



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, October 21, 2021

Meeting will stream live at: https://youtu.be/6Oqqvto1_c8

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 PHelen@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

- Informational Item – Emeritus Status, Waldemar Kostrzewa, former NVCC Dean of Community Engagement, Naugatuck Valley Community College Page 1

4. Comments from CSCU System President Terrence Cheng

5. Institutional Updates

- Dr. Zulma Toro, President - Central Connecticut State University
- Dr. Darryl Reome, Campus CEO – Tunxis Community College

6. Opportunity to Address the Board*

7. Approval of Previous Meeting Minutes..... Page 3

- September 23, 2021 - Regular Meeting

8. Consent Agenda Page 71

- a. Center for Connecticut Studies – Renewal – Eastern CT State University
- b. Revised Mission Statement – Eastern CT State University
- c. BOR Policy: Student Athlete's Name, Image, and Likeness
- d. BOR Policy: Selection of a Single Office of Postsecondary Education Identification Number for CT State Community College
- e. Management/Confidential Salary Classification and Compensation Correction
- f. Adoption of Revised CSCU Distribution Model for CSU State Aid

9. Academic & Student Affairs Committee – Merle Harris, Committee Chair Page 120

<https://www.youtube.com/watch?v=VRxpuTBpWjl>

Report and Action Item:

- CSCU Criminal Justice Task Force – Final Report and Recommendations

10. Audit Committee – Eleese Wright, Chair

No Report. No items

11. Finance & Infrastructure Committee – Rich Balducci, Committee Chair Page 161

<https://www.youtube.com/watch?v=eBn65ALE8E8>

Report and Action Item

- *Revised Spending Plan for Universities and Community Colleges*

12. Human Resources & Administration Committee – Holly Howery, Committee Chair

<https://www.youtube.com/watch?v=IFgPPdhRKgs>

Report and Action Items

- *Telecommuting Policy..... Page 207*
- *Search Policy for CT State Community College President Page 211*

13. Executive Committee – Matt Fleury, Committee Chair

No Report. No items

14. Executive Session - – Concerning Collective Bargaining and an Update on Pending Litigation

15. Adjourn



Office of the Chief Executive Officer

September 7, 2021

Matt Fleury
Chair, Connecticut Board of Regents for Higher Education

Terrence Cheng
President, Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06106

Dear Chairman Fleury and President Cheng:

As Chief Executive Officer at Naugatuck Valley Community College (NVCC), I am pleased to write and let you know that Naugatuck Valley Community College has awarded emeritus status to Waldemar Kostrzewa, former NVCC Dean of Community Engagement.

According to The Connecticut State Colleges and Universities (CSCU) Human Resources Policies for Management & Confidential Professional Personnel (October 10, 2020 version), "when a President/Campus CEO believes it is appropriate, emeritus status may be conferred upon Managers and Confidential Professional employees. Ordinarily, emeritus status will be conferred only upon persons who have ten (10) years or more of service to the Board of Regents (or one of the Board of Regents' colleges or universities), or its predecessor organization who are 55 years of age or older, and who have retired from service to the State of Connecticut." Waldemar (Wally) Kostrzewa began working for the Board of Trustees of Community-Technical Colleges in December of 1978, retiring as the Director of Government Relations on July 1, 2004. Following his retirement, Wally then served as the Director of Development at Tunxis Community College for several years beginning in 2005. He came to Naugatuck Valley Community College in November 2008 as Dean of Community Engagement in a part-time capacity and retired in June of this year (2021).

While I cannot speak to Wally's work at the Board of Trustees or Tunxis Community College, I can confidently state that while at NVCC he advanced the mission of both NVCC and the Board of Regents through his distinguished service and accomplishments. During his time at Naugatuck Valley Community College, Wally was instrumental in the college's five successful applications for Fulbright Scholars-in-Residence and the logistics/support of these scholars during their yearlong stays in the United States. As a result of his advocacy, NVCC students, faculty, and staff as well as the greater Waterbury community have been exposed to the artistic talents of artists from around the world in the mediums of visual art, literature, music, dance, and theater/performance art.

Additionally, recognizing the need for professional development at all levels across the college, Wally was a cofounder of the NVCC Vanguard Leadership Academy (VLA), an initiative that leverages the expertise of NVCC colleagues to provide training, knowledge, and skills to others. Since 2017, the VLA

has offered more than three dozen workshops to staff and faculty on a wide range of topics, and it continues to do so because of the strong foundation he helped to put in place.

Wally served as the college liaison to NVCC's Regional Advisory Council, recruiting new members and working with existing members on projects and initiatives to advance the mission of the college and the Board of Regents. He also planned the annual Legislative Breakfasts and Community Events to ensure that local, state, and federal legislators as well as local and community partners were kept apprised of the good work of the college and our students. His role as Master of Ceremonies at these and other numerous events, in which he struck a fine balance between gravitas and humor, will forever remain a fond memory of those who attended.

Finally, Wally was an instrumental part of the leadership fundraising team that raised more than \$1 million dollars for the college's capital campaign in support of the Founders Hall Center for Health Sciences which opened in 2017.

As you can see, his noteworthy dedication and service to NVCC and our students was tireless. Wally's thoughtful guidance, indefatigable support, and wonderful sense of humor are dearly missed at NVCC. I would be happy to share more about his wonderful work for the college should you want to learn more, and I am confident that you will agree that he has earned the Emeritus status that Naugatuck Valley Community College has bestowed upon him.

Sincerely,



Lisa Dresdner, Ph.D.
Chief Executive Officer

cc: Alice Pritchard, Ph.D., Chief of Staff, Chief Operating Officer, Secretary to the BOR
Andy Kripp, Vice President C SCU Human Resources
Pam Heleen, Associate Director of Board Affairs
Jim Lombella, Ed.D., President, North-West Region

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, SEPTEMBER 23, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

REGENTS - PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Felice Gray-Kemp	Y
Holly Howerly	Y
David R. Jimenez	Y
Richard Porth	Y
JoAnn Ryan	Y
Ari Santiago (arrived at 10:14)	Y
Eleese E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Deputy Labor Commissioner (attending for Commissioner Westby)	Y
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Dr. Jane Gates, Provost, SVP of Academic & Student Affairs
 Ben Barnes, Chief Finance Officer
 Andy Kripp, VP of Human Resources
 Dr. Ken Klucznik, VP of Academic Affairs
 Ernestine Y. Weaver, Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

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

CALL TO ORDER

Chair Fleury called the meeting to order at 10:02 a.m. Following roll call, Chair Fleury declared a quorum present.

WELCOME NEW REGENTS AND COMMISSIONERS

Chair Fleury introduced Richard Porth as a new Regent appointed in July by the Governor's Office. Regent Porth is known for his work in municipal government, non-profits, and social justice initiatives.

He announced the end of Naomi Cohen's term as Regent and expressed the Board's thanks for her 12 years of service. Vice Chair Merle Harris read the following resolution of appreciation.

RESOLUTION FOR NAOMI K. COHEN

WHEREAS, Naomi K. Cohen has served with distinction as a member of the Board of Regents for Higher Education since December, 2011 and has been a member of the Board Academic & Student Affairs Committee, Executive Committee, and Human Resources & Administration Committee of which she was the Chair; and

WHEREAS, Regent Cohen has dedicated her life to serving students in numerous educational leadership positions, including four years as House Chair of the CT General Assembly's Education Committee while she was a State Representative from 1983 - 1993, as Vice-Chair of the Education Commission of the States, as the public member representing CT on the Board of Trustees of the New England Association of Schools and Colleges, and as Vice Chair of the Bloomfield Board of Education; and

WHEREAS, she has served as a tireless advocate for Connecticut's students and families by promoting greater access to higher education and degree completion strategies for students; and

WHEREAS, she championed stronger sexual assault policies on all college campuses;

WHEREAS, Regent Cohen, editorial red pen in hand, has been instrumental in the creation of CSU's job classification systems, the BOR's Code of Conduct, hiring procedures, and job search processes; and

WHEREAS, as the advocate and author of many "friendly amendments," Regent Cohen ensured that sound, well-crafted, meticulously detailed policy has led to sound practice; and

WHEREAS, Regent Cohen completed her term of service to the Board of Regents for Higher Education on June 30, 2021.

NOW, LET IT BE RESOLVED that the Board of Regents for Higher Education, together with CSU System President Terrence Cheng, note the bittersweet end to Regent Cohen's tenure as our smart, thorough and humorous wordsmith; and

LET IT FURTHER BE RESOLVED that we, the members of the Board of Regents for Higher Education, thank Regent Cohen for her service and abundant contributions to higher education and wish her and her family happiness and fulfillment as she leaves the Board and continues to work on endeavors that improve life for others.

Vice Chair Harris made a motion to approve the resolution which was seconded by Regent Balducci. Regent Balducci commented on Regent Cohen's contributions and expressed that he was proud of their work together. President Cheng thanked Regent Cohen for her service and applauded her achievements, dedication, and focus. *The resolution was unanimously adopted.*

Former Regent Cohen expressed her appreciation for the opportunity to be involved in community service, public policy, and with the members of the Board of Regents for Higher Education. She indicated that the expertise, insights, and dedication of the Regents have been the hallmarks of her service. She has enjoyed the opportunity to work with the staff, faculty, and students of CSU.

