establishment of and expanded access to Mental Health resources across the Community College system prior to the opening of CSCC and further consolidation of system resources. At this point, only a handful of Connecticut Community Colleges offer their students clinicians and short-term counseling.

Responding to tragic campus suicides, last year's legislative task force on Mental Health recommended that all Connecticut colleges and university campuses maintain both a counselor and a case manager. The BOR should formalize that recommendation at the CSCUs as policy, review the cost, and allocate the funds necessary. Without establishing these measures prior to the opening of the one Connecticut State Community College, the system will be formalizing an inequity for its students that will be difficult to correct in the future, as demonstrated by the long-time struggle to provide these resources at the extant colleges.

Food Insecurity Resource Standardization

This year's SAC has talked at length about Food Insecurity and efforts by many student leadership groups across the system to establish permanent food pantries available to their community members. Following these discussions, more student leaders have brought back proposals to their home campuses. It is our hope that these initiatives will be picked up and resources established at more campuses across the state.

We hope that incoming representatives for the SAC will continue to discuss this issue, take in further student feedback, and potentially present the BOR with formal proposals to expand emergency and need-based resources for food insecure students at every CSCU college and university.

Board of Regents and Faculty Divide

The Students reject the current status quo for Faculty and Board of Regents cooperation (or lack thereof). There is a fundamental and corrosive divide between Faculty across campuses, the Systems Office, and the Board of Regents that does not benefit the students or any other members of our larger community. While there are many things that can be done to bridge this divide, simple changes can help weaken a perceived isolatory power differential and improve relationships including:

- Moving toward a change in Regent composition to give Faculty Regents a vote on the Board.
- Re-establishing bi-annual co-meetings with the Faculty Advisory Committee and the complete Board of Regents. Kicking off co-meetings of the Faculty Advisory Committee and Student Advisory Committee.
- Dedicating effort to change the tone of meeting discussions of Faculty (or conversely BOR) concerns and, to the benefit of the CSCU community feeling more productively heard, more regularly and explicitly adding concerns brought up in public comment to the next meeting's agenda or to committee agendas for (at least) brief discussion.

COVID-19 Response

One Student regent participated in the working group considering COVID-19 Vaccine Requirements. There are many elements to consider in this decision, but chief among them (as with many covid issues) is that private colleges adopt greater safety standards than public systems like ours, increasing student perceptions of inequity.

SAC did not have the opportunity to reach a consensus on vaccine-requirements explicitly, but we would ask the BOR to prepare (as they have this year) to continue to field important concerns for students of differing stances.

Safety and Title IX Concerns

Throughout the system CSCUs are falling below the bar on CLERY reporting requirements, and therefore not fulfilling a foundational promise to students and staff regarding their institutional responsibility on safety and safety reporting. The SAC reviewed these issues early in the semester.

Additionally, the BOR should carefully watch the situation at ECSU, review student complaints from other system colleges and universities, and expand audits of Title IX processes across our institutions as possible while considering ethical avenues for review.

FY 2022 Budget

Finance and Infrastructure Committee

June 9, 2021

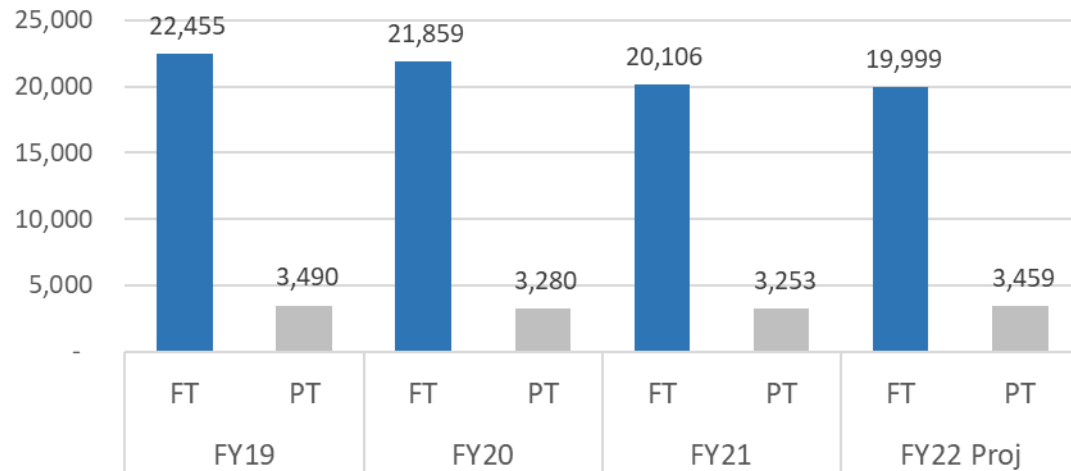
Ben Barnes, CFO



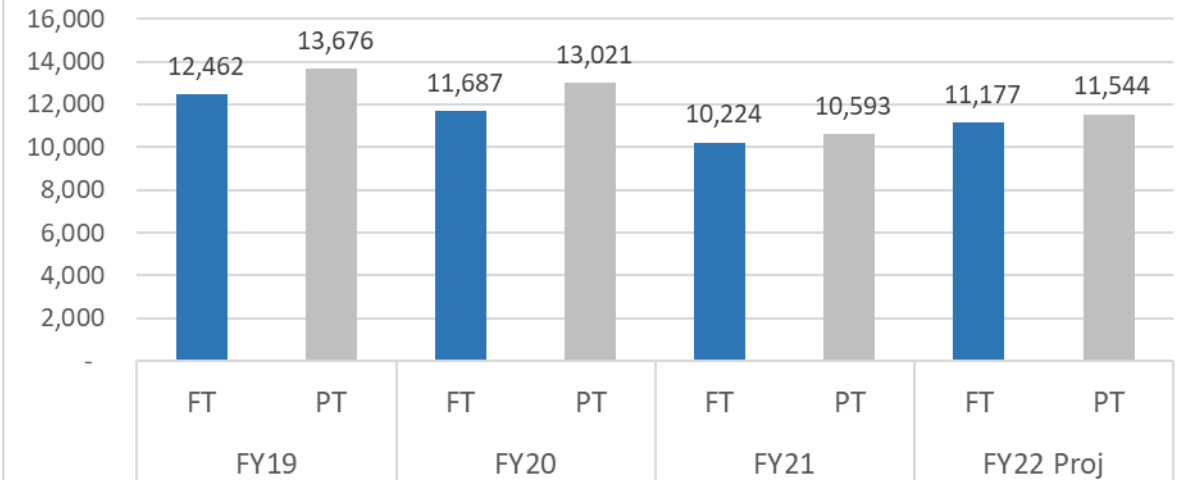
**Connecticut State
Colleges & Universities**

FY 2019 – FY 2022 FTE Enrollment

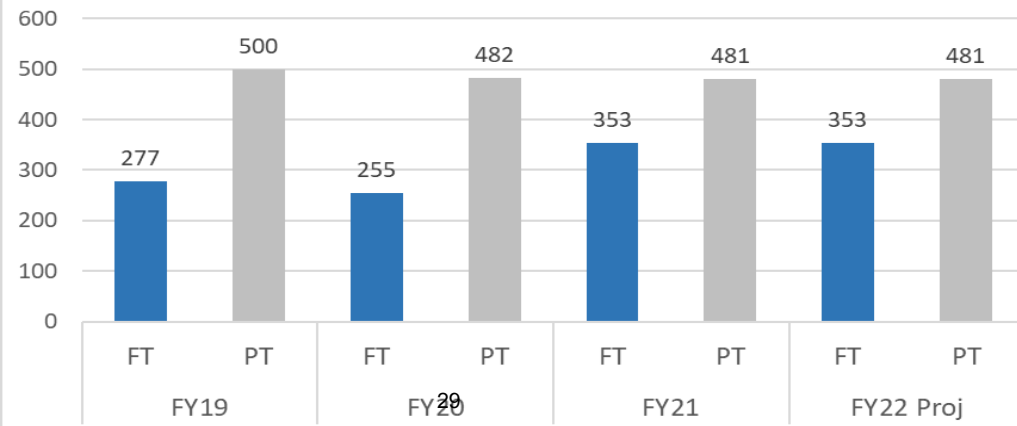
State Universities AVG FTE Enrollment



Community Colleges AVG FTE Enrollment

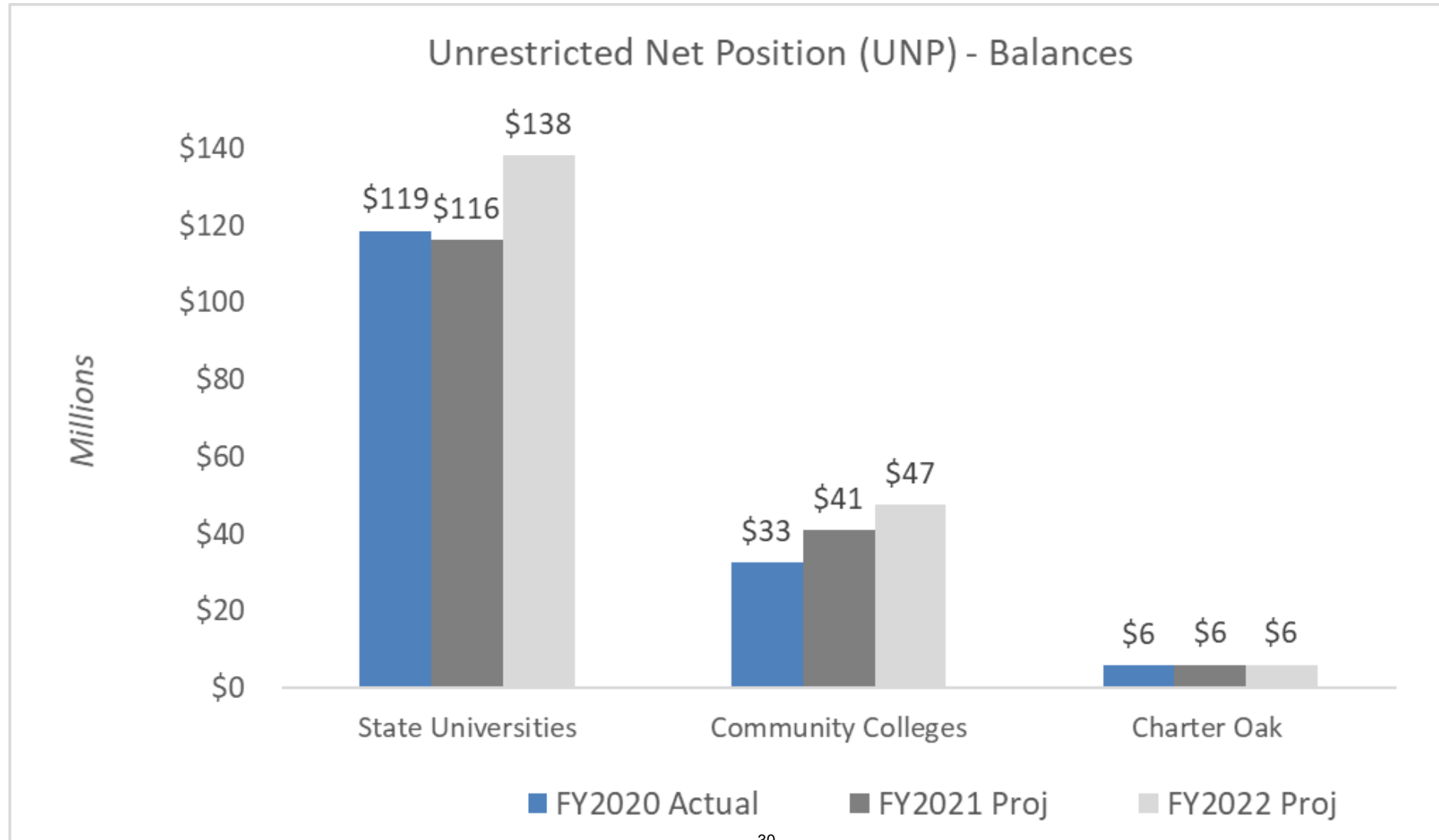


Charter Oak AVG FTE Enrollment



FY 2022 Projected Reserves

Attachment C



FY 2022 Budget

Without Federal Aid, UNP would be down \$150 million

Unrestricted Net Position (UNP) FY 2022 Projected, with and without federal stimulus

	WITH STIMULUS FUNDS	WITHOUT STIMULUS FUNDS	% change
State Universities	\$138,218,315	\$62,492,664	-55%
Community Colleges	\$47,482,440	(\$26,834,497)	-157%
Charter Oak	<u>\$6,165,729</u>	<u>\$6,165,729</u>	0%
Grand Total	191,866,483	41,823,895	-78%

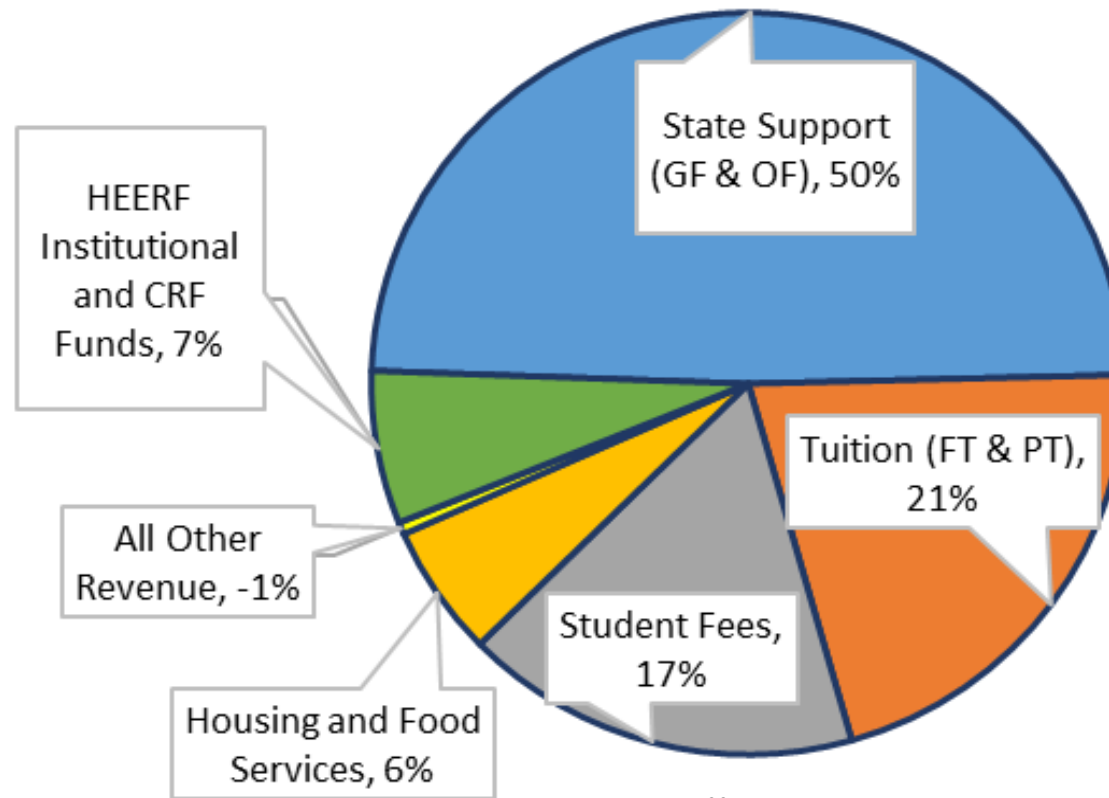
CSCU State Appropriation (HB 6889)