Chair Fleury announced the creation of the Naomi K. Cohen Scholarship to honor her service to the Board and the cause of higher education which will be awarded beginning in the Fall 2022 to a Charter Oak State College student dedicated to public service.

Dr. Pritchard also announced that a gift from the CSCU Staff would be arriving soon. The red pen set will ensure that former Regent Cohen's next project will receive the same love and editorial attention that the Board's work received.

Chair Fleury continued by welcoming two new Ex Officio members of the Board of Regents:

Kelli-Marie Vallieres is Vice Chair of the Governor's Workforce Council and the Chief Workforce Officer of the newly established Office of Workforce Strategy for the State of Connecticut and the Lamont administration. Her position was added to the Board of Regents by the General Assembly as part of this year's legislative action. She is uniquely able to combine her roles in industry and education to support educational pathway programs from secondary through post-secondary educational settings, including industry training and development.

Dr. Manisha Juthani is welcomed as the State's new Commissioner of Public Health. She is an infectious disease physician at the Yale School of Medicine appointed by Governor Lamont as the Commissioner of Public Health. Dr. Juthani takes over the leadership of the Department of Public Health from Dr. Deidre Gifford. The Board thanks Dr. Gifford for her partnership with the Board and CSCU through the pandemic.

ADOPTION OF AGENDA

On a motion by Regent Jimenez, seconded by Regent Howery, the Agenda was unanimously adopted.

CHAIR FLEURY REMARKS - NEW COMMITTEE ASSIGNMENTS

With the transition in board membership comes a few changes to Committees:

- Regent Rick Porth will join the Academic & Student Affairs Committee and the Audit Committee.
- Regent JoAnn Ryan will leave the Audit Committee and join the Human Resources & Administration Committee.
- Regent Holly Howery will take over leadership of the Human Resources & Administration Committee from Naomi Cohen and as chair, will join the Executive Committee. She will continue to serve on the ASA Committee.

PRESIDENT CHENG'S REMARKS

- Campus Reopening and COVID - As CSCU enters the second year of pandemic teaching and learning, President Cheng recognized the work of an incredible staff, faculty, and administration, for going above and beyond the call of duty these past 18 months to serve students and institutions. Students have been equal partners in getting through this very difficult time. Patience, fortitude, and determination have been defining factors in the work. The Board has continued to guide the system and give support during critical moments since March 2020.

An update on COVID was sent to the CSCU community yesterday. We have worked with campuses and the Department of Public Health to do everything to bring people back to campuses safely and securely. Efforts continue in collection of data and COVID dashboards will be relaunched soon so that system data is transparently available.

90% of university students have attested to their vaccine status and 89% have been vaccinated or have been granted a medical exemption. At the colleges, 84% of students have attested, and 83% are vaccinated or have been granted a medical exemption. More students have been brought back to campus while still mitigating the virus through distancing and an indoor mask mandate.

8%, or roughly 2100 students, at the universities and 14%, or approximately 5400 students at the colleges, have been granted non-medical exemptions. They are required to be tested weekly.

The system also negotiated an agreement with the unions to require vaccines for employees. Vaccine attestations are still coming in and testing is underway. More data will be available in the coming weeks on employee compliance with the agreement.

These rules are being enforced with students and employees with consequences imposed for non-compliance.

- President Cheng has been working with the Presidents and CEOs and their teams, getting to know them and their campuses so that the system office can continue to provide as much support as possible. We have been working together on cultivating strategic goals and direction for campuses and the system. With most classes and campus services being offered in person, President Cheng has enjoyed being around faculty, staff, and students again experiencing the lifeblood of what we do—community, collaboration, and the vitality of new possibilities.

Despite CSCU's best efforts, enrollment across the system has not bounced back to pre-pandemic levels. The universities are down nearly 9% and the colleges are down 6% this year compared to last. Charter Oak State College has fared better through the pandemic and hopefully will have strong enrollment for this year.

- CSCU's Equity Council - President Cheng has recharged the Council this year under the leadership of Dr. Kimberly James from Tunxis Community College. Dr. James and the Council will partner with Human Resources, Student Affairs, and Academic Affairs across all campuses to investigate ways to advance equity and social justice for students and employees.
- CT State Community College is moving ahead. Faculty and staff from the 12 colleges continue to inform and help shape the structure and direction of CT State. In Spring of 2022, the substantive change report will be submitted to NECHE, our accrediting body. CT State will increase access and equity, improve student outcomes, and help stabilize the financial situation for the college.
- Governor's Workforce Council - Meetings continue with many elected officials, community leaders, and business leaders. Because of CSCU, thousands of students enter the workforce and help industries and communities. The Workforce Council's Strategic Plan targets four key sectors: Manufacturing, Healthcare, IT & Business Services, and Life Sciences. A recent audit of credentials offered across all 17 CSCU institutions shows that nearly 1000 existing credentials are offered that directly serve these sectors.
- Campus visits begin officially next week. The "listening and learning" tour is designed to understand not just where we are, but where we can go from here. People's ideas and concerns will be heard, challenges will be tackled, and solutions will be created together. Because we are all on the same team. Respectful, professional, and collegial engagement will yield new paradigms that will benefit all.
- President Cheng made a personal plea that we recommit to an ethos that recognizes who we are as people, what we represent as professionals, and holds us accountable to a high level of ethical comportment, respect, and professionalism. The spirit of the times is strained; some even condone personal, defamatory, libelous, and out-of-bounds attacks as legitimate ways of doing business. An example, sadly, is a recent op-ed published by a CSCU faculty member comparing the Governor and a CSCU employee to the criminal acts of known and convicted sexual predators.

President Cheng does not begrudge anyone exercising their first amendment rights, even when he disagrees with it or finds it repugnant. This op-ed and other examples of recent behavior exhibited by a small but vociferous sector of the CSCU community have at times purposefully misrepresented facts, and have failed to uphold, or have even violated, the moral and ethical codes of the institutions and CSCU. The incivility is leagues beneath the expectations of the CSCU community and unbecoming for CSCU faculty, employees or students.

President Cheng asked that everyone recommit to do better. Employees can have hard, challenging conversations, but they don't have to cross the line to make a point. Everyone must model for our students, for our communities, and for the State.

INSTITUTIONAL UPDATES

President Cheng will begin to highlight wonderful work across the system by providing each campus leader the opportunity to address the Board and share accomplishments.

Housatonic Community College - Dr. Dwayne Smith
Presentation is included as Attachment A

Eastern Connecticut State University - Dr. Elsa Nunez
Presentation is included as Attachment B

Chair Fleury, Regent Wright, Vice Chair Harris, and Regent Jimenez thanked President Nunez and Dr. Smith for their presentations. Regent Wright asked how each presenter shared successes with their colleagues; President Nunez indicated that one of the biggest challenges to student success/completion is financial. Dr. Smith indicated that the Community College Campus CEOs meet and collaborate on a regular basis. Success stories can be found at all campuses. The hope is that the community colleges will share best practices, as will the universities.

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the four speakers, the Board 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 B.

The following individuals addressed the Board:

<u>Faculty/Public</u>
Dr. Paul Petterson Professor, Political Science Department CCSU
Sabrina Marques Assoc. Professor of Art, Director of Kathwari Honors Program Western Connecticut State University
Christine Japely Prof. of English Norwalk Community College
Seth Freeman 4C's President

RESPONSE TO PUBLIC COMMENT

Chair Fleury stated that it is difficult to hear the wide array of assertions made about the character, tensions, and actions of a volunteer Board. He added that it has also been difficult to refrain for commenting on the level of vitriol that the Board has been subjected to. The Board takes to heart every assertion, accusation, and disparagement made against them. If the suggestion is to have a contract negotiation with seriousness, the Board accepts the invitation as it has done since the beginning. What hurts us all is that polarization, finger-pointing, blame, and name calling serves no one.

The following Regents provided feedback to the public comment:

- Regent Gray-Kemp stated that she started the meeting feeling buoyed by the reports from both institutions but was snapped back to the reality to the comments concerning bargaining. She does take umbrage with the seemingly cavalier treatment of facts which are really opinions parading as facts. She requests that all who believe they know the facts to look to the record for clarification. The statutory requirements include a prescription against communicating the things that occur during deliberations to prevent the kind of poisoning of discourse that is happening right now.
- Regent Howerly replied to Prof. Van Dermark's written remarks stating that she predicated much of her statement on the idea that General Counsel Ernestine Weaver investigated and submitted a memorandum. As the referenced inquiry report notes, Counsel Weaver was not the person responsible for that; it was outside of the System Office. The Telework proposal for Management/Confidential employees is being considered by the Human Resources Committee on October 6. She encouraged Prof. Freeman to take telework concerns of 4C's to the bargaining table.
- Regent Jimenez commented on the number of accusations leveled against the bargaining process, Jackson Lewis, and him personally. In the interest of providing accurate information, he noted that Jackson Lewis does not represent the System in any contract negotiations. The System is represented by another law firm in contract negotiations. He continued by stating that as these contracts are coming up for renewal/renegotiation, considerations must include the changing demographics, the pandemic, increases in technology and must be analyzed through the lens of students, Connecticut taxpayers, and faculty and staff. We want to achieve student success and we want a system that we can afford and is efficient. It requires respectful discourse.
- Ex officios Dr. Blitz and Dr. Sesanker commented. Dr. Blitz referenced a 2020 BOR meeting when the phrase "everything is on the table" was used to characterize contract negotiations. He believes that that was not wise. He believes that we should be in a "review and revise" mode with respect to Students First and the initial offers of both sides of contract negotiations and work to "repair and rebuild" the lack of trust and confidence with respect to both items. Dr. Sesanker was pleased to see the reports directly from two institution leaders. She stated that the folks at the front line believe we are moving in the wrong direction and that is the reason we are hearing desperation and anger. She asked for clarification as to whether Jackson Lewis is being paid for services. Chair Fleury indicated that Jackson Lewis is a firm that has been used and may be called on to handle work for the Board and/or the System, but they have had no role in contract negotiations. Jackson Lewis has followed the State's procurement process and has been hired by CSCU not the BOR for administrative support in handling legal matters.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Gray-Kemp and seconded by Regent Harris, the June 24, 2021 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Budd, seconded by Regent Howery, the Consent Agenda was unanimously adopted.

Regent Ryan was recognized by Chair Fleury with a comment about the gift to Northwestern CT Community College. She stated that Northwestern Connecticut Community College is very grateful to the late Wendy Begansky for her very generous bequest to the college in memory of her husband. Ronald Begansky was the former chairman of Northwest Community Bank and a supporter of the college. The bequest came to the college and now needs to be transferred to the Foundation so that it can be invested for the purpose of creating student scholarships, as well as program support for the newly named scholarship memorializing both Wendy and Ronald. These scholarships will be directed exclusively toward support of NWCC students.

Academic Programs

Discontinuations

- 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

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)

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

Academic Programs

Modifications

- 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]

New Programs

- 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

BOR Academic Program/Low Completer Review Process Amendment

Center for Teaching and Learning - Southern CT State University [New Center] - (Attachment C contains minor corrections to the Center description)

Finance Items

- 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

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

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.

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.

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.

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.

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.

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.

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.

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.

Correction of Degree Title

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.

Program Name Correction

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.

Modifications:

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.

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.

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.

New Programs:

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.

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.

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.

BOR Academic Program/Low Completer Review Process Amendment

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.

Center for Teaching and Learning - Southern CT State University [New Center]

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.

Finance Items:

Acceptance of Gifts - Northwestern CT Community College - Bequest of Wendy Begansky to Ronald Begansky Memorial Scholarship Fund

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 CT Community College Foundation and established in said account.

Acceptance of Gifts - Asnuntuck And Tunxis Community Colleges Advanced Manufacturing Programs

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

Acceptance of Gift - Gateway Community College - Automotive Technology Program

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

AUDIT COMMITTEE

No Report

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

The Finance and Infrastructure Committee met on Wednesday, September 15th. The agenda included four action items and three discussion items.

Action Items:

The Committee approved an action item, introduced by President Cheng, and strongly supported by University Presidents and Campus CEOs and members of the Board that would provide raises for Management and Confidential Professional employees.

NOTE - As detailed in the Staff Report, the BOR's adoption of salary adjustments for management/confidential employees are retrospective adjustments 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. These were not made in anticipation of future union wage increases but an effort to address past gaps though less than provided to unionized workers or to state managers recently by the Governor.

Those raises would be 5% for those employees earning up to \$120,000; 4% for those between \$120,000 and \$170,000, and 3% for those with salaries above \$170,000. Approximately 310 employees would be impacted, and they rely on the Board for their increases as they are not represented by a CBA. The committee recommended raises would be effective for July 1, 2021 and are estimated to cost \$1.5 million this year.

Regent Balducci moved the resolution forward as a motion to approve. It was seconded by Regent Ryan.

Dr. Blitz commented that during the presentation to the Finance Committee, President Cheng indicated that a message was being sent to the managers and others who worked during COVID on behalf on the BOR and CSCU. Dr. Blitz hoped that during contract negotiations, the same sort of message to the faculty and staff who have worked under extremely difficult circumstances during the pandemic can be sent. Dr. Blitz comment was one of consistency of message.

Chair Fleury expressed the Board's gratitude for everyone's efforts during COVID and noted that this action is separate from any contract negotiations. The management/confidential employees do not enjoy the scheduled pay increases that are inherent in collective bargaining agreements.

The resolution was approved unanimously by voice vote.

In addition, the Committee approved three items related to the acceptance of gifts by Northwestern, Tunxis, Asnuntuck and Gateway Community Colleges.

Information Items:

The System CFO reported on the likely fiscal implications of "lower-than-budgeted" enrollment in both the colleges and universities. Based on data from two weeks before census, the approximate revenue impact was estimated to be \$32 million for the current year. In addition, risks related to COVID testing expenses and retirement payouts were projected to bring the System's current year budget risks as high as \$40 million.

The system office will bring forward budget revisions for FY22 at the October board meeting. These revisions will likely include reallocation of Federal HEERF funds in the colleges, use of budget surplus in the universities resulting from increased state assistance for fringe benefits, and various spending cuts that are now being identified by individual campuses.

The report included the fact that the budget as adopted includes over \$90 million of one-time federal assistance that will not likely be available in FY 23. Budget revisions could push this over \$100 million, which will create a major budget cliff for FY 23.

Finally, the information items included a review of the CSCU 2020 semi-annual report and review of recent Executive Committee action on a gift acceptance for Gateway.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

No Report

EXECUTIVE COMMITTEE

No Report

EXECUTIVE SESSION

At 12:10 a.m. on a motion by Chair Fleury, seconded by Regent Gray-Kemp, the Board voted to go into Executive Session for the purpose of discussing collective bargaining. Chair Fleury announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Fleury directed President Cheng, Dr. Pritchard, Dr. Gates, Ernestine Weaver, Andy Kripp, and Ben Barnes, as well as Kevin Roy from Shipman & Goodwin, to join the Regents in Executive Session.

ADJOURNMENT

The meeting was adjourned at 12:59 p.m.

Submitted,

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

Attachment Listing

September 23, 2021 BOR Regular Meeting

Attachment A	Institutional Update - Housatonic Community College
Attachment B	Institutional Update - Eastern Connecticut State University
Attachment C	Written Comments from the Public
Attachment D	Center for Teaching & Learning - Proposal with Corrections



HOUSATONIC
COMMUNITY COLLEGE

Stay Close. Go Far.

Board of Regents Meeting

It's a great day to be at Housatonic!

Dwayne Smith, Ph.D.
Chief Executive Officer
September 23, 2021



We are Housatonic Community College!

- Enrollment: 3,604
- On Ground: 32% Online 42%
- The 5th largest community college in the system
- 11 Town service region:
 - Ansonia, Bridgeport (48.1%),
Derby, Easton, Fairfield (4.2),
Milford, Monroe, Seymour,
Shelton (4.7%), Stratford (12.7%),
Trumbull (5.7)
- Hispanic Serving institution
 - 36.4% Hispanic
 - 29.8% African-American
 - 24.1% White
 - 2.9% Asian
 - 3.9% Multiple Races
- Average age: 25.87
- Gender 63.6 Female 34% Male



We are Housatonic Community College!

- Exceptional Faculty and Staff--
earned degrees from some of the
top academic institutions in the
country:
 - University of Connecticut
 - Boston University
 - Syracuse University
 - New York University
 - Yale University
 - Brown University
 - California State University
- Dr. Matthew Dunne, professor of
history—2021 BOR Teaching Award
Recipient (Systemwide)
- \$30 million art collection; one of the
most significant collection of any
community college in the country



Three Priorities



HCC as a Benchmark Institution



Collaborations and Partnerships



External Funding

2020 Top 100 Producers of Associate Degrees for students of color in the U.S. by Diverse Issues in Higher Education:



#1

*Management Information Systems
Latinx/Hispanic Graduates*

#5

*Management Information Systems
African-American Graduates*

#10

*Mental and Social Health Services
and Allied Health Professions
Overall All "Minority Groups"*

#23

*Business/Commerce
Latinx/Hispanic Graduates*

#28

*Business/Commerce
African-American Graduates*

Rankings out of more than 1,000 community colleges nationally



Partnerships and Funding Opportunities



Scripps Family Impact Fund



May to be at Housatonic!