Attachment C

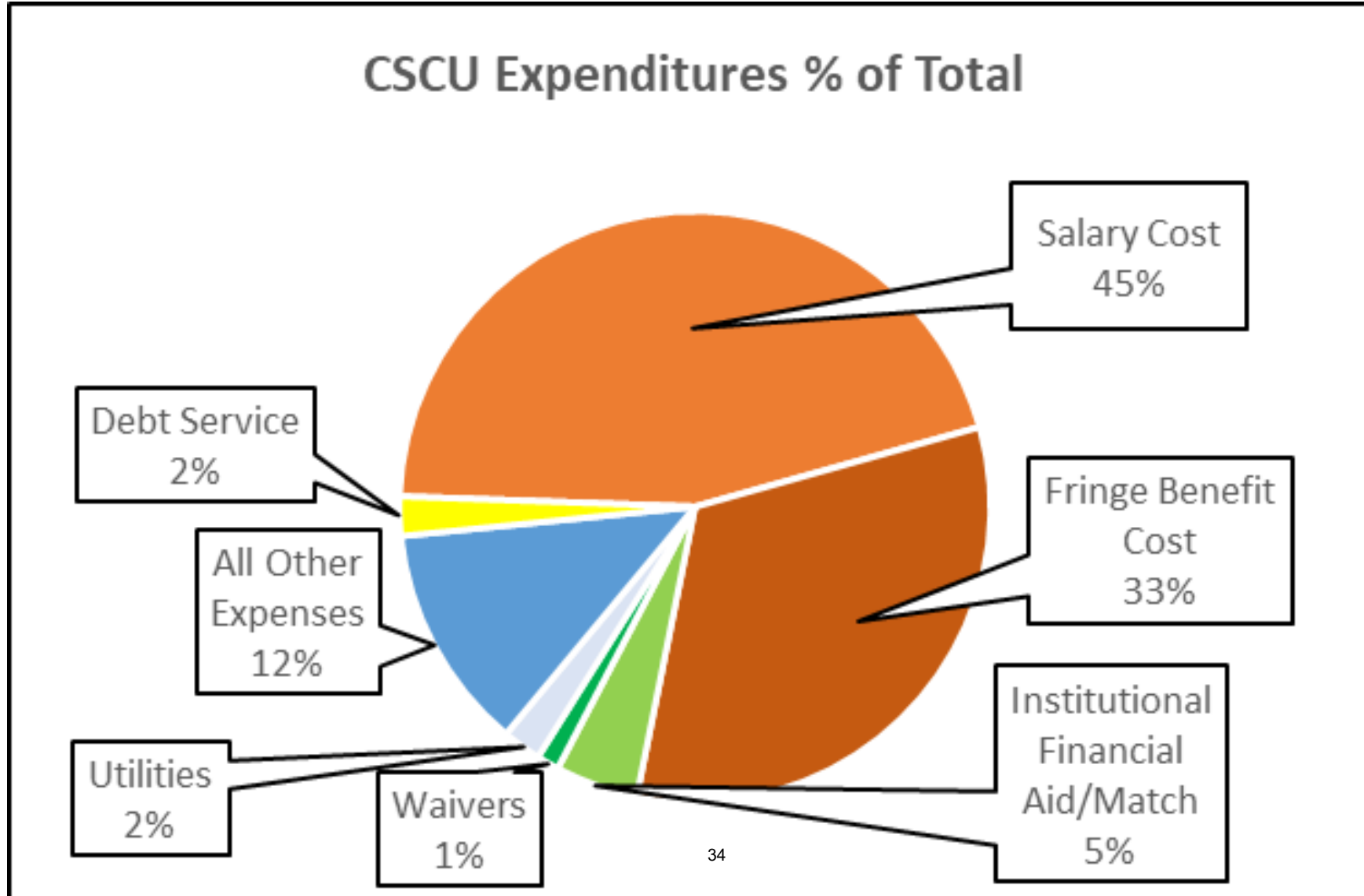
Account	FISCAL YEAR			Variance			
	2021	2022	2023	2022 vs. 2021		2023 vs. 2022	
	Actual	Approved	Approved	\$ Change	% Change	\$ Change	% Change
Charter Oak State College	3,284,028	3,291,607	3,291,607	7,579	0.0%	-	0.0%
Community Colleges	149,218,817	149,563,169	149,563,169	344,352	0.0%	-	0.0%
State Universities (1)	153,315,495	154,487,093	154,487,093	1,171,598	1.0%	-	0.0%
CCSU IMRP Program	400,000	-	-	(400,000)	-100.0%	-	0.0%
BOR System Office	408,341	408,341	408,341	-	0.0%	-	0.0%
Developmental Services	8,912,702	8,912,702	8,912,702	-	0.0%	-	0.0%
Outcomes Based Funding Incentive	1,202,027	1,202,027	1,202,027	-	0.0%	-	0.0%
Workers' Compensation (2)	3,289,276	-	-	(3,289,276)	-100.0%	-	0.0%
CCC Operating Fund Fringe Paid by State	36,550,000	16,200,000	16,200,000	(20,350,000)	-56.0%	-	0.0%
CCC - SERS UAL (FY21 surplus)	-	21,332,962	22,165,000	21,332,962	n.a.	832,038	4.0%
CSU - SERS UAL (FY21 surplus)	-	22,568,668	25,150,479	22,568,668	n.a.	2,581,811	10.0%
CharterO - SERS UAL (FY21 surplus)	-	889,254	988,447	889,254	n.a.	99,193	10.0%
CSCU - ARP Allocation of Higher Education	-	10,000,000	5,000,000	10,000,000	n.a.	(5,000,000)	-100.0%
Debt Free Community College (PACT program)	-	14,000,000	15,000,000	14,000,000	n.a.	1,000,000	7.0%
	-	6,500,000	6,500,000	6,500,000	n.a.	-	0.0%
Enhance Student Retention at Community Colleges							
Waiver of graduation Fees - Charter Oak State College		140,000	140,000	140,000	n.a.	-	0.0%
Western Connecticut Safety School program		100,000	100,000	100,000	n.a.	-	0.0%
GRAND Total	<u>\$ 356,580,686</u>	<u>\$ 409,595,823</u>	<u>\$ 409,108,865</u>	<u>\$53,015,137</u>	<u>15.0%</u>	<u>\$ (486,958)</u>	<u>0.0%</u>

CSCU FY22 Budget vs. FY21 Est. Revenue Overview

CSCU Revenue Sources % of Total



CSCU FY22 Budget vs. FY21 Est. Expenditures Overview



CSU FY22 Budget vs. FY21 Estimate

\$ Millions

Revenue

	FY2021 Est	FY2022 Budget	\$ Change	% Change
State Appropriations	\$154.1	\$155.3	\$1.2	1%
Fringe Paid by State	146.1	147.2	1.1	1%
Tuition (FT & PT)	166.1	167.4	1.2	1%
Student Fees	175.4	180.1	4.8	3%
Housing and Food Services	60.4	79.1	18.7	31%
All Other Revenue	2.1	7.4	5.2	243%
	<u>\$704.2</u>	<u>\$736.4</u>	<u>32.2</u>	<u>5%</u>

Expenses

Salary Cost	\$330.3	\$339.8	9.6	3%
Fringe Benefit Cost	227.6	241.0	13.4	6%
Institutional Financial Aid/Match and Waivers	55.1	57.3	2.2	4%
Utilities	17.6	18.9	1.3	7%
All Other Expenses	81.6	100.3	18.7	23%
Debt Service	30.4	28.7	(1.8)	-6%
	<u>\$742.6</u>	<u>\$786.0</u>	<u>43.4</u>	<u>6%</u>

Net Loss Before Adjustments

	<u>(\$38.4)</u>	<u>(\$49.6)</u>	<u>(11.2)</u>	<u>29%</u>
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Adjustments

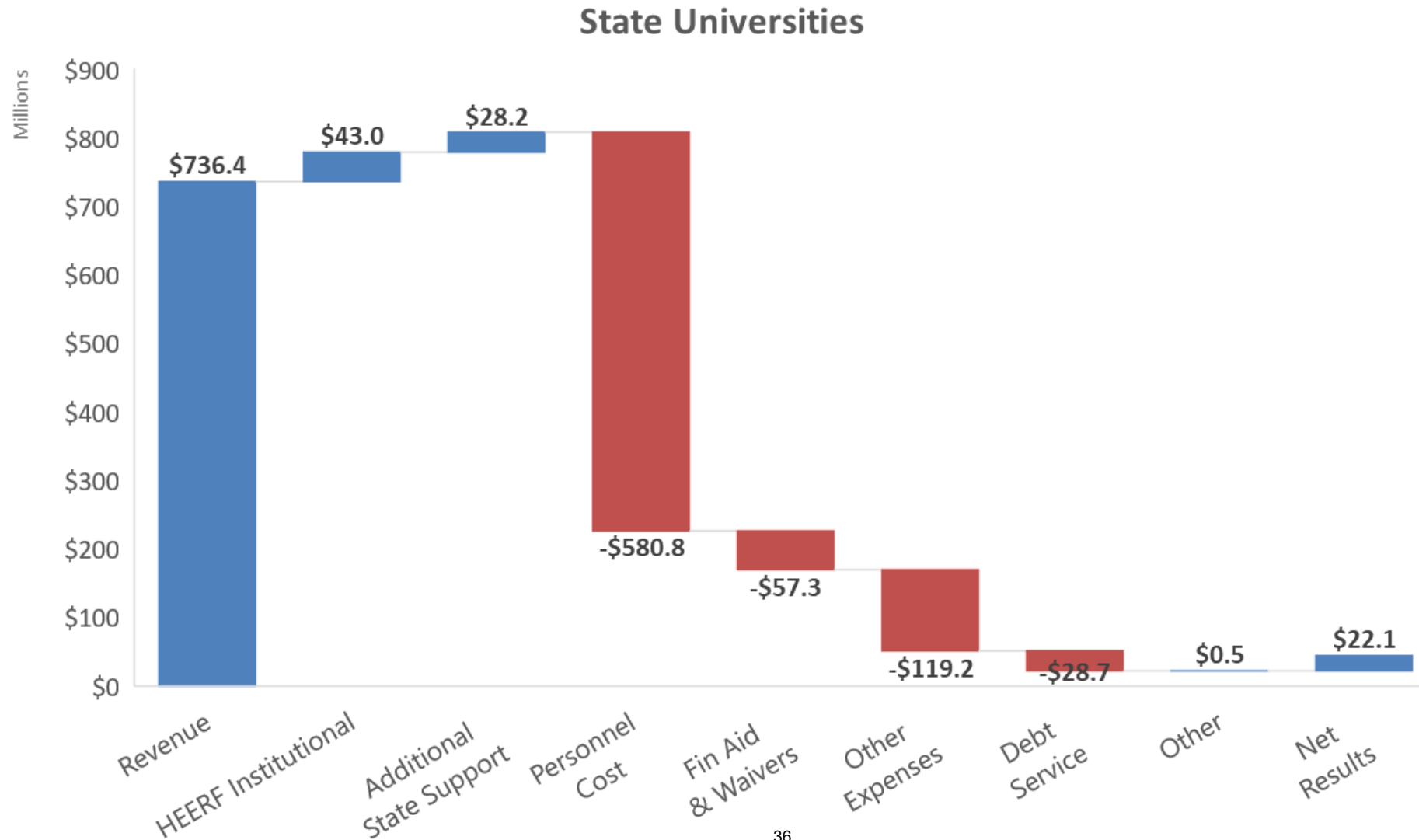
Transfers	(\$5.0)	\$0.5	5.4	-109%
Additional Funds - HEERF / CRF	40.8	43.0	2.2	5%
Additional State Appropriations	-	28.2	28.2	n.a.

Net Results

	<u>(\$2.5)</u>	<u>\$22.1</u>	<u>24.6</u>	<u>-983%</u>
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CSU FY2022 Budget

Attachment C



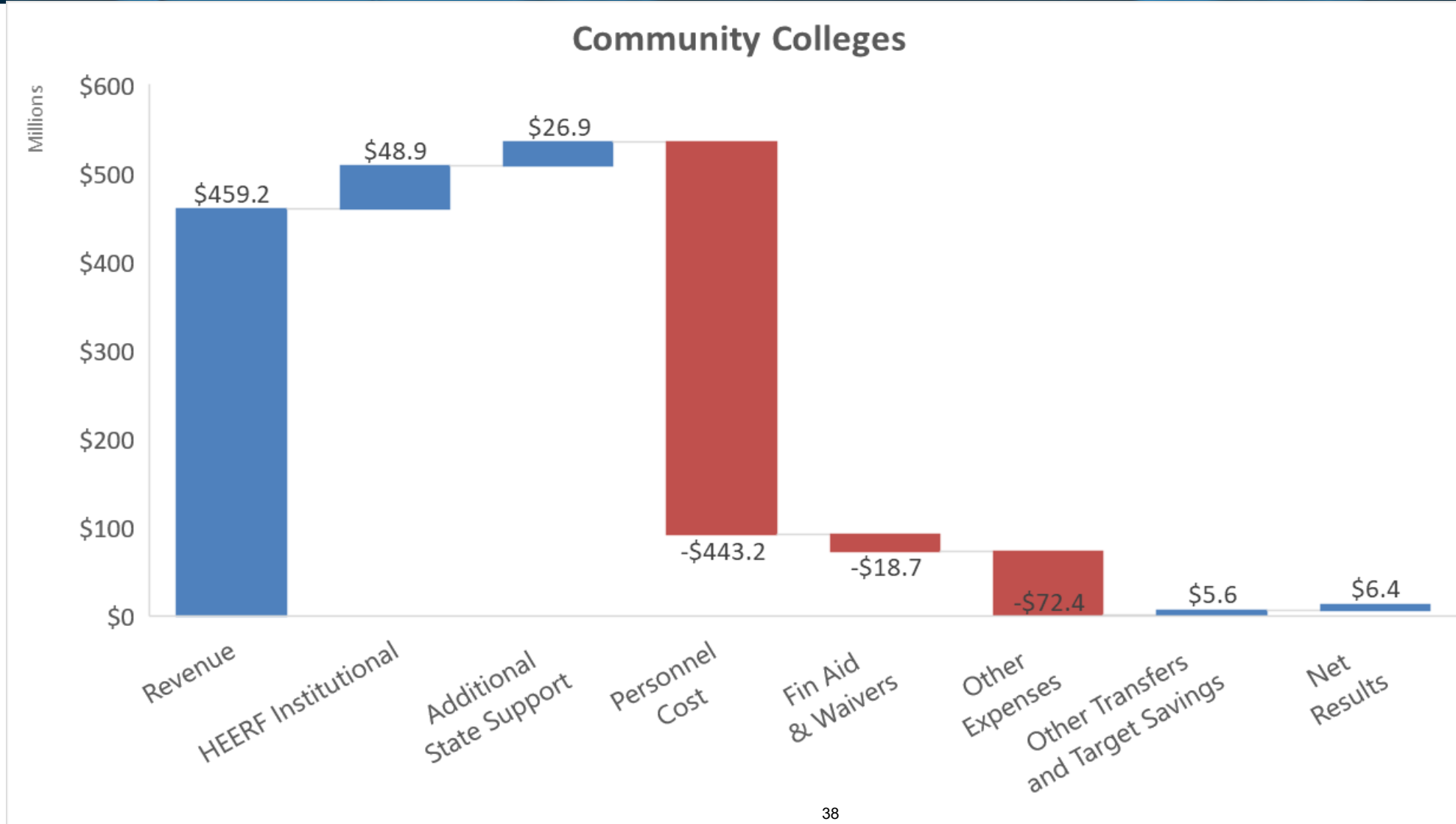
CCC FY22 Budget vs. FY21 Estimate

\$ Millions

Revenue	FY2021 Est	FY2022 Budget	\$ Change	% Change
State Appropriations	\$157.0	\$157.4	\$0.3	0%
Fringe Paid by State	170.7	153.0	(17.7)	-10%
Tuition (FT & PT)	101.6	109.6	8.0	8%
Student Fees	48.5	54.3	5.8	12%
All Other Revenue	(5.5)	(15.1)	(9.6)	175%
	<u>\$472.3</u>	<u>\$459.2</u>	<u>(\$13.1)</u>	<u>-3%</u>
Expenses				
Salary Cost	\$244.2	\$255.3	\$11.1	5%
Fringe Benefit Cost	171.3	187.9	16.6	10%
Institutional Financial Aid/Match and Waivers	17.6	18.7	1.1	6%
Utilities	8.8	9.6	0.7	9%
All Other Expenses	45.2	62.8	17.6	39%
	<u>\$487.1</u>	<u>\$534.3</u>	<u>\$47.2</u>	<u>10%</u>
Net Loss Before Adjustments	<u>(\$14.8)</u>	<u>(\$75.0)</u>	<u>(\$60.2)</u>	<u>407%</u>
Adjustments				
Transfers	(\$0.3)	\$0.6	\$0.9	-339%
Additional Funds - HEERF / CRF	23.5	48.9	25.4	108%
Additional State Appropriations	-	26.9	26.9	n.a.
Target savings (PS, FB and OE) (2)	-	5.0	5.0	n.a.
Net Results	<u>\$8.5</u>	<u>\$6.4</u>	<u>(\$2.1)</u>	<u>-25%</u>