Ph.D.
Officer



Peter J. Werth

September 21, 2021
Date



Housatonic Community College Foundation

\$ 1,000,000

One Million Dollars

00
100

Dollars

For The Werth Entrepreneurship and Innovation Center
[12042019.] 123456789101114321

Peter J. Werth

Authorized Signature



Equity Project





**In memory of
Karla Paola Bermudez
July 28, 1998 – August 31, 2020
Victim of gun Violence
Housatonic Community College
Scholar**



**In memory of
Jamel D. Hayden
June 16, 2000 – August 28, 2021
Victim of gun Violence
Housatonic Community College
Scholar**

Brandon D'Agostino, Going Far!

- Earned his A.S. in Engineering Science in December 2016
- Transferred to UConn
- B.S. with a dual major in Electrical Engineering and Computer Engineering
- He is currently completing his M.S. in Electrical and Computer Engineering
- Will begin his Ph.D. in Electrical Engineering at Stanford in Winter 2022
- Awarded a Stanford Graduate Fellowship and a National Science Foundation Graduate Fellowship, the highest award given

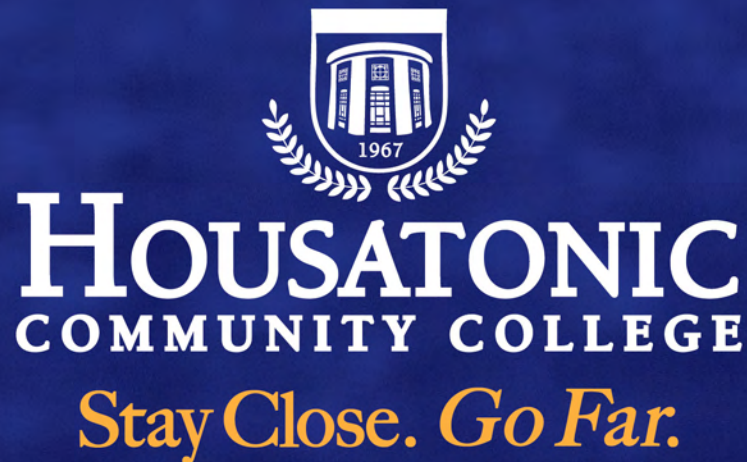


Convocation & **RITE OF PASSAGE** *Ceremony*

THURS., SEPTEMBER 23, 2021, 3:00 PM
HCC COURTYARD



Thank You!
Dr. Dwayne Smith, CEO
Housatonic Community College
dsmith@Housatonic.edu
(203) 352-5222



Dr. Núñez's Report to the Board of Regents

September 23, 2021

I would like to thank Chairman Fleury and President Cheng for giving me the opportunity to speak with the Board today. Equity, Diversity, and Inclusion is one of the Board of Regent's most important goals, one that all four state universities do take very seriously. Therefore, I would like to focus my brief remarks today on Eastern's commitment to equity, diversity, and inclusion.

Inclusion is one of our core values at Eastern, and it is embedded in our mission as Connecticut's only public liberal arts university.

We are proud that we are a public university — dedicated to educating students from all backgrounds, preparing students for careers that help build Connecticut's economy.

As a liberal arts institution, we continue a tradition begun in this country by Harvard University in 1636. We firmly believe that a well-rounded education provides the critical skills our students need to prepare for rewarding careers and satisfying personal lives as engaged citizens of this great nation. Fortune 500 company executives are also unanimous in their belief that a liberally educated person is critical in their work force.

How do university presidents demonstrate that equity, diversity, and inclusion are living, evolving values practiced daily on their campus?

First, at Eastern we honor our “History.” Equity and inclusion are values that have been celebrated throughout our history. In 1908, we graduated our first African American schoolteachers. When Juliette Burstermann was hired in 1948, she became the first African American professor in New England! In 1988,

David Carter became the first African American president of a four-year college in New England. I was honored to be the first Hispanic university president in New England when I joined Eastern. These moments in history have set a standard at Eastern and inspire us to this day.

Second, we also practice equity, diversity, and inclusion at Eastern by respecting “Place.”

Eastern has been an active member of the Willimantic community since our beginnings in 1889. Our Town-Gown relationship today could not be stronger — because we respect the community in which we live. A university president has the responsibility to expose students to diverse perspectives and cultures. Eastern students begin learning about Willimantic’s diversity the first day of Orientation, when they walk down High Street to our downtown. There they find that Willimantic is a special college town that offers students

a unique outlook on multiple cultures, religions, and lifestyles.

Our students volunteer and intern in organizations across town and gain valuable firsthand experience in the process. For instance, in a partnership with the Willimantic Police Department, social work interns accompany officers on non-violent calls to provide resources the police department does not have. **It's a faculty-created program unique in Connecticut and a national model today.**

Through the Center for Community Engagement, students tutor thousands of school children; organize arts and crafts in senior centers; support nonprofits with advanced technology; and provide needed services to other groups.

Additionally, at the center of our work, we also meet our equity, diversity, and inclusion goals through Academic Excellence. Equity at Eastern begins with the

faculty. Our committed faculty provide the support, role modeling and mentoring that many of our students need to be successful. For all our students, especially students of color, it is so important to learn from faculty who reflect the world in which we live. **Eastern has the highest percentage of minority faculty in Connecticut!**

As Connecticut's only public liberal arts college, our academic foundation is our **Liberal Arts Core**. At Eastern, students from diverse backgrounds gain the liberal arts skills — critical thinking, quantitative reasoning, problem solving, and written/oral communication— that prepare them for rewarding and ever-evolving careers. Eastern students learn to be responsible citizens of the world, understanding and embracing diverse cultures. They are also exposed to diverse ideas, which teach them to be open minded about new perspectives and think critically about new information that they receive, particularly ideas with which they disagree.

These competencies are taught in our classrooms, reinforced through clubs and other co-curricular activities, and during community service projects that address the needs of Willimantic and the state. And, unlike general education requirements at some other institutions — which are relegated to a student's first and second year — our students engage the Liberal Arts Core throughout their four years at Eastern.

Our commitment to equity, diversity and inclusion extends to our **majors**. One great example is our Theatre program.

A recent production “Blood at the Root” was written by an African American, performed by a diverse group of Eastern students, and highlighted a famous case of racial tension at a high school in Louisiana.

Finally, we practice Equity, Diversity and Inclusion on our campus through our Culture. When I think of Eastern's culture, the word “Collaborative” comes to

mind. We are not a big campus — it takes all our faculty and staff working together to succeed. We teach our students that same commitment to working together — on class assignments, in clubs, on our sports teams.

Our Unity Wing in the Student Center is unique in bringing together our Intercultural Center, Women's Center and Pride Center as a unifying, living symbol of collaboration on our campus. We want everyone — regardless of background or lifestyle — to feel part of our inclusive campus culture.

I want to close with a story that especially illustrates Eastern's commitment to equity, diversity, and inclusion. In 2012, I received an email from Educational Trust, a renowned national research organization. I read the email twice since I thought it was incorrectly sent to me or it was spam. I proceeded then to call the head of Educational Trust to question the content of the email. He said it was not spam nor was it sent to me incorrectly;

Eastern ranked number one in their national study in graduating Hispanic students and number eight in graduating Black students from college.

These were students who had spunk and grit, but no plans or opportunity to attend college — kids from tough neighborhoods from which they struggled to escape. They lived on our campus, had faculty mentors, held down campus jobs, and ended up **graduating from Eastern at three times the rate of other Hartford High School students.** The success of our programs, and our faculty's commitment to providing personal attention and a quality academic experience, came to the attention of Donald Graham, former publisher of the Washington Post. His foundation, TheDream.US, chose Eastern as one of only two universities in the nation to place his program for undocumented students who were closed out from attending college in “lock out” states.

Today, **Eastern is the largest partner of TheDream.US**, and students in the program have a 97% four-year graduation rate — the same as Harvard University! What is especially heartwarming to me is the leadership shown by these students. Last year, all the officers in our Student Government Association were Dream.US scholars. They are also the leaders of the Center for Community Engagement's volunteer programs in the local community.

These are tomorrow's leaders — doctors, college professors, business leaders — and will always remember that they started in Connecticut, at Eastern.

(Conclusion) We are very proud of our commitment to equity, diversity, and inclusion at Eastern. But we have not sacrificed the quality of an Eastern education to achieve it. Just last week, the annual U.S. News & World Report rankings came out. We are the #1 ranked public

regional university in New England for the third straight year! We were also ranked #1 for programs for Veterans.

As importantly, we also learned that we are the #1 ranked public regional university in New England in U.S. News & World Report's "Best Value" category. It does not mean that we are the cheapest! As you know, we are the most expensive of the four universities. U.S. News and World Report takes all the variables that are markers for academic excellence and compares them to price point. This algorithm yields the value proposition; thus, Eastern is number one in the Best Value category in all of New England. These days, the ability to afford a college education is a barrier issue for many families. The new rankings demonstrate that our commitment to expanding educational access to students from all backgrounds is working, while at the same time we are making sure that the education they receive is second to none. Eastern is elite, without being elitist.