CCC FY2022 Budget

Attachment C



HEERF funding

	TOTAL HEERF			Student Grants			Institutional Aid		
	includes allocations from 4/9/20, 1/7/21 and 5/11/21			includes allocations from 4/9/20, 1/7/21 and 5/11/21			includes allocations from 4/9/20, 1/7/21 and 5/11/21		
	Estimated total stimulus funds	Minimum Amount for Student Grants	Maximum Amount for Institutional Aid	Expended in FY2020 or FY2021	Budget Plan for FY2022	Amount Remaining	Expended in FY2020 or FY2021	Budget Plan for FY2022	Amount Remaining
<u>State Universities</u>									
Central	50,053,449	22,099,538	27,953,911	9,700,079	8,266,306	4,133,153	8,663,030	14,838,286	4,452,595
Eastern	23,940,329	10,657,777	13,282,552	4,433,726	6,224,051	0	2,216,862	11,065,690	-
Southern	45,862,141	20,350,287	25,511,854	8,390,168	11,960,119	0	13,594,612	11,917,242	-
Western	23,987,981	10,558,052	13,429,929	4,256,394	6,301,658	0	7,148,968	6,280,961	-
State Universities Total	143,843,900	63,665,654	80,178,246	26,780,367	32,752,134	4,133,153	31,623,472	44,102,179	4,452,595
<u>Community Technical Colleges</u>									
Asnuntuck	8,706,027	3,629,865	5,076,162	1,215,432	1,593,526	820,907	1,607,746	1,504,644	1,963,772
Capital	16,088,450	6,592,676	9,495,774	2,032,019	3,010,034	1,550,624	2,821,938	5,576,909	1,096,927
Gateway	31,316,751	12,935,591	18,381,160	4,296,706	5,701,664	2,937,221	3,517,913	5,080,263	9,782,984
Housatonic	25,285,639	10,464,778	14,820,861	3,450,863	4,629,184	2,384,731	3,084,512	4,014,341	7,722,009
Manchester	23,940,073	9,903,215	14,036,858	3,235,190	4,400,897	2,267,129	5,482,802	6,362,451	2,191,604
Middlesex	9,207,165	3,828,878	5,378,287	1,323,378	1,653,630	851,870	1,189,960	2,017,408	2,170,919
Norwalk	22,095,370	9,241,341	12,854,029	3,189,661	3,994,109	2,057,571	3,989,677	4,515,550	4,348,802
Naugatuck Valley	27,346,641	11,356,909	15,989,732	3,819,513	4,974,681	2,562,715	4,720,999	5,190,180	6,078,554
Northwestern	4,548,999	1,878,261	2,670,738	602,264	842,158	433,839	285,330	455,034	1,930,374
Quinebaug	6,368,989	2,645,678	3,723,311	889,045	1,159,378	597,255	954,729	1,047,449	1,721,133
Three Rivers	17,297,686	7,085,882	10,211,804	2,253,211	3,189,563	1,643,108	1,974,250	2,193,328	6,044,226
Tunxis	16,001,685	6,663,110	9,338,575	2,185,497	2,955,224	1,522,388	2,478,402	4,251,123	2,609,050
Community Technical College Total	208,203,475	86,226,184	121,977,291	28,492,779	38,104,047	19,629,358	32,108,258	42,208,679	47,660,354
	-	-	-	-	-	-	-	-	-
<u>Charter Oak State College</u>	762,270	762,270	-	284,861	238,705	238,704	-	-	-
	-	-	-	-	-	-	-	-	-
GRAND TOTAL CSCU	352,809,645	150,654,108	202,155,537	55,558,007	71,094,886	24,001,215	63,731,730	86,310,858	52,112,949

Shared Services

- Accounting
- Information Technology
- Purchasing / Accounts Payable
- Human Resources
- Payroll
- Enrollment Management / Student Affairs (EMSA)

Note: Services provided based on service level agreements, with costs billed to each college based on the cost allocation method.

Guided Pathways

Attachment C

Program Costs	FY 22	FY 23	FY 24	TOTAL
Personal Services	5,247,851	11,163,765	10,897,692	27,309,308
Fringe Benefits	4,198,281	8,931,012	8,718,154	21,847,446
Other Expenses & Campus Space	2,522,617	1,918,017	1,518,017	5,958,651
TOTAL	11,968,749	22,012,794	21,133,863	55,115,405

Funding Source	FY 22	FY 23	FY 24	TOTAL
State ARPA Funds	6,500,000	4,995,509	8,004,491	19,500,000
HEERF Institutional	4,272,732	15,821,268	0	20,094,000
Outcomes Based Funding	1,196,017	1,196,017	1,196,017	3,588,051
Pickup of Funds	0	0	11,933,355	11,933,355
TOTAL	11,968,749	22,012,794	21,133,863	55,115,406

Increased Tuition Revenue through Retention	5,380,000	10,660,000	18,530,000	34,570,000
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Summary of New Guided Pathways Advisors		
College	Date Implemented	Total
HCC	June 2021	17
NWCC	June 2021	7
MXCC	June 2021	10
ACC	December 2021	8
TXCC	December 2021	15
QVCC	December 2021	7
MCC	December 2021	20
GCC	December 2021	24
CCC	June 2022	12
NCC	June 2022	19
NVCC	June 2022	22
TRCC	June 2022	13
TOTAL		174

FY 2022 Budget Risks

Attachment C

- Enrollment projections
- Additional State Appropriation
- Collective bargaining increases (not included in this budget)
- Large number of retirements

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Social Sciences (CIP Code: 45.0101 / OHE# 000101), leading to a Bachelor of Science at Central Connecticut State University, effective September 23, 2021.

A True Copy:

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

ITEM

Discontinuation of a program, Social Sciences, leading to a Bachelor of Science at Central Connecticut State University, effective fall 2021.

Name of Institution	Central Connecticut State University	
Name of Program	Social Sciences	
CIP Code	45.0101	
OHE# (Leave blank for new programs)	000101	
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	09/23/2021	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Social Sciences BS is a catch-all teacher preparation program for social sciences including history, political science, sociology, and geography. However, CCSU also offers a History BS teacher preparation program that has proven more attractive to students and employers. In particular, employers prefer a teacher candidate with a specialization in history, since history is a subject that is required for graduation from secondary schools.

Phase out:

The last student enrolled in the Social Sciences BS was in Spring 2019.

There is no cost associated with closing this program.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Education (CIP Code: 13.1202 / OHE# 000615), leading to a Master of Science at Southern Connecticut State University, effective August 2022.

A True Copy:

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

ITEM

Discontinuation of a program, Education, leading to a Master of Science at Southern Connecticut State University, effective August 2022.

Name of Institution	Southern Connecticut State University	
Name of Program	Education	
CIP Code	13.1202	
OHE# (Leave blank for new programs)	000615	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	08/2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The discontinuation of the MS in Education is centered wholly in the context of a related academic improvement. The BOR recently approved a new program, the MS in Curriculum & Instruction, to replace the MS in Education. The new program is infinitely better and was designed to meet the needs of teachers in the current educational landscape.

Phase out:

The plan is to stop admitting new students in the MS in Education. Instead, students will be encouraged to apply to the MS in Curriculum and Instruction. The students that are currently in the MS in Education will be given the opportunity to switch their program to the new MS. It is expected that any student who does not switch to the new program will complete the MS in Education by August 2022.

All resources/costs will be shifted over to the new MS in Curriculum & Instruction that was just approved by the BOR.

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 Master of Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Earth and Planetary Sciences (CIP Code: 40.0601 / OHE# 000198), leading to a Master of Arts at Western Connecticut State University, effective Spring 2022.

A True Copy:

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

ITEM

Discontinuation of a program, Earth and Planetary Sciences, leading to a Master of Arts at Western Connecticut State University, effective Spring 2022.

Name of Institution	Western Connecticut State University	
Name of Program	Earth and Planetary Sciences	
CIP Code	40.0601	
OHE# (Leave blank for new programs)	000198	
Degree Level	Master of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	Spring 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Although this is a quality program, it has failed to attract a steady audience. After program review, the suggestions were to either invest in growing expertise (faculty) or phasing this out. Looking at competing programs in the region, WCSU have determined that there are too many other options in the region and investments are better made in other disciplines. This has recently been approved through faculty governance (May 2021).

Phase out:

There are no active students in this program, but if any return in the next year, WCSU will accommodate them with independent studies to support degree completion.

There are no costs to closure. There is a reduction in staffing costs.

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 Master of Arts. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, English (CIP Code: 23.0101 / OHE# 000190), leading to a Master of Arts at Western Connecticut State University, effective Fall 2021.

A True Copy:

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

ITEM

Discontinuation of a program, English, leading to a Master of Arts at Western Connecticut State University, effective Fall 2021.

Name of Institution	Western Connecticut State University	
Name of Program	English	
CIP Code	23.0101	
OHE# (Leave blank for new programs)	000190	
Degree Level	Master of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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 2021	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This program has been declining in enrollment for many years. Attempts to revive it have been unsuccessful. WCSU stopped admitting students as part of the recent program review. That review process yielded a decision to close. It was approved for closure by campus governance in May 2021.

Phase out:

All students enrolled have completed the degree. WCSU has stopped admitting students and will stop offering the curriculum immediately.

There are no costs to closure. WCSU will have cost savings in the reduction of course offerings..

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 Master of Arts. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Visual and Performing Arts – Digital Design (CIP Code: 50.0701 / OHE# 007654), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of a program, Visual and Performing Arts – Digital Design, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Visual and Performing Arts – Digital Design	
CIP Code	50.0701	
OHE# (Leave blank for new programs)	007654	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input 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	Spring 2023	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Visual and Performing Arts - Digital Design program is eligible for the DAT degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition. The adoption of the parent degree in DAT will further accommodate students who desire a more traditional art-based education.

There are no costs to closure.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Multimedia / Web Authoring (CIP Code: 09.0702 / OHE# 015377), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of a program, Digital Arts Technology – Multimedia / Web Authoring, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Multimedia / Web Authoring	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015377	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	Spring 2023	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Multimedia/Web Authoring program is eligible for the DAT degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Graphics / Animation (CIP Code: 09.0702 / OHE# 015376), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of a program, Digital Arts Technology – Graphics / Animation, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Graphics / Animation	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015376	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	Spring 2023	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Graphics/Animation program is eligible for the DAT Degree; therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Digital Arts Technology – Audio / Video (CIP Code: 09.0702 / OHE# 015375), leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of a program, Digital Arts Technology – Audio / Video, leading to an Associate of Arts at Naugatuck Valley Community College, effective Spring 2023.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Digital Arts Technology – Audio / Video	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015375	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input 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 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	Spring 2023	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The program is being discontinued in favor of a more flexible format that allows for smoother transition to a career or transfer after graduation. The parent Digital Arts Technology (DAT) program, that formerly was the encompassing body but not a degree in and of itself, is set up where any student who would follow the Audio/Video program is eligible for the DAT degree; Therefore, the option is no longer necessary.

Phase out:

The phase out period will be two years, with the Expected Date of Program Termination Spring 2023. Faculty will work with students to ensure an easy and effective transition.

There are no costs to closure.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Name Correction

September 20, 2021

WHEREAS: At its May 20, 2021 meeting, the Board of Regents approved a new program, Digital Media Production (CIP Code: 09.0702, OHE# 003045), leading to an Associate of Science at Middlesex Community College, and

WHEREAS: Due to a clerical error, the degree was listed incorrectly in the resolution to the Board of Regents and should be Associate of Applied Science instead of Associate of Science, be it

RESOLVED: That the Board of Regents for Higher Education approve the correction of the degree to Associate of Applied Science.

A True Copy:

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

ITEM

Modification of a program – Digital Media Production, specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Applied Science at Middlesex Community College.

BACKGROUND

DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. Since 2008, over \$3 million has been directed to MxCC media programs from the U.S. Department of Labor and the Connecticut Department of Economic and Community Development.

In Fall 2017, the Broadcast-Cinema and Multimedia A.S. programs were replaced with the current Digital Media Production A.A.S. program with its seven areas of specialization. We are requesting these program modifications after four years of experience with this program format, and taking into account recent industry changes and modifications to curriculum requirements under the Board of Regents such as the new General Education core and move to a unified statewide Catalog taking effect in 2023.

Name Change: From Digital Media Production to New Media Production

- **New Media Production: A More Accurate and Progressive Name.** Media industries are moving away from traditional media that serves a mass audience tied to specific platforms (television, newspaper, film) to new media that is tailored to the user, allowing them to consume media on any device at any time of their choosing. This requires updated skills and new instructional approaches that give our graduates an advantage when looking for employment.
- **Consistent Branding and Integration.** The name change reflects the program's integration with both the Center for New Media and Center for New Media Productions. This allows for more consistent branding across programs and services.
- **Avoids Confusion with other similarly named programs in the Community College System.** There are multiple digital media programs at other CSCCs. The new name will avoid confusion with other programs in the community college system and better reflects the type of advanced education students will experience at MxCC.
- **The Word Digital is No Longer Necessary.** Except areas outside of digital marketing, all media is created and distributed digitally, often over new media networks and platforms. Though some print media are still distributed on paper, the writing, layout and printing presses are digital. Newspapers, magazines and books are expected to be entirely digital by the end of the decade due to cost, convenience and environmental concerns.

Remain Competitive by offering more specialized and advanced courses

New Media Production graduates need to be competitive with graduates of baccalaureate programs, requiring advanced specialized courses within the associate degree. Fitting these courses within the 60-credit requirement has always been a challenge. The new General Education requirements of 21 credits, recommended Core Program Requirements of 24 credits,

and 15 credits of specialized directed electives has allowed the program to increase the number of specialized courses from 6 credits of directed electives to 15 by moving some courses to the General Education and Program Core. The program is adding advanced courses in 3D animation, motion graphics, analytics, web design, and internet marketing. Other courses are being developed. Once graduates attain an entry-level position, because of having these advanced and specialized skills, they should advance quickly in their chosen career path.