Equity, diversity, inclusion. It is in our history. It is in our mission. It is in our culture. It is in our DNA. A president of an American university today must lead with integrity in matters of, Equity, Diversity, and Inclusion. At Eastern, we have done that by honoring our history, respecting the community in which we live, achieving academic excellence, and practicing a collaborative culture, where everyone is respected and valued.

Thank you!

September 23, 2021

<u>Written Public Comment</u>
Seth Freeman 4C's President
Sabrina Marques Assoc. Professor of Art, Director of Kathwari Honors Program Western Connecticut State University
Elle Van Dermark Prof. of History & Political Science Asnuntuck Community College

Statement to the CSCU Board of Regents – 9/23/21

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

Community college employees are simply disgusted at the leadership from this BOR. We call on Governor Ned Lamont to step in and do something – really anything – to address the mismanagement and total lack of accountability of this BOR.

As community college employees have been saying for almost five years, replacing our community colleges with a statewide master college will degrade the value of our community college system and hurt students. The erosion of shared governance, the removal of faculty control over the curriculum, the disempowerment of faculty, staff and local administrators who are closest to students, the siphoning of money away from our students to regional and statewide managers, and modeling our colleges after for-profit institutions – are all terrible changes that will devalue our system and hurt our students.

And not just the plan itself, but the way that BOR and CSCU leaders have lied, demeaned, ignored and even gaslighted your employees, speaks to the truly broken nature of this BOR. Our employees believe this BOR has no integrity anymore, and no shame.

But no one has held this BOR accountable. Certainly Governor Ned Lamont has not held this BOR accountable. We assume modeling our colleges after for-profit colleges, “streamlining” services, and top-down authoritarian control of education, are all things Ned Lamont supports. Whatever it takes to ensure we spend less money on our students.

Let’s quickly run through some recent examples of where the complete lack of accountability of this BOR has gotten us.

VP of HR Andy Kripp Telling Academic Deans how to Manage Faculty

Our unions filed a Labor Charge against VP of HR Andy Kripp for threatening to direct Academic Deans to force faculty to change their Additional Responsibilities. Worse – after we filed a Labor Charge, Andy Kripp followed through on his threat. CSCU Provost Jane Gates and CCCC Provost Michael Rooke followed Andy’s order and told the Academic Deans to do as told. This is what it means to be a CEO or Academic Dean in CT State Clown College. The job is to take orders from Andy Kripp.

The truly sad part about the iTeach debacle, is that community college faculty have always been committed to improving our pedagogy, including online teaching. What we object to is being treated as second-class faculty in the CSCU system. We know that CSCU managers would never impose the garbage iTeach policy on university faculty. We know university managers would have had the respect to meet with university faculty, talk about their concerns and goals, and

provide the university faculty the ability to develop faculty-led means of reaching the common goal of improving online pedagogy. But in the clown college, Michael Rooke and Jane Gates pen an insulting and disgusting memo – with the shameful and baseless statement:

“As a result of the pandemic, it has become evident that many of our full-time faculty and part-time faculty need to improve their technology skills and strengthen their understanding of online course delivery pedagogy”

This one line is the “justification” for their top-down managerial directive.

Community college faculty went above and beyond the call in transitioning our teaching online – just as our peers in state universities did – are insulted by this. A statement of this sort would rightly never be written about our peers in the state universities. This statement, and the rest of the confusing memo from Gates and Rooke – does not speak to a commitment to improving online pedagogy. Any true commitment of that sort would have started with faculty. This speaks to the top-down, managerial led vision of how to manage second-class faculty in a second-class college system.

CSCU Managers Ignoring and Disregarding Staff During Reorganization

Throughout the merger and reorganization of our community colleges, CSCU managers routinely and continuously make decisions without soliciting input from the community college staff who provide the relevant services. Employees in areas such as Marketing, Financial Aid, Counseling, and Admissions are systematically excluded from being part of the decisions about their jobs and working conditions. Employees are frustrated that when they meet with President Levinson or other CSCU leaders their input is not taken into account.

When CSCU managers exclude staff in decision-making it leads to frustration from employees and ultimately bad policy. Employees want the dignity to be included in discussions about their current and future employment. Employees are the experts in their area and have input and expertise to help CSCU managers improve services in a consolidated model. The lack of input and involvement of employees – and local managers – leads to increased distrust and fear. Our union is reaching out to President Levinson and Provost Rooke to fix this and find ways for staff to be much better included in discussions about changes in their areas.

Telework Hypocrisy Policy

Look where we are with telework. CSCU managers are denying community college staff the ability to telework and have fought efforts of our unions to provide reasonable telework accommodations to staff during this pandemic. College CEOs are directed from System managers to summarily deny telework requests. Their ability to manage what used to be their employees has been taken away from them. Yet – CSCU managers and employees in the BOR can telework and routinely do so. This is simple, shameful hypocrisy on the part of CSCU managers. Worse, these policies have absolutely nothing to do with employee safety or well-

being, and everything to do with keeping College Presidents/CEOs under the thumb of CSCU managers.

Culture of Misogyny in CSCU System

There are repeated, significant, complaints levied against CSCU managers regarding the mistreatment of women by CSCU managers. First CSU-AAUP objected to the misogynistic behavior of VP Andy Kripp during contract negotiations. Now a federal lawsuit has been filed against Andy Kripp, Alice Pritchard, and Robert Steinmetz by former MCC CEO Nicole Esposito. Nicole Esposito's complaint alleges a broken culture at the BOR, where complaints of misogyny are repeatedly ignored by CSCU managers.

This is what happens in a culture with no accountability.

What has the BOR done in response to these repeated significant complaints? President Cheng and Chair Fleury penned an OpEd to mansplain away the concerns. This was despicable and shameful and an insult to every employee in our system.

How is it that repeated complaints have been levied against VP of Human Resources Andy Kripp, and he is still leading union negotiations? What is this BOR doing?

We know if this was any other employee in our system, that employee would be recused of their duties while investigated. But that is only for regular employees – not special employees.

There needs to be an independent outside investigation of the treatment of women in our CSCU system. The investigation must be done by an independent, outside firm. We are tired of the BOR using their well-paid in-house legal services to “investigate” these complaints levied at their own managers.

Hostile Negotiation Tactics and Union-Busting Law Firm Jackson Lewis

Community college employees demand a fair contract that we deserve. We will not allow this BOR to gut our contract and working conditions. Working conditions that provide community college employees in CT some of the highest standards and working conditions in our country. Working conditions that make our CT community college system a desired place for educators, and working conditions that have led our system to be one of the best in the country.

We understand your contract “proposals” for what they are. Attacks. You call them “negotiation tactics”. We understand. You put a loaded gun to the head of your employees and say that is your “negotiation tactic”. We assume you are learning these tactics from Mr. David Jimenez, from the famed anti-worker, anti-union, Jackson Lewis. We are tired of this nonsense.

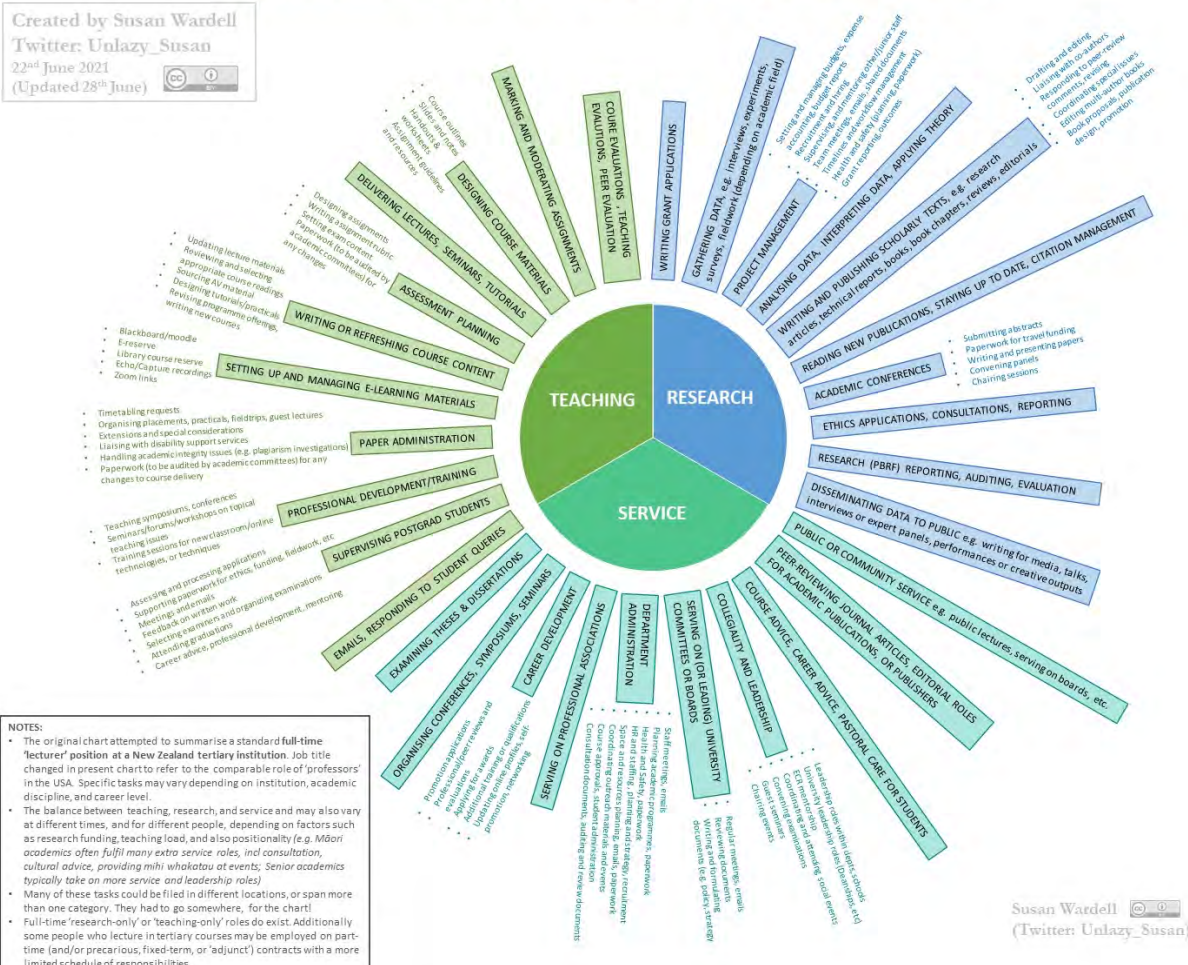
Our unions have [started a petition](#) to demand President Cheng fire the Jackson Lewis law firm. We understand President Cheng champions himself an advocate for equity and justice. We think this is an excellent means for President Cheng to demonstrate this commitment.