Applying for Unique Program Status

An application for Unique Program status is being prepared for submission upon approval of this program modification. A unique program calls for a unique name. Our justification for unique status is that Middlesex differentiates itself from other media programs by the following:

- The curriculum offers areas of specialization targeted to meet the needs of Connecticut's Media Industries.
- The program design uses 7 embedded certificates within an associate's degree allowing students to be dual credentialed and delve more deeply into their area of specialization.
- The \$2.5 million Center for New Media facilities, equipment and support staff is unique among CSCCs
- Students have access to integrated experiential learning opportunities right on campus with Center New Media Productions

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	3	6	1	4	6
New Students	20	7	14	9	24	7
Returning Students	11	27	23	23	22	25
ACTUAL Headcount Enrollment	36	37	43	33	50	38
Fall FTE accounted for by Program Majors	48		53		61	
Size of Credentialed Group(s) for Given Year	8 (2017-18)		20 (2018-19)		27 (2019-20)	

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Name Correction

September 23, 2021

WHEREAS: At its April 22, 2021 meeting, the Board of Regents approved a new program with the name Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD – one for on ground/hybrid, one for online) – leading to an Associate of Science at Gateway Community College, and

WHEREAS: Due to a clerical error, the name was listed incorrectly in the resolution to the Board of Regents and should be Business Administration: Sport Management Option, and

WHEREAS: The Executive Committee of the Board of Regents at its August 19, 2021 meeting approved the correction of the name of the programs, be it

RESOLVED: That the Board of Regents for Higher Education ratify the approval by the Executive Committee of the correction of the name of the program to Business Administration: Sport Management Option.

A True Copy:

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

ITEM

Establishment of a new program, Business Management: Sport Management Option, leading to an Associate of Science at Gateway Community College.

BACKGROUND

The Bureau of Labor Statistics reports that the demand for entertainment and sports occupations is expected to grow by 7% through 2026, which is faster than the national average, and within Connecticut, jobs in sports showed an 18% increase in the last decade with “coaching and scouts” listed as “Hot Jobs”. There are 11 sport venues in Connecticut, nine professional sports teams (including developmental leagues), and 23 colleges that play intercollegiate sports. Each of these present wonderful opportunities for our students because they require numerous support positions to be filled. The types of careers they will be hiring for include media, marketing, ticket sales, event management, and more. In February 2021, Indeed.com listed 503 jobs in sports in the state of Connecticut.

Jobs available to students with an associate degree with a sport management focus include: facility and event management, sport sales, coaching, public relation specialist, fitness management at health clubs, YMCAs, and more. For students transferring to a four-year school, the degree also makes students more attractive for college work/study and internships within the schools’ athletic departments which can open doors to financial assistance for the students who work there.

Gateway’s program will be aligned with Southern Connecticut State University’s Sport Management program in both learning outcomes and program courses. Both institutions are working together to build a strong transfer track, and have outlined and agreed upon, a 2+2 program which will provide a seamless transfer and graduate students with a 4-year degree. We have discussed sharing resources, instructors, and student opportunities to build a strong network. Members of Southern’s Sport Management program have already agreed to be part of Gateway’s advisory board.

Because this program is an option, it does not require a program coordinator. There is already a faculty member with the education and experience to teach the courses specific to sport.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Name Correction

August 19, 2021

WHEREAS: At its April 22, 2021 meeting, the Board of Regents approved a new program with the name Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD – one for on ground/hybrid, one for online) – leading to an Associate of Science at Gateway Community College, and

WHEREAS: Due to a clerical error, the name was listed incorrectly in the resolution to the Board of Regents and should be Business Administration: Sport Management Option, be it

RESOLVED: That the Board of Regents for Higher Education approve the correction of the name of the program to Business Administration: Sport Management Option.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Counselor Education (CIP Code: 13.1101 / OHE# 000175), specifically a change in modality from on ground to hybrid – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Counselor Education, specifically a change in modality from on ground to hybrid – leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Counselor Education	
CIP Code	13.1101	
OHE# (Leave blank for new programs)	000175	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" 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 type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The pandemic has significantly impacted the personal and professional lives of graduate students and has thereby affected how they want to access their graduate education. A survey conducted of the students in the Counselor Education program (n=82) indicated that 86% wanted all or some of their courses online. As a result, WCSU proposes to change the modality of this program from on ground to combined. Given the interpersonal nature of the counseling profession, certain classes will be held in person so that students can connect with their peers and enhance their professional skills. Having a combined program will allow students the flexibility to manage their diverse responsibilities at school and at home. The flexibility of the course schedule may also help increase the enrollment in the program and increase diversity in the student population since we can draw students from a wider geographical area. By moving to a combined modality, the WCSU Counselor Education program will be the only hybrid counseling graduate program in the CSU system according to the CT Office of Higher Education. In Connecticut, three out of four private schools are offering Counselor Education programs online and changing our modality will help this program stay competitive.

Fiscal Impact:

There is no cost for this change in modality.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Graphics and Animation (CIP Code: 09.0702 / OHE# 015371), specifically a name change to Digital Graphics for Print & Screen – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Graphics and Animation, specifically a name change to Digital Graphics for Print & Screen – leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Graphics and Animation	
CIP Code	09.0702	
OHE# (Leave blank for new programs)	015371	
Degree Level	C2 Certificate	
Number of Collegiate Credits	21	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Digital Graphics for Print & Screen	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.

Fiscal Impact:

No costs will result from this name change.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Multimedia / Web Authoring (CIP Code: 50.0102 / OHE# 007636), specifically a name change to Emerging Media – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Multimedia / Web Authoring, specifically a name change to Emerging Media – leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Multimedia / Web Authoring	
CIP Code	50.0102	
OHE# (Leave blank for new programs)	007636	
Degree Level	C2 Certificate	
Number of Collegiate Credits	18	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Emerging Media	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This name change is one of several modification proposals resulting from an intensive program review of Digital Arts Technology (DAT). There will be NO programmatic changes to the curriculum of this certificate.

Fiscal Impact:

No costs will result from this name change.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Animation and Motion Graphics (CIP Code: 09.0702, OHE# TBD) leading to a C2 Certificate at Naugatuck Valley 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.

A True Copy:

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

ITEM

Establishment of a new program, Animation and Motion Graphics, leading to a C2 Certificate at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Animation and Motion Graphics	
CIP Code	09.0702	
OHE# (Leave blank for new programs)		
Degree Level	C2 Certificate	
Number of Collegiate Credits	21	
Date of Action (Anticipated)	09/23/2021	
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 type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2021	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Under the current curricular structure, Digital Arts Technology (DAT) students enroll in one of the three DAT degree options; Audio/Video (HC25), Graphics/Animation (HC26), or Multimedia/Web Authoring (HC27), while no DAT student is permitted to enroll in the parent Digital Arts Technology (DAT) degree (HC24), itself. With this proposal, students will enroll in the singular general DAT (HC24) degree and will have available multiple elective paths to allow students to focus and specialize. This certificate is fully stackable in the general program.

This certificate provides students with exposure to industry standard software, common workflow, and adaptability in differing environments and workforce cultures. Successful completion of the courses and ultimately the certificate will result in a portfolio of work that will be used by the graduate while seeking employment.

The Digital Arts Technology program is completely outfitted to meet the needs of this certificate. In recent years, updated hardware has been added, acquired or enabled primarily through the

Perkins Grant and Institutional Technology. Currently, IT has the budget and handles upgrading the computers every five to six years. The college has a subscription to a majority of the software used, with the Liberal Arts and Behavioral and Social Sciences handling smaller budget items as needed. Grants are being pursued as the next step in striving to meet the ever-changing needs of this field. At present, no additional resources are needed to run this program.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Intelligence (CIP Code: 30.7102, OHE# TBD) leading to an Associate of Science at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Business Intelligence, leading to an Associate of Science at Northwestern Connecticut Community College.

Name of Institution	Northwestern Connecticut Community College	
Name of Program	Business Intelligence	
CIP Code	30.7102	
OHE# (Leave blank for new programs)		
Degree Level	Associate of Science	
Number of Collegiate Credits	60/61	
Date of Action (Anticipated)	09/23/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input 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

The Business Intelligence Program is committed to creating critical thinkers, innovative solution seekers and well-rounded business professionals. Business intelligence (BI) combines business knowledge with data analytics, data modeling, analytic tools, and organizational infrastructure to aid businesses in making data-informed decisions. Degree candidates face the rigors of a business education that focuses on combining traditional business modalities with innovative data technology to produce graduates who are modern day leaders.

According to the Bureau of Labor Statistics, the Business Intelligence sector in Connecticut is growing much faster than average, projecting a growth rate of 8% with nearly 4,000 new jobs expected. Nationwide the growth projection is 31%, making it the 11th fastest growing occupation by 2029.

Industry is experiencing a shortage of Business Intelligence professionals, and this is evidenced by the job market, not only by the number of open positions but, also, by the change in

requirements. Over the last 18 months Business Intelligence job postings have begun to show a shift in degree requirements from “Bachelor’s required” to “Bachelor’s preferred”.

The Business Intelligence curriculum will provide our students with the knowledge, skills and experience to fulfill the requirements of these, and other, positions. In addition, graduates of the Business Intelligence program will be well positioned to enter Bachelor of Science programs at numerous Connecticut universities.

No other Connecticut community colleges offer a Business Intelligence degree. There are no BA/BS Business Analytics/Intelligence degrees at the CSU’s but CCSU and WCSU have programs in Management Information Systems and SCSU has a Data Science program that may be potential transfer destinations. There are several other Business Analytics and MIS degrees offered at private universities.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee
09/23/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

September 23, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in General Studies (CIP Code: 24.0102, OHE# TBD) leading to a Bachelor of General Studies at Central Connecticut State University, and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020. This approval includes the accompanying Partnership Agreement with Charter Oak State College that may lead to some students completing and being awarded the degree at Charter Oak; the application for continued licensure and accreditation to be submitted in the seventh semester of the program will include information on the partnership.

A True Copy:

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

ITEM

Establishment of a new program, General Studies, leading to a Bachelor of General Studies at Central Connecticut State University.

Name of Program	Bachelor of General Studies
If Name Change, Previous Name	N/A
Credential	Bachelor of General Studies
Number of Credits	120
Modality	On ground
CIP Code	24.0102
OHE #	TBD
Effective Term	Spring 2022
If a Discontinuation, date of Termination	
If a Suspension, dates of Suspension	

BACKGROUND

The Bachelor of General Studies (BGS) degree is a pathway for a variety of students including incoming transfer students, adult learners, and/or veterans who have accumulated credits at other institutions. A personalized pathway, manifest as themes within a BGS, may be particularly attractive to adult learners, who are expected to increasingly pursue baccalaureate degrees at a rate of 0.7% per year through 2027 (National Center for Education Statistics).

The BGS will also serve students who are stalled in a professional program (i.e., Nursing, education, business, engineering, athletic training) and are looking to earn a baccalaureate degree. For various reasons, such students have limited options when they cannot meet the GPA requirements and/or cannot complete certain gateway requirements for professional programs. These students have often accumulated credits within a particular program but either cannot pass a specific required course, or due to time constraints, cannot take a required course. A BGS would offer these students a more efficient pathway to success and avoid additional debt.

The program includes an agreement with Charter Oak State College to specifically target adult students who have accumulated over 75 credits and have stopped out of their degree path for 1-3 years. These students will be contacted (phone, email, text) to see if they would be interested in expediting their path toward degree completion by obtaining a Bachelor's in General Studies. The agreement provides expanded opportunities for students who want to complete their degrees online.

We expect that the BGS will advance several elements of CCSU's Strategic Plan 2030, including:

Goal 1. Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy.

2. *Develop educational foundations that strengthen student learning.* The learning outcomes of the BGS are designed to ensure strength in critical thinking, written communication, and information literacy.
3. *Promote a student-centered environment to ensure success.* The BGS has been designed with a strong advising model to help students make progress towards their degree.

Goal 2. Increasing Access to Higher Education and Ensuring Student Success.

1. *Develop a culture of accessibility.* The BGS is designed to appeal to transfer students and adult learners. Not only can a BGS attract nontraditional students seeking more flexible interdisciplinary opportunities, but it could increase our ability to better serve transfer students who look for schools where they can apply most if not all of the credits they have earned elsewhere.

Having a bachelor's degree increases employability and earnings. A Bachelor of General Studies provides a pathway to a bachelor's degree for those whose education within a disciplinary degree program has been stalled or derailed.

Some adult learners within the CT community have attended some college and have never completed their degree. These adults are unable to move forward on a career path that requires a college degree, yet they are not able (for a variety of reasons) to complete a more traditional, discipline-based major. A BGS would benefit not only students seeking to complete their degree in a timely manner, but their employers in CT who want these employees to advance into positions that require a baccalaureate credential.

Additionally, we have students who begin their journey at CCSU with a clear discipline-based major, but for various reasons are unable to complete it. Often, they meet the prerequisites but then struggle to maintain the grade point average for required courses. These students still want to focus on the area of interest, but are unable to complete the traditional program. The BGS with themes gives them this opportunity.

Advising is a key to success in the BGS. Professional advisors and a subset of faculty advisors will receive professional development over Summer 2021 to ensure knowledge of the curriculum and requirements for admission. Further, Dean's Office staff will receive professional development to support initial advising for students interested in the BGS and for students who are on academic probation. Once admitted to the BGS program, the Director of the BGS serves as an additional point of contact for students. The Director will connect students with supports as appropriate.

The BGS capitalizes on already existing courses and instructional resources. Any additional instructional costs will scale directly with enrollment. All facilities, technology, and library

resources are already in place. Academic support services are also largely in place, although additional support for advisor training and program direction is needed to maximize success in the program. The primary expense will be program coordination.

Assuming that enrollment targets are met, no new resources are required to implement or sustain this program.

RECOMMENDATION

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

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

Central Connecticut State University
Charter Oak State College

This Agreement, hereinafter called “Agreement,” is made by and between Central Connecticut State University, hereinafter called “CCSU,” and the Charter Oak State College, hereinafter called “Charter Oak”, to clearly identify the roles and responsibilities of each party as they relate to the coordinated efforts to support the articulated collaborative between the two institutions known as “Bachelor’s of General Studies” or “BGS”.

I. PURPOSE, SCOPE, AND PARTNERSHIP GOALS

1. CCSU wishes to offer a Bachelor’s of General Studies to help bring back students who have stopped out to complete their degree.
2. CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years will be contacted (phone, email, text) to see if they would be interested in expediting their path toward degree completion by obtaining a Bachelor’s in General Studies.
3. The goal is to create a scenario that is a win-win for CCSU and Charter Oak, but ultimately for the students. The focus is to obtain more completers from those students who are close to graduation (defined as 75 credits or more completed).

II. CCSU RESPONSIBILITIES UNDER THIS AGREEMENT

CCSU shall:

1. Develop a system to identify and re-admit students who would like to complete their degree on-ground.
2. Determine if students have significant work or life experience and refer to Charter Oak to examine and award PLA credits, as appropriate to help complete their degree.
3. Determine pre-approval process to ensure credits completed at Charter Oak would be transferred back to CCSU and applied to the degree.
4. Provide a dedicated program liaison to coordinate the Bachelor’s of General Studies.
5. Provide a dedicated academic advisor to participating CCSU students.

III. CHARTER OAK’S RESPONSIBILITIES UNDER THIS AGREEMENT

Charter Oak shall:

1. Develop an application to admit students who would like to complete their degree online.
2. Waive applications fees for the CCSU Bachelor’s of General Studies initiative.
3. Develop criteria to identify students as either a visiting student (who are taking online classes to transfer back to CCSU) or as part of Charter Oak’s General Studies degree based on credits completed at the time of outreach and if completing degree on-ground or online.

4. Determine if students participating in the BGS program for both CCSU and Charter Oak have significant work or life experience and if the experience can be used for PLA credits to help complete their degree.
5. Provide a dedicated program liaison to coordinate the Bachelor's of General Studies.
6. Provide a dedicated academic advisor to participating students.

IV. MUTUAL RESPONSIBILITIES UNDER THIS AGREEMENT:

The parties shall collaborate to:

1. Create an objective selection process to identify and retain students for participation in the Bachelor's of General Studies.
2. Identify CCSU students who have obtained at least 75 credits, are in good academic standing, and have been stopped out for approximately 1-3 years.
3. Coordinate outreach efforts to contact eligible students to see if they would be interested in expediting their path to completion by obtaining a Bachelor's in General Studies.
4. Develop an application and admission process for students who want to complete their degree both on-ground and online so that they may attend both CCSU and Charter Oak. Charter Oak will waive the application fee and allow students to attend as visiting students. CCSU will grant the student a CCSU General Studies Degree upon completion.
5. Create a yearly summary to be distributed to CCSU, Charter Oak, and the BOR.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program / Low Completer Review Process

September 23, 2021

- WHEREAS,** Academic Program Review policy requires “all academic programs to undergo a comprehensive review” and states that “at a minimum, each degree and certificate granting program is subject to review at least once every seven years,” and
- WHEREAS,** Included in this periodic review is a requirement to report separately on Low Completer programs as determined by thresholds set in the Academic Program / Low Completer Review Process, and
- WHEREAS,** The Academic Program / Low Completer Review Process has been revised to accurately reflect current practice, be it
- RESOLVED:** That the Board of Regents for Higher Education adopts the attached, revised Academic Program / Low Completer Review Process document, and be it further
- RESOLVED:** This approval of the revised Academic Program / Low Completer Review Process rescinds all prior System and Board of Regents Academic Program / Low Completer Review Process documents.

A True Copy:

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

ITEM

Adoption of a revised Academic Program / Low Completer Review Process

BACKGROUND

The Academic Program / Low Completer Review Process was approved by the Board of Regents on October 22, 2018. The process was revised to reflect current practice, namely the annual submission of a dedicated Low Completer form – APR (Academic Program Review) Form 2 (Low Completer) by each institution following the submission of the annual APR report – APR Form 2. The System Office of the Provost will aggregate these institution reports into a single Low Completers report to the Academic and Student Affairs Committee to the Board of Regents.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents adopts the proposed revisions to the Academic Program / Low Completer Review Process.

09/10/2021 – BOR Academic & Student Affairs Committee

09/23/2021 – Board of Regents

Connecticut Board of Regents for Higher Education

Academic Program/Low Completer Review Process

Proposal

Amend Academic Program Review Policy

History

The Board of Regents established the Academic Program Review Policy on August 21, 2014 declaring academic program review to be integral to academic planning and assessment efforts at the institutional level. The Board considers APR to be a means of ensuring continuous quality improvement of academic programs and an informative instrument to facilitate dialogue among the Regents, System administrators and institutional administrators. Key elements of such discussions include reflections on educational practices and the review of academic programs within the totality of academic offerings at the institutional level.

Purpose

State statutes empower the Board of Regents (BOR) to grant accreditations to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher educational credentials (Connecticut General Statutes, Sections 10a-143, 10a-87 and 10a-72). Degrees are conferred by the BOR in their capacity as the board of trustees of the specific constituent unit.

Among the BOR's responsibilities is assuring the public about the educational quality and effectiveness of the credential-granting institutions it governs. NECHE standard 3.15, however, notes, "The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs..." Therefore, when the BOR questions the efficacy of a program the faculty and academic dean/provost at that institution shall be encouraged to offer data and documentation supporting the retention of the program if they believe maintaining the program is in the best interests of their students and their community.

The BOR's Academic Program Review (APR) Policy is its chief instrument for quality assurance - the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning. In determining program viability, the BOR relies heavily upon the CSCU institutions to employ APR as a tool for quality control. Within that control is a forthright self-study, which specifically includes an examination of the degree to which an academic program actually confers the credential(s) for which it was established.

This policy amendment is enacted to facilitate a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period – see Definition below. This aspect of program review is also applicable to considerations regarding

the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis, and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

Definition

An academic program is to be examined as a **Low Completer** if it has, at the point of its periodic reporting to the BOR, a three-year average fewer than the following number of credentials conferred:

<u>Credential</u>	<u>Productivity Level</u>
Undergraduate Certificate	12 (avg. 4 per year)
Associate Degree	24 (avg. 8 per year)
Bachelor's Degree / Post-Bachelor's / Graduate Certificate	30 (avg. 10 per year)
Masters' Degree / Post-Masters	15 (avg. 5 per year)
Doctoral	3 (avg. 1 per year)

In the interest of uniformity, all programs at all institutions will be subject to these guidelines. This includes programs granted some type of maintenance provision (temporary, conditional or unconditional) in the most recent review.

Preliminary Screening

The System's Office of Research & System Effectiveness (ORSE) will provide each CSCU institution with a roster of academic programs that appear to meet the **Low Completer** definition. ORSE will compile data from the federal Integrated Postsecondary Education Data System (IPEDS) reporting for the 2014-15, 2015-16 and 2016-17 academic years. Hence, the institutions will be afforded the opportunity to *examine programs that meet the low completer designation*, adding completions data for the 2017-18 academic year. Consequently, the institutions must decide upon a course of action outlined below in the Process.

Recommendations resulting from the preliminary screening are to be presented to the Board of Regents for its consideration via the System Office of the Provost and Senior Vice President for Academic and Student Affairs.

Subsequent Years

In subsequent years, the examination of **Low Completer** programs becomes an element of the annual academic program review process. The APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven years." An APR formal report, per the CSCU institution's format/structure, is due to the institution's chief academic officer or his/her designee by June of the program's reporting year. The institution's synopsis, APR Form 2, of all the formal reports submitted that reporting year is due to the System Office of the

Provost in August. The System Office of the Provost will compile these submissions into a single report to the Academic and Student Affairs Committee to the Board of Regents at its September meeting. APR Form 2 (Low Completer) provides information regarding which academic programs meet the **Low Completer** definition and identifies one of the four recommended actions stipulated below. This completed form is due to the System Office of the Provost in November. The System Office of the Provost will compile these submissions into a single report to the Academic and Student Affairs Committee to the Board of Regents at its December meeting.

Process

The reporting academic program deemed a **Low Completer** in consultation with the institution's chief academic officer must recommend one of the following actions to the BOR at designated periods of time:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation

Termination

Community College and Charter Oak State College program officials, with the explicit approval of the institution, submits an *Application for Discontinuation of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy. State University officials shall follow the process set forth in the CSU-AAUP BOR Collective Bargaining Agreement.¹

Suspension

Program officials, with the explicit approval of the institution, submits an *Application for Suspension of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy, as well as a projected reinstatement or termination date.

¹ See Section 5.20 CSU-AAUP BOR Collective Bargaining Agreement: A department, interdisciplinary program, University-wide Curriculum Committee, the Senate or the President may initiate a recommendation for program discontinuance. If a recommendation for discontinuance originates from a source other than the Curriculum Committee or Senate, as appropriate, it shall be submitted in writing to the Curriculum Committee or Senate as appropriate. Once it has received or initiated a recommendation for program discontinuance, within sixty (60) days during the academic year, the Curriculum Committee or Senate as appropriate shall investigate the impact of such discontinuance and make its recommendations to all affected parties. Assessment of such program discontinuance proposals by all parties shall include consideration of bona fide educational needs. After reviewing the Curriculum Committee/Senate's recommendations, the President shall take appropriate action, including appropriate recommendations to the Board of Regents. If program discontinuance would result in involuntary separation of a full-time member, said discontinuance shall not occur except pursuant to the provisions of Article 17.

Consolidation

Program officials, with the explicit approval of the institution, submits a rationale for program consolidation that address each of the following issues:

- A brief description of what the consolidation would entail and a plan for implementation, including program modality and any curricular adjustments;
- Reasons why a consolidated program would succeed as compared to previous arrangements;
- Anticipated fiscal impact and opportunities for reinvestment, with consolidation;
- All relevant issues identified in the program's formal APR report

Continuation

Program officials, with the explicit approval of the institution, submits an—A. Improvement Plan B. Zero Fiscal-Impact Statement; or C. A rationale for program continuation that addresses contributions of the Program to Students, the Community, and/or the Institution.

- A. An Improvement Plan to increase program completions should address each of the following applicable issues in the order presented:
 - 1. Brief description of the program, to include enrollment by year classification, faculty supporting the program by type (T/TT, FT, PT, adjunct, other), space/facilities, and administrative support;
 - 2. Projected enrollees and completers for the next five years with justification for such projections.
- B. The program is deemed to have a zero fiscal impact it was to be either continued or terminated; and the following issues are addressed:
 - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years;
 - 2. Any curricular elements required for the certificate but not for the degree, and their faculty inputs;
 - 3. Projected program enrollees and completers for the degree program, for the next three years with justification for such projections; and
 - 4. Projected total revenue and total expenditures for the degree program, for the next three years.
- C. A description of the contributions of the program to students, the community, and/or the institution should address each of the applicable items in the order presented:
 - 1. The parent degree program and its actual enrollments and completions for the preceding three academic years (this need not be repeated, if the rationale for continuation includes A or B above);
 - 2. Contribution to economic development (and/or workforce) of the state;
 - 3. Uniqueness or relevance of the program to the region or area;

4. Institutional need to maintain this program to support other programs, contributions of program faculty to General Education, or to maintain accreditation. Measures of productivity of program faculty (i.e. number of student credit hours taught by faculty affiliated with the program or academic discipline) can be included;
5. Documented costs of revenue loss anticipated with elimination (e.g., recent major investments, external funding support, tuition, etc.);
6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study);
7. Passage rate of completers on licensure/certification exams or measures;
8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates;
9. Measures of program productivity other than numbers of graduates (grants, publications or other); and
10. In the case where program duplication exists (other programs in the statewide inventory within the same CIP code and level), evidence to warrant the continuation of the degree program when similar programs are available within the state. Plans for collaboration or sharing resources with other programs or new delivery mechanisms may be included as applicable.

After the institution presents and submits its report and recommendation, the BOR will either (a) accept the report or (b) request further information from the institution and program. If the BOR requests information, with respect to existing faculty contracts, it will review the information. Upon completion of its review, the BOR will vote to either (a) terminate, (b) suspend, (c) consolidate or, (d) continue the program.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Center

September 23, 2021

- WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and
- WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSU Centers and Institutes, and
- WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and
- WHEREAS Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it
- RESOLVED: That the Board of Regents for Higher Education establishes the Center for Teaching and Learning at Southern Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

A True Copy:

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

ITEM

Center for Teaching and Learning at Southern Connecticut State University

BACKGROUND

The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. SCSU acknowledges a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievements in CT today.

The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

SCSU is proposing a Center that combines recent strategic hiring and programmatic initiatives in the College of Education, with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. This proposal builds on the programmatic elements of SCSU departments through translational research that impacts school districts and broader educational systems across the state of Connecticut as it relates to systemic reform of early childhood, preK-12 educator preparation, special education, autism research and early intervention, literacy, applied behavior analysis and policy work.

The work of the proposed center encompasses a diverse corpus of research and professional development currently conducted by SCSU faculty (see Appendix A). By way of its organization and function, the Center holds the promise of extending and diversifying these efforts to comprehensively address demonstrated needs within the larger educational community in CT and beyond. In partnership with educational leaders and representatives from industry throughout the state, members of the Center will work collaboratively to identify gaps in training and skill development within the workforce and devise unique pathways for skill development that will augment graduates' employability.

GOALS AND OBJECTIVES

The goals of the Center are structured under four main pillars of work.

- Pillar 1. To Improve Teaching and Learning
- Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching
- Pillar 3. To Develop Multidisciplinary Communities of Educators
- Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives

It is expected that these efforts, in association with others within the Center, will give rise to additional opportunities for the development and growth of cross-disciplinary training, professional development, research, and service to internal and external communities. These aforementioned exemplars demonstrate SCSU's capacity for leveraging currently siloed internal resources for a more integrative, unified benefit within the Center structure. Such efforts are interdisciplinary in nature and working together will create economies of scale.

FACULTY AND STAFF INVOLVEMENT

The Center will be led by an executive director in consultation with an internal executive steering committee and an external advisory board and will report to the Dean of Education. The internal steering committee will be representative of faculty and staff from the College of Education (4 members), the College of Arts and Sciences (4 members), the College of Health and Human Services (3 members) and the School of Business (1 member). The Center's external advisory board will be a unique mixture of local, regional, national and international experts in their respective fields who work closely with the SCSU faculty and associates. SCSU aims to bring the two groups together for an annual retreat.

BUDGET

Part 1. Seed funding to establish Center

1. Reassigned time for faculty
2. Graduate assistantship from the Dean of Education central funds
3. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
4. Seed funding over years 1 and 2 from Dean's discretionary account from ongoing fundraising plus specific campaign
5. Incorporate existing central operational funds of Office of Faculty Development and Center for Educational and Assistive Technology
6. Shea Endowment to support student assistantships (\$2.5m endowment yields approximately \$100K per year)

Part 2. External funding

1. Fee for service
 - a. from municipalities (e.g. school districts)
 - b. from continuing education projects (e.g. college and career readiness, international conferences)
2. State contracts (e.g. CSDE)
3. Federal research grants (e.g. Noyce)
 - a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative (\$1.5m over 5 years)

Part 3. Philanthropic donations

Ongoing fundraising will assist in providing continuing support for core Center activities and students to engage in internship. The Dean of Education will offer startup funds of \$50K and aim to support five student research internships of \$5K through the Day of Caring and other campaigns for year 1 and 2 totaling \$150K.

RECOMMENDATION

It is the recommendation of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents approve this center.

09/10/2021 – BOR -Academic and Student Affairs Committee

09/23/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

INTRODUCTION

The format for the *Proposal to Establish a CSCU Center or Institute* is based upon the Policy Statement and Policy Guidelines for The Establishment of Centers and Institutes, which the initiator(s) should become familiar with and utilize as a guide. Submission of the *Proposal* to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of a *Proposal* to the Board's Academic and Student Affairs Committee that decides upon the establishment of centers/institutes.

NOTE: The Microsoft Word table text boxes below are automatically expandable.

PROPOSED NEW PROGRAM

CSCU Institution: Southern Connecticut State University

Title of Proposed Center or Institute: Center for Teaching and Learning

Primary Foci:

The Center will support educational innovation through research, professional development and policy study work. The Center will collaborate with local school districts, state agencies, industry, and national and international institutions. Locally, the Center will support and enhance the pedagogical skills of teaching faculty at SCSU through workshops and seminars committed to diversity and inclusion and best practice.

Institutional Unit(s): SCSU College of Education

Initiator(s)/Faculty Status and/or Position:

Stephen J. Hegedus, PhD. Dean, College of Education, SCSU

Kari A. Sassu, PhD. Professor, Counseling and School Psychology, SCSU

NEED

Directions: Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need.

NOTE: Both the need and the action plan must be substantiated by reputable research.

The College of Education (COE) at Southern Connecticut State University (SCSU) has been a major provider and leader in teacher preparation and subsequently advanced educator preparation in the state of Connecticut for the past 125 years. We acknowledge a critical need to address the gap between higher education efforts and the lack of direct impact on school improvement and learners' achievement in CT today. We have begun to address this need at SCSU with the educator preparation programs having graduated approximately 300 students

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

per year in undergraduate and graduate programs (initial and advanced certification programs) in the past 5 years including high completion rates and high employment rates (80-100% in their first year depending on subject area).

There is still much work to be done in addition to our academic programming. Hence, we are proposing a Center that combines recent strategic hiring and programmatic initiatives in the College of Education with faculty from the Colleges of Arts and Sciences, Health and Human Services, and the School of Business, as well as with collaborators across the SCSU campus. This proposal builds on the programmatic elements of our departments through translational research that impacts our school districts and broader educational systems across the state of Connecticut as it relates to systemic reform of early childhood, preK-12 educator preparation, special education, autism research and early intervention, literacy, applied behavior analysis and policy work.