As educators, we openly question why governing bodies like the BOR would direct public monies to a union-busting law firm. It is well understood that anti-worker firms like Jackson Lewis have contributed to the decline of unions in both the private and public sectors and the proliferation of low-wage jobs with poor working conditions. Low-wage jobs that so many of our students and communities suffer under. President Cheng can demonstrate to our students and communities that our system is pro-worker and pro-union by taking this important step.

But we are not waiting for President Cheng to do a damn thing. Our unions are organizing, building strength, and openly discussing what it means to have hostile anti-union leadership on the BOR. We understand this BOR wants to take us back in time. And we understand your attacks have absolutely nothing to do with improving the quality of education in CT. We are not falling for your tactics. We demand a fair contract, and we are standing together to win one. That is what our #SemesterofSolidarity is all about and this is why we #PurpleUp.

In summary – community college employees understand this BOR to be completely out of touch, incompetent and unaccountable. We understand the enemy we have in this BOR, and will not beg you and kiss your feet to be treated nicely. **We demand to be treated with dignity and respect.** We will continue to take each and every opportunity to call out your duplicity and mismanagement. **We will continue to challenge you and Governor Ned Lamont** – until someone actually listens to the employees of this system.

ACADEMIC LIFE: WHAT DOES A “PROFESSOR” DO?



Elle Van Dermark

September 22, 2021

Mr. Fleury and Mr Cheng,

I am writing today to ask that Andy Kripp be put on leave until a thorough and independent investigation is completed into the serious allegations levied against him. According to the report you cited in your September 9, 2021 CT Viewpoints in the CT Mirror, there is no dispute about Kripp's behavior. That report described three factual allegations and determined, "...there's not much to dispute concerning these three factual allegations."

A reasonable person reading General Counsel Ernestine Weaver's Memorandum might very well conclude these are gendered, sexist, misogynistic, and persistent. That the CSCU-BOR team was the basis for concluding that "Kripp's conduct was not gender related," is deeply problematic.

The CSCU-BOR team was hired by and works under the policies written and enforced by Andy Kripp. The CSCU-BOR team works for Andy Kripp. The CSCU-BOR team is involved in the very "difficult negotiations," where this conduct took place and are not under dispute.

Having had to define, describe, access, and support members of the Community Colleges who have sought protection by and from Human Resources, I can say without hesitation and with confidence that the policies, process, and procedures related to reporting problems within Human Resources is not transparent. They lack guidelines that set clear expectations for what will happen and a timeline of events. It is not a fair and impartial process. Those who conduct these investigations are hired by and report to Andy Kripp. And importantly, this was reported to the CSCU and still, the process remains murky, is not adhered to, and under the purview of Andy Kripp.

While I am not calling into question Ernestine Weaver's work, I do think it is deeply problematic to suggest that there is a relationship to or between an investigator being female and the conclusion(s) drawn. I apologize in advance if I have misconstrued your correlation.

Even a brief foray into gender analysis quickly reveals that the gender of the individual who holds sexist, gendered, coercive, patriarchal, and or misogynistic beliefs is not limited to male-identifying people. Women can, and sadly do, internalize traditional sexist norms.

I will join you in committing to setting an example for all the people of the CSCU – faculty, staff, and students; but I am also asking you to see that a federal lawsuit and the behavior that necessitated this report warrant an independent investigation of Andy Kripp and the processes that govern the division he has created, and that provides policies and procedures for everyone in the CSCU.

I am asking that a fair investigation be conducted by a qualified, trained, and impartial team mutually agreed upon by the Board and the bargaining units. I realize this is a big ask, but I hope you can see that this is a significant issue with far reaching implications. This joint effort will go a long way toward

realizing the commitment we all have to the CSCU and ensuring all people are treated fairly and respectfully.

Elle Van Dermark
Professor of History & Political Science
Asnuntuck Community College
Vice President of Faculty, the 4Cs-SEIU 1973

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

Proposal to Establish: Center for Teaching and Learning at SCSU

Attachment D
(Proposal w/
Corrections)

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

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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 collaborating with 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.

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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 involve collaboration with the

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present Center for Educational and Assistive Technology Resources (<https://inside.southernct.edu/ceat/resources>) and 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 include cooperation from the 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.

*The Center for Educational and Assistive Technology is already its own Center for Excellence and thus retains control of its own budget.

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 Jorum. 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.

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Fitzpatrick, D. & Gregory, J. L. (2019, November). Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

Haynes, N. M. (2020). "Caribbean Boy from Trinidad: In God's Hands," volume 1.

Haynes, N. M. (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

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.

Trombly, C. (2019). Learning theory-informed educator supervision. *Learning Theory for School Leadership* (Gregory, J., editor). Toronto, Ontario, Canada: Top Hat.

Trombly, C. (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

Fitzpatrick, D. & Gregory, J. L. (2019, November). Urban magnet school leadership: Alignment of perceptions and a refinement of Blake and Mouton's managerial grid. Paper presented at the Critical Questions in Education Symposium, Chicago, IL.

Haynes, N. M. (2020). Caribbean By from Trinidad: In God's Hands, volume 1.

Haynes, N. M. (in process, expected 2021) Leadership Development Handbook: Socially and Emotionally Competent Framework.

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.

Trombly, C. (2019). Learning theory-informed educator supervision. *Learning Theory for School Leadership* (Gregory, J., editor). Toronto, Ontario, Canada: Top Hat.

Trombly, C. (2019). Standards and instructional leadership. *Learning Theory for School Leadership* (Gregory, J., editor). Toronto, Ontario, Canada: Top Hat.

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Trombly, C. (2019). Leadership to support the whole educator. ASCD ED Advantage, September 20, 2019.

LIBRARY AND INFORMATION SCIENCE

Yang, W., Zhao, b. [Visiting scholar in 2019], **Liu, Y. Q., & Bielefield, A.** Are Ivy League Library Website Homepages Accessible? *Information Technology and Libraries*. June 2020.

Yang, W., Zhao, b. [Visiting scholar in 2019], & **Liu, Y.** impact of Subjective Norms on Assertive Impression Management Motivation. *Soft Science*. August 2020.

Falcone, M., **Real, B., and Liu, Y. Q.** "Behind the Transmitter: Differences in Archival Practices Between Non-profit and Commercial Radio Stations." *Journal of Archival Organization* (Accepted with Minor Revisions), April 7, 2020; In press, April 28, 2020.

Real, B. "Private Life, Public Diplomacy: Tibor Hirsch and Documentary Filmmaking for the Cold War USIA." *Historical Journal of Film, Radio, and Television*, 40, no. 2 (Spring 2020): 297-324.

Real, B. & Bogel, G. "Public Libraries and the Opioid Crisis, Part 1: Context and Commitment." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 248-69.

Real, B. & Bogel, G. "Public Libraries and the Opioid Crisis, Part 2: Community-Centered Responses." *Public Library Quarterly*, 38, no. 3 (Fall 2019): 270-89.

Sierpe, e. (2019). "Confronting Librarianship and its Function in the Structure of White Supremacy and the Ethno State". *Journal of Radical Librarianship*, vol. 5, pp. 84-102.

SPECIAL EDUCATION

Accardo, A. L., Bean, K., Cook, B., Gillies, A., Edgington, R., Kuder S. J., & Bomgardner, E. M. (2019). College access, success, and equity for students on the autism spectrum. *Journal of Autism and Developmental Disorders*. 49(12), 4877-4890 DOI: 10.1007/s10803-019-04205-8

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Bean, K. (2019). Reading comprehension strategies in Autism Spectrum Disorders. (2nd) In: Volkmar, F.R. (ed) Encyclopedia of Autism Spectrum Disorders. New York, NY: Springer.

Howard, E. R. & **López-Velásquez, A. M.** (2019). The challenges of recruiting and retaining dual language teachers. In DeMatthews, D. and Izquierdo, E. (Eds.), Dual Language Education: Teaching and Leading in Two Languages. New York: Springer.

Wei, Y., Spear-Swerling, L., & Mercurio M. (in press). One Size Doesn't Fit All: Motivational Strategies for Adolescents and Students with Disabilities. Intervention in School and Clinic.

Spear-Swerling, L., Wei, Y., Dostoal, H., & Hernandaz, B. (in press). The Print

Exposure of Teacher Candidates in Relation to their Achievement and Self-ratings of Early Reading Experience. Reading and Writing.

Gerzel-Short, L., Kiru, E., Hsiao, Y., Hovey, K., **Wei, Y.**, Miller, R., (2019). Engaging Culturally and Linguistically Diverse Families of Children with Disabilities. Intervention in School and Clinic. Online publication.

Hovey, K., Miller, R., Kiru, E., Gerzel-Short, L., **Wei, Y.**, Kelly, J., (2019). What's a Middle School Teacher to Do? Five Evidence-Based Practices to Support Linguistically Diverse Students with learning Disabilities. Preventing School Failure: Alternative Education for Children and Youth, 63(3), 220-226.

Wolbers, K., Dostal, H., Holton, K., **Weir, J.**, & Alsabei, A. (2019). The relationship between elementary deaf and hard of hearing students' writing performance and writing motivation. Journal of Communication Disorders, Deaf Studies, and Hearing Aids, 7(3), 1-9. <https://doi.org/10.35248/2375-4427.19.7.193>

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)

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Renewal of a Center

October 21, 2021

RESOLVED: That the Board of Regents for Higher Education approve the continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2028.

A True Copy:

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

ITEM

Continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2028.

BACKGROUND

The David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University was established on November 14, 1986 and was reauthorized for continuation on October 8, 2009 until December 31, 2014 by the CSU Board of Trustees. On October 16, 2014, the Board of Regents reauthorized the Center until December 31, 2021. The BOR CSU Establishment of Centers and Institutions policy requires each center or institute to be reviewed in its seventh year of authorization. At that time, campus presidents review this report and may then forward a recommendation for continuation. Thereafter, every seven years, each center or institute goes through review and possible renewal.

President Elsa M. Nunez has recommended that authorization for the David Morris Roth Center for Connecticut Studies be continued for another seven years, until December 31, 2028.

RATIONALE

The mission of the David Morris Roth for Connecticut Studies is to foster quality instruction and research on the state's history, culture, and genealogy, with a focus on Windham, Tolland, and New London counties. The Center collects, preserves, and make accessible primary and secondary materials on the state's history, and supports learning and dissemination of historical information through collaboration with Eastern's academic departments, Digital History Lab, and local museums and community members.

NEEDS ASSESSMENT

The need for the Center not only continues but keeps growing. Students are increasingly attracted to the public history field, and the Center offers an opportunity for hands on experiences within the campus setting. It also serves as a resource for future social studies teachers, since the State of Connecticut currently recommends the CT Social Studies Frameworks to be included in curriculum for K-12, and proposed legislation for social studies education includes for example a bill to mandate Native American history, with special focus on the Eastern Woodlands people.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center's resources continue to be heavily used by community members for a number of research topics. Examples of resources maintained and available at the Center follow.

The Center has acquired a number of archival collections, including:

- The Charles Fenton Collection includes personal papers and records from the time of service of Charles Fenton, a member of the 21st Regiment of Connecticut Volunteers during the American Civil War.

- The Stanley R. Kokoska Collection offers information about Stanley R. Kokoska, mayor of Willimantic Connecticut from 1967-1969 and an active community member.
- The Brothertown Indian Nation Collection, 1800-1920, includes substantial materials related to a Native American Community established by a group of Christian Indians from southern New England and Long Island, N.Y.

The Center also maintains past issues of *The Chronicle*, a newspaper established in 1877 and covering news from Windham, Tolland, and New London counties. This resource has been and continues to be invaluable for a number of publications on the history of the region.

STUDENT/FACULTY/COMMUNITY IMPACT

The staff at the Center make presentations to classes of students by request of the teaching faculty. History majors often use the Center's resources for research. Several student papers completed with research materials from the Center have been published and have been presented at conferences. Work study and history students are regularly involved in archival work.

Faculty as well as local historians make use of the Center for research that has led to a number of publications in recent years.

BUDGET

Summary of Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenues	\$27,263	\$29,668	\$6,981	\$14,059	\$32,195
Total Expenses	\$26,963	\$29,368	\$6,681	\$13,759	\$31,895
Revenues Less Expenses	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00

Summary of Projected Revenues and Expenses					
	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Beginning Balance					
Total Revenues	\$27,671	\$30,455	\$30,855	\$32,860	\$32,860
Total Expenses	\$27,371	\$30,155	\$30,555	\$32,560	\$32,560
Revenues Less Expenses	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00

The Center is fully funded by the institution – personnel costs are primarily for the salary and fringe benefits for the Director and salaries for student employees. Grant funds support the Center's special projects.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs to approve this continuation.

10/07//2021 – BOR -Academic and Student Affairs Committee

10/21/2021 – Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

This report must be completed and submitted electronically to the Connecticut Board of Regents for Higher Education, Office of Academic Affairs by September 1 of the year in which the authorization for the Center/Institute lapses. Please email to Arthur Poole (poolea@commnet.edu) with a copy to Maureen McClay (mcclaym@commnet.edu).

Name of University:	Eastern Connecticut State University
Name of Center/Institute:	David Morris Roth Center for Connecticut Studies
Director/Coordinator:	<u>Anna Kirchmann & Jamel Ostwald, Professors of History</u>
Date of Original Approval:	1986 by David M. Roth
Date of Last Approval:	October 2, 2014
Board Resolution of Last Approval:	October 16, 2014
Sunset Date:	December 31, 2021

Recommendation from President:

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

☐ I recommend continuation of this Center/Institute ☐

I recommend discontinuation of this Center/Institute

Signature of President

Comments (OPTIONAL):

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Mission:

The mission of David Morris Roth Center for Connecticut Studies is to foster quality instruction and research on the state's history, culture, and genealogy, with a focus on Windham, Tolland, and New London counties. The Center's non-circulating collection includes primary and secondary materials on all aspects of the state's development. A program of seminars, conferences, plays, public lectures and workshops promotes the Center's collection and activities.

Revised Mission Statement:

The mission of David Morris Roth Center for Connecticut Studies is to foster quality instruction and research on the state's history, culture, and genealogy, with a focus on Windham, Tolland, and New London counties. The Center collects, preserves, and makes accessible primary and secondary materials on the state's history, and supports learning and dissemination of historical information through collaboration with Eastern's academic departments, Digital History Lab, and local museums and community members.

Needs Assessment:

The David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University was established November 14, 1986 (BR 86-167) and was last re-authorized for continuation in October 2, 2014 until December 31, 2021. The Center was established by David Morris Roth, professor of history from 1962 to 1986. It was initially authorized by a resolution of the CSU Board of Trustees in November 1986, renaming the Center in his honor. The Center was formally dedicated in May 1987. Barbara Tucker, a professor of history in the Department of History at Eastern Connecticut State University, served as the Center's director until her retirement in 2020.

Needs Modification:

The need for the Center not only continues but keeps growing. Students are increasingly attracted to the public history field, and the Center offers an opportunity for hands on experiences within the campus setting. It also serves as a resource for future social studies teachers, since the State of Connecticut currently recommends the CT Social Studies Frameworks to be included in curriculum for K-12, and proposed legislation for social studies education includes for example a bill to mandate Native American history, with special focus on the Eastern Woodlands peoples.

Scholarly research on Connecticut history is a vibrant field (see the activities of the Association for the Study of Connecticut History-ASCH, and its scholarly journal *Connecticut History Review*).

The Center holds vital historical information for Digital Windham, a new multi-year project initiated by the History Department, involving students and community members.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Goals, Objectives, and Principal Activities:

1. Acquisition of archival collections and other primary materials, as well as relevant book and scholarly journal publications.
2. Preservation and processing of collections, including creation of finding aids, digitization, and creation of databases.
3. Access to non-circulating holdings in the research room, and support for research through the website maintenance, and fielding research inquiries.
4. Public history setting for student internships, work study, and volunteer opportunities.
5. Support for academic curriculum development and undergraduate student research.
6. Community involvement through workshops, public lectures, and collaboration with local museums and community researchers.