The SCSU Center for Teaching and Learning will be located on the SCSU campus incorporating and reconfiguring existing offices that presently provide professional development services related to teaching, technology, and research (i.e. Office of Faculty Development and Center for Educational and Assistive Technology Resources). The new Center will broaden the scope of support we provide to our internal community by connecting with key educational partners within the region, statewide agencies, and global partners, and will meet the needs of such partners in a bidirectional manner. This will be done through the coordination of highly skilled individuals from various professions to create innovative solutions. An exemplar of such proposed work is the recent completion of the GEARUP program that used existing campus resources to work closely with hundreds of students and families in New Haven, providing a college and career readiness program over the course of 6 years. Such work has informed our own research and guided modifications to our high school-to-college pathways, including those being conducted through our Office of Early College. Similarly, future projects will espouse a transdisciplinary teaming effort that results in creative, impactful, solution-focused projects.

The work of the proposed Center encompasses a diverse corpus of research and professional development currently conducted by SCSU faculty (see Appendix A). By way of its organization and function, the Center holds the promise of extending and diversifying these efforts to comprehensively address demonstrated needs within the larger educational community in CT and beyond. In partnership with educational leaders and representatives from industry throughout the state, members of the Center will work collaboratively to identify gaps in training and skill development within the workforce and devise unique pathways for skill development that will augment graduates' employability.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

GOALS AND OBJECTIVES

Directions: State the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission, and assert how the proposed entity would add value to the institution. If the goals and objective include affecting and/or actively involving the institution's students and/or some other audience, state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's Evaluation Plan.

Mission/Vision

To establish a research and partnership Center that focuses on the creation, advancement and critical analysis of knowledge as it relates to the science and art of teaching and learning and can be translated to support teaching *best practices* on our own campus. This will involve a group of educational researchers from the College of Education and colleagues from all other SCSU Colleges/Schools, local institutions in CT, and specific global partners. In addition, the work of the Center will focus on systemic reform initiatives, access to college initiatives, reducing the achievement gaps in CT through research and technology reform initiatives, professional development, and policy analysis as it relates to education reform.

This statement is closely aligned with the mission of the College of Education that is "committed to excellence, impact and continuous improvement" with "dedication to access for each and every learner." It is also aligned with the broader institutional mission and its commitment to social justice: "Southern is committed to academic excellence, access, social justice, and service for the public good."

Goals & Objectives

The goals of the Center are structured under four main pillars of work. We list these and the core objectives of each pillar that establish an infrastructure for the Center's evaluation plan.

Pillar 1. To Improve Teaching and Learning

- a. *Enhanced Teaching and Learning.* The Center will organize and host internal workshops, seminars, programs, demonstrations, and retreats for teaching faculty that will create and allow for ongoing updates in pedagogy. Faculty will be afforded structured and organic opportunities to expand their professional skill sets through their engagement in collaborative interdisciplinary projects. Such ongoing work will support the ever-changing needs of increasingly diverse learners on our college campus.
- b. *Advanced Technology.* The Center will design and implement advanced technologies in classrooms, conduct professional development and curriculum design workshops, and support the integration of assistive technologies into a wide variety of learning contexts. This would incorporate the present Center for

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

Educational and Assistive Technology Resources

(<https://inside.southernct.edu/ceat/resources>) and work cooperatively with our Office for Online Learning.

- c. *Graduate certificates/badges and Adult Education.* Working in partnership with the SCSU School of Graduate & Professional Studies, the Center will develop continuing education programs in adults returning to college, advanced educational leadership, PK-12 curriculum design, cross-cutting areas such as leadership and athletics or assistive technology, and developing systemic initiatives (e.g. addressing inequities in early childhood, and closing achievement gaps). The Center will also organize and host a Principals Academy including summer residency on these themes.
- d. *College preparedness and Preparing College.* The Center will develop programs that partner Faculty Development with high school teachers and counselors who are connected to the needs of students entering from high school. It will provide faculty development for community college instructors to prepare students for transfer to SCSU programs and to learn strategies on how to help students transition to more advanced academic work (i.e. 2+2+1). In its commitment to diversity and inclusion, the Center, building on the work of the GEARUP project, will focus on programs to support high school students from underrepresented groups. Such work would incorporate the present Office of Faculty Development. <https://inside.southernct.edu/faculty-development>
- e. *Minority Educator Initiative.* The Center will leverage the present work of the College of Education on diversity and equity in partnership with local communities and school districts to increase numbers of teachers and school leaders into our programs through specific recruitment and retention plans. Support would come through the Shea Endowment bequeathed to the College of Education (approx. \$2.5m at this time). Additional support for these initiatives will be sought from external agencies, both public and private.

Pillar 2. To Conduct Research and Innovation in the Art and Science of Teaching

- a. *Research and Development.* This will be work funded by external agencies, e.g. NSF, US Department of Education, Institute of Education Science, private foundations and other partners from outside of the university.
- b. *Evaluation, Assessment and Policy Analysis.* The Center will develop an infrastructure to support the educational research needs of faculty (e.g. statistical support), our local school districts (e.g. in assessment development), and CT agencies (e.g. policy analysis work for State Department of Education).

Pillar 3. To Develop Multidisciplinary Communities of Educators

- a. *Obama Magnet University School.* Our lab school on campus will be a key innovation site for implementing new research and innovative practices

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developed in the Center and build mutually beneficial partnerships with the faculty, staff and families of the school. The Center will also have a physical presence in the school, utilizing the SCSU Innovation space purposefully built in the middle of the University School.

- b. *Global Educational Services.* This will be in the form of offering fee-for-service work in partnership with other campus centers (e.g., Center of Excellence on Autism Spectrum Disorders, Office of International Education) to offer training or consultation services. Such work can be offered through online platforms and may be in the form of international conferences, symposia, colloquia, professional development services to support our autism center work, and think tank workshops on major issues (e.g. socio-emotional learning). This will build on recent work with the SCSU Alumni Association, develop marketplace solutions through our School of Graduate & Professional Studies, and leverage current initiatives including the work of our Autism Center at SCSU.
- c. The Center will continue to enhance educational partnerships that have bidirectional benefits for CT school districts and SCSU (e.g. Hamden Transition Academy).
- d. The Center will facilitate and nurture services within districts for recruiting, training, and fostering professional growth, with particular focus on increasing participation from members of underrepresented groups in professional educational fields as well as from academic departments.

Pillar 4. Create an Innovation space to incubate clinics, offices and seed new initiatives

- a. *New Applied Behavioral Analysis (ABA) Clinic.* The demand for Board Certified Behavior Analysts (BCBA®: Masters' level practitioners) has grown nationally by 800% across the last decade and is projected to increase similarly in the coming years (Behavior Analyst Certification Board, 2018). Students enrolled in the ABA programs at SCSU would have the opportunity to hone their professional skills while serving children from the local community who might not otherwise have access to ABA services. Further, the clinic has the potential to provide other training and professional development opportunities for ABA professionals and SCSU faculty/staff. The clinic would collect data and engage in research that would carefully examine both the services and training delivered.

The clinic would provide a variety of unique opportunities for students of ABA at SCSU. These experiences would provide unrivaled richness in Connecticut in the application of ABA to real-world priorities (e.g., support for young children with autism through individualized assessment and intervention, development and delivery of parent training, provision of consultative services and self-management strategies, and engagement in a variety of research and grant activities).

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- b. *Existing Literacy Clinic.* The Literacy Clinic serves to meet both the needs of education graduate students and to offer reading support programs at no cost to local children in the greater New Haven region. The Literacy Clinic on the SCSU campus enables the creation of entrepreneurial opportunities such as in-service professional development for teachers, guest speakers, webinars, and family-based literacy programming (e.g. a Saturday morning breakfast: Books and Bagels). The clinic functions as a space to enhance the teaching of graduate and undergraduate students at SCSU, and also provide tutoring and diagnostic sessions with K-12 students.
- c. *XR Initiative in Education.* One area that will bring significant change and is already impacting education is that of extended reality (XR) technology. Extended reality (XR) is an umbrella term used to describe augmented reality (AR), virtual reality (VR), and mixed reality (MR) technologies. There are organizations currently working to reshape how we imagine, design and experience education. This is being done through XR technologies which have been seen as superior mediums for facilitating social, educational, and work-related connections. We aim to engage the SCSU community with knowledge and content through immersive technology. The XR Initiative will actively work with all stakeholders who wish to experience, learn, research or use this technology in the classroom and beyond. This initiative will put forth a call to interested faculty and staff to consider how we can leverage emerging XR technologies to strengthen the quality of a SCSU education, cultivate an interdisciplinary scholarly community of practice, and enhance a network for academic research and innovation.

It is expected that these efforts, in association with others within the CTL, will give rise to additional opportunities for the development and growth of cross-disciplinary training, professional development, research, and service to internal and external communities. These aforementioned exemplars demonstrate our capacity for leveraging currently siloed internal resources for a more integrative, unified benefit within a CTL structure. Such efforts are interdisciplinary in nature and working together will create economies of scale.

It should be noted that several of these projects are in progress or development at this time. The current proposal establishes an organizational entity to focus the work and foster multidisciplinary partnerships both within SCSU and with external communities. In essence, the CTL will offer:

1. A centralized resource and support center for Southern faculty in their own pedagogical growth and in recognition of the ever-changing approaches to best practices
2. A hub to support academic programs from the high school through graduate levels

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3. A resource for current teaching professionals and educators by offering badges or professional development certificates
4. A training resource to the community, such as providing short-term and on-going training opportunities to other education-related professionals and community members
5. An outlet for delivery and supervision of educational services, such as through contracts with school districts, private organizations and other entities.
6. A university-based research center engaging faculty and students in independent research and as a research partner for other academic, public, and private organizations.

Such work would add value to the SCSU institutional mission by creating a dedicated entity on our campus that houses educational research and innovation initiatives and is committed to measuring their impact on all stakeholders involved whether it is a local school district, a faculty led professional development workshop, a statewide taskforce, or an international conference or partnership.

SCSU students are essential to the operation of the Center with research assistantships available for students to engage in research and development under the mentorship of faculty or partnering associates. Both undergraduate and graduate students representing a variety of disciplines would be encouraged to participate in the work of the Center, including graduate students and alumni who concurrently serve as professional educators. The research, training, and projects of the CTL will offer authentic learning experiences for interns, enhancing their studies and professional practices.

ADMINISTRATION, FACULTY AND STAFF

Directions: *Present: (1) the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.*

The Center will be led by an executive director in consultation with an internal executive steering committee and an external advisory board and will report to the Dean of Education. The internal steering committee will be representative of faculty and staff from the College of Education (4 members), the College of Arts and Sciences (4 members), the College of Health and Human Services (3 members) and the School of Business (1 member). The Center's external advisory board will be a unique mixture of local, regional, national and international experts in their respective fields who work closely with the SCSU faculty and associates. We aim to bring the two groups together for an annual retreat.

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The following members of the Taskforce that contributed to the concept paper will be initially involved in the operations of the Center. Some already have funded projects that will be situated within the Center.

Dr. Beena Achhpal, Professor, Curriculum and Learning
Dr. Laura Bower-Phipps, Professor, Curriculum and Learning
Dr. Meghan Brahm, Assistant Professor, Special Education
Dr. Denver Fowler, Associate Professor, Educational Leadership
Dr. Norris Haynes, Professor, Educational Leadership
Dr. Jessica Parzych, Associate Professor, Counseling and School Psychology
Dr. Brian Real, Assistant Professor, Library and Information Science
Dr. Kari Sassu, Professor, Counseling and School Psychology
Dr. Carrie Ann Sherwood, Assistant Professor, Curriculum and Learning
Dr. Lauren Tucker, Assistant Professor, Special Education
Dr. Yan Wei, Associate Professor, Special Education
Dr. Joan Weir, Assistant Professor, Special Education
Dr. Olcay Yavuz, Associate Professor, Educational Leadership

EVALUATION PLAN

Directions: Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.

Our overall evaluative measures will be formative and summative as dictated by the various projects within the center subject to external expectations (e.g. funded by external federal/state agency or private foundation). More broadly, the executive director of the Center will establish an annual review report that will be process-driven to offer an external, unbiased perspective of the effectiveness and delivery of our plans over the course of the first 5 years.

The Center will provide a succinct report each year of its goals and objectives in consultation with the external advisory board and, subsequently, this will be evaluated by the Dean of Education and the SCSU Provost to assess whether such goals are being met and sustained through a sufficient income stream.

These structures will include all other projects and existing centers and their evaluative methods. For example, existing offices related to professional development, or projects supported by external federal grants, will have their own idiosyncratic evaluation plans built into their project expectations and deliverables.

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BUDGET AND SUSTAINABILITY

Directions: Exhibit on Projected Budget form and explain below in narrative an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution. **NOTE:** Specify each itemized source of revenue in narrative.

Part 1. *Seed funding to establish Center*

- i. Reassigned time for faculty – see budget notes
- ii. Graduate assistantship from the Dean of Education central funds
- iii. Obama Magnet University School – Innovation Space {permanent building space allocated for SCSU projects}
- iv. Seed funding over years 1 and 2 from Dean’s discretionary account from ongoing fundraising plus specific campaign
- v. Incorporation of existing central operational funds of Office of Faculty Development and Center for Educational and Assistive Technology
- vi. Shea Endowment to support student assistantships (\$2.5m endowment yields approximately \$100K per year)

Part 2. *External funding*

- i. Fee for service
 - from municipalities (e.g. school districts)
 - from continuing education projects (e.g. college and career readiness, international conferences)
- ii. State contracts (e.g. CSDE)
- iii. Federal research grants (e.g. Noyce)
 - a. Recent award from NSF Noyce Scholarship to support our Teaching and Learning initiatives and Minority recruitment initiative (\$1.5m over 5 years)

Part 3. *Philanthropic donations*

Ongoing fundraising will assist in providing continuing support for core Center activities and for students to engage in internships. The Dean of Education will offer startup funds of \$50K and aim to support five student research internships of \$5K through the Day of Caring and other campaigns for year 1 and 2 totaling \$150K.

We are presently seeking support for a major donor to sustain basic operations.

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Projected Budget

(whole dollars only)

NOTES (REVENUE)

- #1. Grant. NSF Noyce, \$1.45m over 5 years – subcontract to GCC
- #2. Shea Scholarship (return on \$2.5m) = \$100K per year
- #3. Dean's Discretionary Fund
- #4. Day of Caring fund raising for Student internships / Major Donors
- #5. Reassigned time under present CBA structure to support research reassigned time. Existing budgets for Office of Faculty Development and Center for Educational and Assistive Technology
- #6. Service contracts with State (CSDE), national and international partnerships, conferences, etc.

NOTES (EXPENDITURES)

- #1/#2. Personnel costs for Office of Faculty Development and Center for Educational and Assistive Technology. Salary and fringe benefits for a center manager in the future once the Center is self-sustaining (year 4 onwards). This would be an administrative position to support the Center Director. An inkind contribution of faculty reassigned time of 6c per semester to be Center director. This will not be a new reassigned time assignment and so is not included as a direct expenditure for the projected budget in the first 3 years.
- #3. Travel to conferences, promotional events, CT and New England travel
- #4/#5 Basic supplies to support marketplace solutions and on-line platform, including IT support
- #6. Operational costs for Office of Faculty Development and Center for Educational and Assistive Technology
- #7 Research grants
- #8 Graduate Internships

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Each year follows the academic calendar and extends into the following summer:

BUDGET CATEGORY	2021/22	2022/23	2023/24	2024/25
REVENUE				
1. Gift/Grant	\$176,967	\$254,901	\$261,828	\$447,336
2. Gift/Grant	\$100,000	\$100,000	\$100,000	\$100,000
3. Institutional Funds	\$25,000	\$50,000	\$10,000	5,000
4. Institutional Funds	\$5,000	\$15,000	\$25,000	\$25,000
5. Operational Funds	\$391,000	\$391,000	\$391,000	\$391,000
6. Other Revenue		\$50,000	\$75,000	\$100,000
TOTAL REVENUE	\$697,967	\$860,901	\$862,828	\$1,068,336
EXPENDITURES				
1. Personnel	\$172,000	\$172,000	\$172,000	\$252,000
2. Fringe Benefits	\$80,000	\$80,000	\$80,000	\$130,000
3. Travel	0	\$10,000	\$15,000	\$15,000
4. Equipment & Supplies	0	\$5,000	\$5,000	\$5,000
5. Contractual	0	\$1000	\$1500	\$2000
6. Other (OFD/CEAT)	\$139,000	\$139,000	\$139,000	\$139,000
7. Other (Noyce)	\$176,967	\$254,901	\$261,828	\$447,336
8. Other (Graduate Assistants)	\$19,200	\$19,200	\$19,200	\$19,200
9. Scholarships	\$100,000	\$100,000	\$100,000	\$100,000
10. Total Direct Costs	\$687,167	\$781,101	\$793,528	\$1,109,536
11. Indirect Costs				
TOTAL EXPENDITURES	\$687,167	\$781,101	\$793,528	\$1,109,536
REVENUE minus EXPENDITURES	\$10,800	\$79,800	\$69,300	(\$41,200)
OPERATIONAL BALANCE	\$10,800	\$90,600	\$159,900	\$118,700

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APPENDIX A

CENTER OF EXCELLENCE ON AUTISM SPECTRUM DISORDERS

Accardo, A. L., **Bean, K., Cook, B.**, Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019, September). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. Doi: 10.1007/s10803-019-04205-8

Bean, K. Meers, K., Cook, B., Eren, R. (2019). Babysitting Training Guide for Families of ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Bean, K., Meers, K. (2019). The need for caregiver support for families of children with ASD. (2nd) In Volkmar, F.R. (ed) *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Chawarska, K & **Volkmar F.R.** (Eds) (In press, July 2020). *Autism Spectrum Disorder in the First Years of Life: Research, Assessment and Treatment*. New York, NY: Guilford Press.

Meers, K. (2019). Itinerant teacher definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Meers, K. (2019). Resource room definition update. (2nd) In Volkmar, F.R (Ed), *Encyclopedia of Autism Spectrum Disorders*. New York, NY: Springer.

Jackson, S. and **Volkmar, F.R.** (2019). *Diagnosis and Definition*. In Volkmar, F.R. (Ed), *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press. pp 1-24.

Sassu, K. A. (2020, May). *Executive function in children with autism spectrum disorders: Practical skills for improving organization and performance*. Webinar presented at the New York State Regional Centers for Autism Spectrum Disorders, Autism Virtual Conference.

Sassu, K. A. (2019, October). *Practical approaches to improving executive function in individuals with autism*. Presentation delivered at the Center for Autism and Related Disabilities' 19th Annual Autism Conference, Albany, NY.

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Volkmar, F. (Editor). (2019) *Autism and Pervasive Developmental Disorders*. 3rd ed., Cambridge, UK: Cambridge University Press.

Volkmar, F. (Editor) (in press, September 2020). *Encyclopedia of Autism*, 2nd ed., New York: Springer Publishing.

COUNSELING & SCHOOL OF PSYCHOLOGY

Bray, M., Winter, E., Maykel, C., **Sassu, K.**, Theodore, L., Margiano, S., Cross, K., & Levine-Schmidt, M. (2021, August). *Physical health as a foundation for wellbeing: the RICH theory of happiness*. Poster accepted for presentation at American Psychological Association Annual Convention. Virtual Convention.

Bower-Phipps, L., Sassu, K. A., Bananno, S, Capiello, M., Broadbridge, C., Denicola, S. & **Hegedus, S.** (2021, April). *Developing hybrid identities: A self-study of a university/ school partnership*. Virtual presentation to be presented at the New England Educational Research Organization (NEERO) Annual Meeting, Virtual.

Donohue, M., Lapan, R., **Parzych, J. L.**, & Gaesser, A. (2020, June) [Canceled due to COVID-19]. *Redefine school counselor ratios based on outcome research*. Presentation to be given at the annual conference of the American School Counselor Association (ASCA), Seattle, WA.

Foss-Kelly, L. L., Question, Persuade, and Refer Suicide Prevention Gatekeepers Training, "Question, Persuade, and Refer Suicide Prevention Gatekeepers Training," First Church of Christ Congregational Old Saybrook, CT. (October 2, 2019).

Foss-Kelly, L. L., Generali, M. (2019). Association for Counselor Education and Supervision Annual Conference, "Alcohol and drugs in the classroom? A primary prevention tool for school counselors.," Association for Counselor Education and Supervision, Seattle, WA. (October 10, 2019).

Ginicola, Misty M. (2109). "Two-Spirit identities: What Indigenous culture teaches us about all Queer and Trans people," UCONN Rainbow Center, Storrs, CT. (November 21, 2019).

Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Rainbow Counselors: Becoming competent in affirmative and celebratory counseling with Queer & Trans People," ALGBTIC. (September 27, 2019).

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Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

Parzych, J. L., Delong, V., Catucci, M., & Generali, M. (2019, November). Student success: The role and impact of comprehensive school counseling. Presentation given at the annual Connecticut Association of Boards of Education/Connecticut Association of Public School Superintendents (CABE/CAPSS) Convention, Mystic, CT.

Parzych, J.L., Generali, M., Yavuz, O., & Trombly, C. (2019, August). Creating effective principal-counselor relationships and improving success for all students. Workshop facilitated at the Connecticut School Administrator and Counselor Leadership Forum, Southern Connecticut state University, New Haven, CT.

Rhoades, E.K. & Starling, N. R. (2020). The Acculturation Model of Ethics Education. Trainers of School Psychologists (TSP) Annual Conference. Baltimore, MD, 2/18/2020.

Sassu, K. A., Bellara, A.P., Levine-Schmitt, M., Winter, E. L., Nelson, K. R., Bunyea, A. M., Labbe, C.C., Volfinzon, E.S., & Bray, A.M. (in press). Sotos Syndrome. In Perfect, M., Riccio, C., & Bray, M.A. (Eds.), *Health-Related Disorders in Children and Adolescents: A Guidebook for Understanding and Educating (2nd ed.)*. Washington, D.C.: American Psychological Association.

Sassu, K. A., (2020, June). Preschools and mind-body health. *Perspectives on Early Childhood Psychology and Education, Special Issue: Promoting Wellness in Preschoolers*.

Sassu, K.A., Bray, M. A., Gelbar, N.W. & Kerzner, T. (2019, September). *Written emotional expression in schools: Processing psychological and emotional stress through narrative writing*. In Bray, M.A., & Maykel, C. (Eds.), *Promoting Mind–Body Health in Schools: Interventions for Mental Health Professionals*. Washington, DC: American Psychological Association, Division 16 Book Series.

Starling, N., Elias, E., & Coleman, M. (2019). Concentrations in school psychology: Can specialization empower the evolution of the profession. *Contemporary School Psychology*. <https://doi.org/10.1007/s40688-019-00264-x>

Trombly, C., Yavuz, O., Generali, M., & Parzych, J. L. (2020, May) [Canceled due to COVID-19]. *Leveraging school administrator and school counselor*

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collaboration to promote success for all students. Presentation to be given at the New England Educational Research Organization (NEERO), Portsmouth, NH.

Ginicola, Misty M. (2019). Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Monthly Webinar, "Words can hurt: Staying competent in affirming LGBTGEQIAP+ terminology," ALGBTIC. (August 30, 2019).

CURRICULUM AND LEARNING

Bower-Phipps, L. (2020). Responding to Heteronormativity: Lesbian, Gay, Bisexual and Asexual Preservice Teachers' Dreams and Fears. *Current Issues in Education*, 21(1), pp. 1-23.

Marn, T. M., & Wolgemuth, J. R. (2020). Experimental critical qualitative inquiry: Disrupting methodologies, resisting subjects. *Post-Qualitative Research and Innovative Methodologies*, 35.-15.

Moss, D.M., Simmons, J., Izard, B. & **Marx, H.** (in press, 2020). Going Global in Teacher Education: Lessons Learned from Scaling Up. In L. Baecher (Ed.) *Study Abroad in Teacher Education: Transformative Learning at the Global Scale*. New York: Routledge.

Chandler-Olcott, K., Draper, R. R. Hiebert, E., Hruby, G., MacGill-Franzen, A., **McVerry, J. G.**, O'Byrne, W. I., & Serafini, F. (2020). Defining Instructional Text: Eight literacy scholars discuss framing and trade-offs. *Ubiquity: The Journal of Literature, Literacy, and the Arts*.

Sinclair, M. & **Powell, J.** (2020) Becoming Accomplices: Problematizing the Intersection of Reflection and Action Through Pre-Service Teachers' Autoethnographies as Praxis. *The International Journal of Critical Pedagogy* <http://libjournal.uncg.edu/ijcp/article/view/1608>

Shaw, L., Marx, M., Arnold, J., & Sableski, M. (2020). An invitation to consider the value of personal stories in cultural narrative. *Journal of Children's Literature*, 46(1), 43-48.

Sherwood, C.A. (2020). "The goals remain elusive": Using drawings to examine shifts in teachers' mental models before and after an NGSS professional learning experience. *Journal of Science Teacher Education*.

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Torre, C. (2019-20). Member of the Curriculum Development Committee for the new, State mandated, Black and African-American / Puerto Rican and Latino curriculum to be Published and offered at all Connecticut high schools beginning in the 2021 & 2022 academic years.

Diamantis, M. & Goldberg, A. (2019). Doing Mathematics with Language Arts and Science...Oh My!. NCTM Regional Conference, Nashville, TN. October 2019.

Ferraro, M. (2019). Cultivating Language and Identity Through Multiliteracy Practices: Snapshots from a Fifth-Grade Class. 24th Annual Dual Language Conference, Albuquerque, New Mexico.

Ferraro, M. (2020). Cultivating Connections with Bilingual Families in our Communities. Presented at Connecticut Library Association's Setting our Sights on Success Conference. Groton, CT.

Ferraro, M. (2020). Privileging Teachers' Voices: A Call to Action to School Leadership. TESOL International Convention and English Language Expo, Denver, CO.

Ferraro, M. (2020). Addressing the Shortage of Dual Language Teachers. Southern New England Regional Dual Language Learners Conference. Framingham, MA.

Goldberg, A. (2020). An Assessment/Feedback Activity for ec stem. National Scale TPA Implementation Conference, Austin, TX.

Wolgemuth, J. R., Eaton, P. W., **Marn, T.**, Stich, A. E., Kennedy, L. M., Moses II, M. W., Michalovich, A. & Alicea, J. A. (2020, Apr 17 - 21) Methodological Stuckness in Research Participants and Ethics [Paper Session]. AERA Annual Meeting San Francisco, CA.

Marn, T. (2019). Doctoral Student Mentoring Session. QR-SIG Sponsored Symposium. Annual Meeting of the American Educational Research Association (AERA). Toronto, ON

Marx, H., Moss, D. (2020). Gaps in the research underpinning teacher education study abroad: Analytical review of research. Paper accepted for presentation to the Annual Meeting of the American Educational Research Association. April 2020

Marx, H., Witt, A. (2020). The State of the Profession: International Field/Student Teaching Experiences in Undergraduate Teacher Preparation – Images for the Near Future. ATE Council for International Education. Atlantic City, NJ. February 2020.

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Henderson, N., **Marx, H.** Gregory, B. (2020). What to do when...: Conversations we have with students. SCSU Faculty Forum. January, 2020.

McVerry, J. G. (2020) Basics of Lesson Planning and Instructional Design. Presentation at Feminism and Art Hackathon, Navrongo, Ghana.

McVerry, J. G. (2019). Opening the Syllabi in Higher Education Institute session presented at the 9th Open Education Conference Phoenix, Arizona.

McVerry, J. G. (2019). Virtually Connecting at #OpenEd19 Virtual session presented at the 9th Open Education Conference. Phoenix, Arizona.

Valerie, L.M., **Shaw, L.**, Perez, S., Craig, M., Gilbert, E., Truscinski, M. (2019, August). Permission, and necessity, to play with language. 18th Nordic Literacy Conference & the 21st European Conference on Literacy, Copenhagen, Denmark.

Shaw, L., Craig, M., Gilbert, E., Ostrowski, S., Perez, S., & Valerie, L. (2019, July). Permission to play with language: Creating possibilities for writing. Oxford International Roundtable Symposium, Oxford, UK.

Shaw, L., Marx, M., Short, K. G., Bolden, T., Lai, T., Morales, Y., Villanueva, G. D., Arnold, J., & Sableski, M. (2019, November). CLA Master Class: Personal stories as cultural narrative in children's literature, Spirited Inquiry, National Council of Teachers of English (NCTE) Annual Convention, Baltimore, MD.

Shaw, L., Randall, R., Raynolds, L. (2019, April). It's not one or the other: Working with teacher candidates to improve explicit reading and writing intervention with multicultural literature. New England Educational Research Organization (NEERO) Annual Conference, Portsmouth, NH.

Torre, C. (2020). Presented at the Cheshire Correctional Institution as part of their celebration of Hispanic Heritage month.

EDUCATIONAL LEADERSHIP & POLICY STUDIES

Gregory, J. L. & *Mebane, K. A. (Accepted). The role of ego threat in professional growth: Fulfilling the ethical intentions of the seed model. Educational Practice and Theory.

Gregory, J. L. (2019). School Leadership for Learning: Learning Theory to Improve Professional Practice. Toronto, Ontario.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

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Trombly, C. & Griffith, D. (2020). Preparing principals for leadership beyond the schoolhouse. Advocacy Education: Research-Based Strategies for Teachers, Administrators, Parents, and the Community (Etheridge, E., Davis, J.M., & Winterbottom, C., editors). Hauppauge, NY: Nova Science Publishers.

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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Proposal to Establish: Center for Teaching and Learning at SCSU

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

SCSU College of Education Minority Educator Initiative Recruitment and Retention Plan (2021-2026)

Center for Teaching and Learning

Purpose

To establish an organizational entity on the SCSU campus to foster multidisciplinary partnerships that lead to the growth of educational research and innovation

Center for Teaching and Learning

Dean, College of Education
Executive Director, CTL
Steering Committee, SCSU

CREATING INNOVATION SPACES

ABA Clinic (new)
Literacy Clinic
XR Initiative

Community Engagement

Training opportunities
Access to services

State & Local Government

State Agencies,
e.g. CSDE

DEVELOPING MULTIDISCIPLINARY COMMUNITIES

OBAMA Lab School
Global Educational Services

CONDUCTING RESEARCH & INNOVATION

Externally Funded Research &
Development Projects
Evaluation, Assessment &
Policy Analysis

4 MAIN PILLARS OF WORK:

IMPROVING TEACHING & LEARNING

Office of Faculty Development
Center for Assistive Technology
Adult Education/Badges
College Preparedness Programs
Minority Educator Initiative

COMMUNITY IMPACT:

Faculty Growth

Training for PK-12
School Teachers, and
leaders

Industry

Student Internships



STATE OF CONNECTICUT BOARD OF EDUCATION



Good morning Chair Harris and members of the Academic Affairs Committee.

On behalf of the Connecticut State Department of Education (CSDE), it gives me great pleasure to acknowledge the work of the College of Education at Southern Connecticut State University (SCSU) in the establishment of the Center for Teaching and Learning.

SCSU has been a leader in educator preparation for over 125 years, and is one of the largest producers of educators within the state.

The Center for Teaching and Learning is an example of SCSU's visionary work which seeks to focus on improving the work of higher education and its direct impact on school improvement and learners' achievements in Connecticut. This has been and remains a goal of the CT State Board of Education and the CSDE.

As outlined, the Center will work with local school districts, state agencies, industry and national institutions to accomplish the following:

- Improve teaching and learning;
- Conduct research and innovation in the Art and Science of Teaching;
- Develop multidisciplinary communities of educators; and
- Create incubation clinics, offices and develop new initiatives.

The work of the center will provide a robust body of research and professional development that can be utilized by educators to enhance the efforts of the larger educational community in Connecticut and beyond.

Again, the CSDE applauds your vision and implementation of a resource which will benefit educators, students, families and all those who seek to improve the quality of education in the State of Connecticut for years to come.

Respectfully submitted,

Charlene Russell-Tucker
Commissioner-Designate
CT State Department of Education

ITEM

Resolution to transfer a bequest to Northwestern Connecticut Community College to the College Foundation.

REPORT

Northwestern Connecticut Community College (NCCC) received a bequest in the amount of \$356,185.50 from the estate of Wendy Begansky for the purpose of providing scholarships to students at the college.

We are attaching the below resolution for the Board to consider and recommend its adoption. This resolution would achieve Wendy Begansky's goal by transferring the said amount of the bequest, in its entirety, to the Northwestern Community College Foundation & Regional Advisory Board, a 501(c)(3) charitable organization, for the purpose of combining with the already established Ronald Begansky scholarship. The foundation shall rename the scholarship to the "Wendy and Ronald Begansky Memorial Scholarship" and provide funds to support NCCC students following the foundation's investment and spending policies.

Resolution attached.

RESOLUTION

concerning

ACCEPTANCE OF GIFTS
NORTHWESTERN CT COMMUNITY COLLEGE
BEQUEST OF WENDY BEGANSKY TO RONALD BEGANSKY MEMORIAL SCHOLARSHIP FUND
September 15, 2021

- WHEREAS, Northwestern Connecticut Community College is the recipient of a generous bequest from the Estate of Wendy Begansky in the amount of \$356,185.50; and
- WHEREAS, The Last Will and Testament of Wendy Begansky provided said bequest for the specific purpose of sustaining an existing scholarship named for her late husband Ronald Begansky; and,
- WHEREAS, It is the understanding of Northwestern Connecticut Community College that the intent of Wendy Begansky in making this donation to the college was to add to the student scholarship fund, previously funded by Northwest Community Bank in memory of her deceased spouse, the late Ronald Begansky former chairman of the Northwest Community Bank for the benefit of Northwestern Community College students; and
- WHEREAS, In order to expedite the fulfillment of the purpose of this bequest, the funds must be transferred from the college to the Northwestern Community College Foundation, a 501(c)(3) charitable organization that provides scholarships for the College's students and established into a separate account known as the Wendy and Ronald Begansky Memorial Scholarship Fund, formerly the Ronald Begansky Memorial Scholarship Fund, for the purpose of benefitting students at the college, in accordance with the policies and direction of the Northwestern Community College Foundation board; be it therefore
- RESOLVED, That the Board of Regents accepts and acknowledges with appreciation this generous bequest to sustain an existing scholarship for the benefit of Northwestern CT Community College students; and
- RESOLVED, That the donation to Northwestern Connecticut Community College in the amount of \$356,185.50 be transferred immediately to the Northwestern Community College Foundation and established in said account.

A True Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education

RESOLUTION
concerning
ACCEPTANCE OF GIFTS
FOR
ASNUNTUCK AND TUNXIS COMMUNITY COLLEGES
ADVANCED MANUFACTURING PROGRAMS
September 23, 2021

WHEREAS, Asnuntuck and Tunxis Community Colleges are the recipients of a generous donation from Richard and Marion Leonhardt of six ProtoTRAK milling machines, manufactured by TRAK Machine Tools. 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:

- Six (6) TRAK—K3JMX knee mill machines plus accessories of a cable breakout box, work lamp, power draw bar, remote stop/go switch and TRAKing electronic hand wheels.
- Training for machine use

Total Current Market Value: \$164,028

A True Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education



ASNUNTUCK COMMUNITY COLLEGE

170 Elm Street Enfield, CT 06082 860.253.3001

Fax 860.253.3007

Office of the Chief Executive Officer

**Reporting of Gifts (Other Than Money or Securities)
Connecticut General Statutes - Sec. 10a-150
Form B**

Date: August 27, 2021

To: Keith Epstein, Vice President, Facilities, Real Estate & Infrastructure Planning

CC: Dr. Alice Pritchard, Chief of Staff, CSCU
James Lombella, Ed.D., North-West Regional President, CSCU
Ben Barnes, Chief Financial Officer, CSCU

From: Michelle Coach, Ed. D., Chief Executive Officer, Asnuntuck Community College

Nature of Gift:

3 Prototrak Milling Machines for Asnuntuck Community College Manufacturing Programs

Description:

TRAK- K3KMX TRAK Mills with accessories

Current Market Value:

\$82,014.00 (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:

Michelle Coach

Date:

08/27/2021

**Reporting of Gifts (Other Than Money or Securities)
Connecticut General Statutes - Sec. 10a-150
Form B**

Tunxis
Community
College

Education That Works For a Lifetime

Date: August 30, 2021

To: Keith Epstein, Vice President, Facilities, Real Estate & Infrastructure Planning

CC: Dr. Alice Pritchard, Chief of Staff, CSCU
James Lombella, Ed.D., North-West Regional President, CSCU
Ben Barnes, Chief Financial Officer, CSCU

From: Darryl Reome, Ed.D., Campus CEO, Tunxis Community College

Nature of Gift:

3 Prototrak Milling Machines for Tunxis Community College Manufacturing Programs

Description:

TRAK- K3KMX TRAK Mills with accessories

Current Market Value:

\$82,014.00 (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:** 

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

RESOLUTION

concerning

ACCEPTANCE OF A GIFT

GATEWAY COMMUNITY COLLEGE - AUTOMOTIVE TECHNOLOGY PROGRAM

September 23, 2021

WHEREAS, Gateway Community College is the recipient of a generous donation of a 2020 GMC Terrain donated by Northwest Hills Chevrolet Buick GMC Cadillac for laboratory and experiential instruction in the college's Automotive Technology Program; and

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

RESOLVED THAT, The Board of Regents accepts and acknowledges with appreciation the following gift donated by Northwest Hills Chevrolet Buick GMC Cadillac:

Description:

2020 GMC Terrain AWD small SUV, VIN: 3GKALTEV3KL319470

Total Current Market Value: \$7,752.06

A True Copy:

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 8, 2021

To: Ms. Ernestine Weaver, CSCU General Counsel

CC: Dr. Alice Pritchard, Chief of Staff, CSCU
Dr. Thomas Coley, Shoreline-West Regional President, CSCU
Ben Barnes, Chief Financial Officer, CSCU

From: William T. Brown, Ph.D., Chief Executive Officer, Gateway Community College

Nature of Gift:

2020 GMC Terrain – Training Vehicle

Description:

- 3GKALTEV3KL319470 – AWD small SUV

Current Market Value: \$7,752.06 (total)

Determined by: Market Value

Date Received: To be determined

Donor: General Motors Corporation

Purpose or nature of Gift: Was the purpose specified by the donor?

☒ **X** **Yes** ☐ **No**

Instructions or additional information:

- Per donation agreement – educational purposes only

Signature: *William J. Brown, PhD* **09/08/2021**



General Motors
General Motors Technology Donation Program
Important Time-Sensitive Memo

General Motors Corporation
DONATION AGREEMENT
DONATION TO NONPROFIT ORGANIZATION

Please note: This donation agreement must be completed, signed, title, dated and returned to the Donation Coordinator, PRIOR TO ANY DONATION BEING SHIPPED TO, OR PICKED UP BY, YOUR INSTITUTION. This is a change from current policy and is effective immediately. Once this document is completed and received, arrangements for shipping and/or pick-up will be made accordingly. Providing transportation for the donation is mandatory (at the expense of the Donee) within a 200 miles radius of the Donee. Please indicate if you are willing to pick-up from location: () Yes or () No. If no, please provide shipping address: If you do not want to participate in this donation, please check here: ()

Donation No: VEH2021-088		AD #:
Donated By: Northwest Hills Chevrolet Buick GMC Cadillac 2065 East Main Street Torrington, CT 06790 Contact Person: Roger Rathbun Contact Phone: (860) 482-0700		Name & Address of School/Institution (Donee – Other) Gateway Community College 20 Church Street New Haven, CT 06510 Contact Person: Dan Fuller Contact Phone: (203) 285-2370
Make: GMC Terrain	3GKALTEV3KL319470	Value: \$7,752.06
Other Comments (i.e. items missing, etc.): Transmission is inop		

The item(s) identified above (the "Donated Item(s)") has/have been identified for donation to you by General Motors Corporation for nonprofit, educational, or exhibition purposes only. It is important to note that products are given in "as is" condition with no warranties expressed or implied. By completing, signing and submitting this application your organization agrees to this and the following conditions:

1. The Donated Item(s) will be used only by you for non-profit, educational or exhibition purposes and will not be sold, disposed of, or transferred by you. Upon completion of your use of the Donated Item(s), you will scrap the Donated Item(s), disposing of it/them in such a manner as to ensure that it/they can no longer be used or sold (by GM Scrap Policy).
2. If the Donated Item(s) is a motor vehicle or component thereof, it will not be licensed, titled or operated on any public or private road or highway.
3. You acknowledge that the Donated Item(s) is not certified to comply with any federal, state or local laws, rules or regulations.
4. You accept the Donated Item(s) "as is, with all faults," it being understood that it is not covered by any warranty. General Motors Corporation expressly disclaims all warranties, including any implied warranty of merchantability or fitness for a particular purpose.
5. You acknowledge that automobiles, machinery, or equipment of any sort are potentially dangerous by their nature. You acknowledge that there is risk associated with the operation of the Donated Item(s), and that you knowingly assume this risk. You acknowledge that the Donated Item(s) will be operated only by experienced, knowledgeable users such as college or university level students or faculty. For high schools, you acknowledge that the Donated Item(s) will be operated by students only under the direct supervision of an experienced, knowledgeable faculty member.
6. General Motors Corporation expressly disclaims, and you expressly release General Motors Corporation from any and all liability associated with the Donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors Corporation, its officers, directors, employees, and agents from damages, liabilities, fines, judgments, costs (including settlement costs) and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (1) arising out of or in connection with the Donated item(s) or their use and possession; or (2) General Motors Corporation's enforcement of the provisions of this agreement.
7. The conditions set forth above have been communicated to, and are understood by all of your personnel who have access to the Donated Item(s).
8. The Donated property can not be transferred to any person, business or organization without the expressed written consent of General Motors and its agents. A Transfer Form is required for this purpose.

GM facilitates the donation of products to nonprofit entities in need of such equipment that do not have the resources to acquire such equipment on their own. It is the donee's sole responsibility to determine whether or not these products will perform as expected or needed. By completing and signing the product request form, the donee acknowledges that GM provides the products "as is" and without warranty of any kind, express or implied, including, but not limited to, warranties of merchantability or fitness for a particular purpose. "THE UNDERSIGNED" hereby acknowledges responsibility to, and agreement to, comply with all applicable export control laws for any item obtained from General Motors Corporation. "THE UNDERSIGNED" understands that General Motors Corporation reserves the right to reject any transaction determined to be in violation, or possible violation, of any applicable export control laws.

Please acknowledge your agreement to the above by signing this Donation Agreement in the space below and emailing a signed copy to GMDonations@TrainingSupportAdmin.com

Accepted and agreed to this _____ day of _____, 20_____

By: _____ Title: _____

July 14, 2021

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

Dear Dr. Cheng:

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

Dr. Michele Abrams – Audiology Supervisor, Department of Communication Disorders

Sincerely,



Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

August 25, 2021

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

Dear Dr. Cheng:

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

Dr. JinJin Yang – Professor, Department of Health & Movement Sciences

Sincerely,



Joe Bertolino
President

JB/meh

cc: A. Kripp, Human Resources for CSCU, Personnel File

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

AUTHORIZATION FOR THE CSCU PRESIDENT TO GRANT 2021-22 SALARY ADJUSTMENTS FOR MANAGEMENT AND CONFIDENTIAL PROFESSIONAL EMPLOYEES EFFECTIVE JULY 1, 2021

September 23, 2021

WHEREAS, CSCU's Management and Confidential Professional Employees perform critical functions throughout CSCU and are not covered by collective bargaining agreements; and

WHEREAS, Under the Human Resources Policies for Management and Confidential Professional Employees which was last revised by the Board in October 2020, the Board of Regents must approve salary adjustments for this class of employees; and

WHEREAS, The most recent adjustment for Management and Confidential Professional Employees was effective on July 1, 2019 in the amount of 3.5%; now therefore be it

RESOLVED, That the Board of Regents for Higher Education hereby authorizes the CSCU President to grant 2021-22 salary adjustments (effective July 1, 2021) for CSCU Management and Confidential Professional employees; and be it further

RESOLVED, That the salary adjustments for CSCU Management and Confidential Professional employees are in compliance with Article 6.5 of the CSCU Human Resources Policies for Management & Confidential Professional Personnel and are in further accordance with the terms and conditions set forth in the attached Staff Report, which is incorporated herein by reference and duly adopted.

ITEM**Management Confidential Salary Adjustment****Background**

In July 2021 the Governor announced that non-union managers in the executive branch – except those employed in Higher Education – would receive raises in the amount of 7.5%, plus a \$2,000 one-time bonus. These adjustments were intended to keep these management jobs competitive with private sector jobs, and to equalize managers' raises since 2017 with those provided to state unionized workers under the 2017 SEBAC agreement.

Managers in CSCU were excluded from the Governor's action because the power to implement such changes is granted by statute to the Board of Regents.

Since the 2017 SEBAC agreement, unionized workers at CSCU (and across state government) have received a \$2,000 bonus on July 1, 2018 along with raises of 5.5% on both July 1, 2019 and July 1, 2020. During that time, CSCU management and Confidential employees have received a raise of 3.5% on July 1, 2019.

On July 1, there were 314 managers across CSCU.

CSCU's Classification and Compensation Procedures for Management and Confidential Professional Employees states:

Salary increases shall be pursuant to Board policy. The effective date for annual salary increases shall be the beginning of the pay period that includes July 1. No one employed less than six months in a position shall be eligible for consideration of such a salary increase. Anyone who will not be employed in a Management or Confidential Professional position as of September 1, for any reason, shall not be eligible for a salary increase. (See Section 6.5 of the Human Resources Policies for Management and Confidential Professional Personnel for additional details.) The System Office will disseminate guidelines for implementing annual salary adjustments/increases.

The application of this procedure will reduce the number of eligible employees to approximately 309.

Recommendation

Staff recommends that the Board of Regents approve raises for non-union Management and Confidential Professional employees in the amount of 5% for those employees with salary below \$120,000; 4% for those employees with a salary between \$120,000 and \$170,000; and 3% for employees with salaries above \$170,000; all effective and retroactive to July 1, 2021. The salary cost of these raises is expected to be \$1.47 million, or 0.23% of the system's salary budget for

the current year. Final costs will be subject to a review of eligibility criteria by Human Resources.

Fringe benefits costs that would result from approval of this item are estimated at \$873,000 per year, of which \$600,000 would be General Fund Fringe costs borne by the state, and the remainder would be operating fund expenses funded through tuition and fees.

Staff has requested support from the state budget for this action.

<u>M/C Employee annual salary</u>	<u>% Increase</u>	<u>No. Empl.</u>	<u>Salary</u>
Annual salary below \$120,000	5%	167	656,400
Annual salary between \$120,000 to \$170,000	4%	97	540,183
Annual Salary greater than \$170,000	3%	45	276,472
		309	1,473,055

09/15/21 Finance and Infrastructure Committee

09/23/21 Board of Regents