Principal Accomplishments:

The university website associated with the center is found at the following link:
<https://www.easternct.edu/connecticut-studies/index.html>

I. Acquisition of Archival collections

Examples of archival collections (for the complete list of collections, see appendix):

Charles Fenton Collection (1860-1924)

This collection offers a glimpse into the career of Captain Charles Fenton, 21st Regiment Connecticut Volunteers, who served during the American Civil War. It includes personal papers and records from his time of service. These include family documents, personal notebooks, photographs and memorabilia plus military correspondence, records and reports related to the distribution of food rations, clothing, equipment, and armaments.

Stanley R. Kokoska Collection (1967-1973)

This collection offers information about Stanley R. Kokoska, Mayor of Willimantic, Connecticut (1967-1969) and active community member. This collection includes correspondence, minutes and reports from the mayor's office and city council which offer insight into the issues and activities of local government at that time. The collection also offers information about his activities in the community between 1967 and 1973, which include his involvement in the Republican town committee, Citizen's Action Council, Polish American Club, as teacher at the Windham Regional Technical School, and as director of the Hartford Manpower Program.

Archival collections' acquisitions measured in linear feet. This is the literal size of collected artifacts on the shelf.

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Term	Feet	Term	Feet
Fall 2014	1876	Spring 2018	1900
Spring 2015	1673	Summer 2018	890
Summer 2015	690	Fall 2018	1499
Fall 2015	1399	Spring 2019	1208
Spring 2016	1909	Summer 2019	380
Summer 2016	309	Fall 2019	1299
Fall 2016	1908	Spring 2020	1088
Spring 2017	2008	Summer 2020	408
Summer 2017	299	Fall 2020	1900
Fall 2017	1800	Spring 2021	1600

II. Collections Processed Example (for the complete list of collections, see appendix):

Brothertown Indian Nation Collection, 1800-1920, 174 linear feet (58 page boxes).

Brothertown was a Native American community established by a group of Christian Indians from southern New England and Long Island, N.Y., circa 1780s. Its leader, Samson Occom, a Mohegan, attended Eleazar Wheelock's Indian Charity School in Lebanon, Connecticut. After that, he studied with a Connecticut minister, became a Christian preacher, and moved to Long Island. When he returned to Connecticut, he visited the various tribes, and saw the deteriorating conditions under which they lived. White encroachment on native property had pushed the various tribes onto smaller and smaller parcels of land. Occom began to gather together the Christian Indians from among the Mohegan, Farmington, Narragansetts and other tribes. He and his family acquired land in upstate New York from the Oneida, and were determined to migrate there and begin their own community. The decision to move, however, was interrupted by the American Revolution. By the 1780s, however, migration accelerated, and Brothertown was established circa 1785 by a coalition of Christian Indians. They became known as the Brothertons. Occom remained with the community until his death. Yet Brothertown quickly came under assault by New York State and by the Federal Government. Beginning with Thomas Jefferson, the American people wanted to relocate native Americans west of the Mississippi River. While most people are familiar with the Cherokee removal policy, the program applied to all Indians including the Oneida and the Brothertown people. Many of the Brothertons removed to Wisconsin while others returned to southern New England. There they tried to remain invisible, but nevertheless kept their identity as Brothertown people. Around 2001, two brothers, Ronald Champlain and Maurice Champlain, who represented about 120 descendants of Brothertown inhabitants, brought a lawsuit against the Oneida Indian Nation. They sought help from Barbara Tucker, Director of Connecticut Studies, Eastern Connecticut State University and Marilyn Ford, Quinnipiac Law School, to press their claim. After many years of litigation, their claims ended when the United States Supreme Court ruled against the Oneida land arguments in the case of *City of Sherrill vs. Oneida Indian Nation of New York*. Marilyn Ford donated the materials pertaining to this litigation to Connecticut Studies, Eastern Connecticut State University.

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III. The Chronicle

One of the most important sources of information on local history is *The Chronicle*, a newspaper established in 1877 and covering the news from Windham, Tolland, and New London counties. *The Chronicle* has always been an invaluable primary source for historians and students. Thomas R. Beardsley based his *Willimantic Industry and Community: The Rise and Decline of a Connecticut Textile City* (1993) on the information from *The Chronicle*. Ron Robillard's *Images of America: Windham and Willimantic* (2005) and Michael E. Tirone and Peter J. Zizka's *Images of America: Firefighting in Willimantic* (2012) made use of the photographic archive of *The Chronicle*. Local researchers use *The Chronicle* frequently. Dr. Kirchmann used *The Chronicle* as one of the sources for her recent publications. Dr. Kirchmann regularly assigns her students in HIS 315: *US Between the Wars* to research *The Chronicle* for information on the Great Depression and the New Deal in eastern Connecticut (the most recent syllabus and student papers are on file and available upon request).

The microfilms of the Willimantic *Chronicle*, which are held by the Connecticut Studies Center, have been purchased from library budget money and paper copies have been kept and matched with the film. From 2019 to the present, the owner of the *Willimantic Chronicle* has changed a few times and is no longer included in the state newspaper project (through ProQuest), which generated the microfilm. Since the sources of funding for purchasing the microfilm were no longer available, the staff of the Connecticut Studies Center was able to secure a private donor to support microfilming the issues for January 2020 through July 2020. It is unclear what will be source of future funding for this project. Additionally, the new owners of *The Chronicle* agreed that the Connecticut Studies Center should become the official digital archive for the Willimantic *Chronicle* starting with January 2021 through the present, which requires cooperation with ITS to be able to secure the needed storage for the files.

IV. Support of community research

The Center's resources have been heavily used by the community members; for full statistics, please see usage statistics in the appendix. Examples of topics researched:

- Eastern Campus in the Community Since 1889
- Research on Willimantic/Windham Town Hall Records
- Willimantic Businesses
- Willimantic Publications
- Writing Articles for the *Willimantic Chronicle*
- Writing Articles for the *Chronicle of Higher Education*
- CT Historic Commission Data and Articles
- State Document Research
- Genealogy Research
- Slave Trade Papers research

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- Research on Charles Fenton
- Research on J. Alden Weir
- Census Data and Analysis
- City Directory Data and Analysis
- 19th Century Textbook Collection Research
- Town Reports and Research Inquiries

V. Selected publications based on recent research at the Connecticut Studies Center.

Michael J. Westerfield, *The Road to the Poor House: The Windham Town Farm and the Connecticut Almshouse System* (Ashford Press, 2018).

Barbara Tucker

- “Roswell Colt: Entrepreneurship in the Early Republic.” *New Jersey Studies: An Interdisciplinary Journal* 2 (2016).
- “‘(S)he Conquers Who Endures:’ Theodora DeWolf Colt and the Birth of a New Cultural Elite.” *American Nineteenth Century History* 18 (March 2017).
- “Ships Boys: New London Whaling Voyages.” *Coriolis: The Interdisciplinary Journal of Maritime Studies* 10 (2021), forthcoming.

Anna D. Jaroszyńska-Kirchmann

- “Feeling the Unrest of the Times: The 1912 Labor Struggles in Willimantic, Connecticut.” *Connecticut History Review* 55, no. 2 (Fall 2016): 11-139.
- “Urban Renewal in American Cities and Responses of the White Working-Class Ethnic Groups: A Preliminary Exploration.” *Migration Studies-Review of Polish Diaspora* (Poland) XLVIII, no. 3 (Summer 2021), forthcoming.
- “Urban Renewal in a New England Mill Town: Willimantic’s Puerto Rican Community and Redevelopment.” *Connecticut History Review* 60, no. 1 (Spring 2021), forthcoming.

Bill Powers, a local historian, continues to publish popular articles on local history in *The Chronicle*.

Faculty, Staff, and Responsibilities:

(Specify Director/Coordinator, Departments/Disciplines of Members, and Time Commitment for each and changes of personnel over time)

Director / Coordinator: Anna Kirchmann, Ph.D. and Jamel Ostwald, Ph.D. serve as CoDirectors of the David Morris Roth Center for Connecticut Studies. Dr. Anna Kirchmann is a CSU Professor and Professor of History. Dr. Ostwald is Professor and Chair of History.

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Student Involvement and Student Outcomes:

(If applicable, discuss Center/Institute's impact upon the university's students; specifically, what was the nature of student involvement and how many students were involved with Center/Institute activities; what were the resultant student outcomes of that involvement stated numerically. Student outcomes may include such measures as learning outcomes, achievement, persistence, graduation, employment and graduate school placements. Along with or without student involvement and student outcome; a focus of the Center/Institute's mission might be public engagement/outreach. If so, that construct should be discussed here.)

I. Class presentations

The staff of the Connecticut Studies Center holds regular presentation to classes of students by request of teaching faculty. For example, class presentations for history faculty: HIS 200, HIS 250, HIS 255, HIS 302, HIS 305, HIS 307, HIS 311, HIS 320, HIS 325, HIS 342, HIS 400. Classes from other departments also come for presentations and students use the Center's resources. Here are sample topics they come to research in the area that overlap the collection areas:

- Business Administration - Business Data-Historical
- Communication-Scriptwriting, Communication on campus, study of face to face and electronics communication, images in digital communications
- English-Poetry, Heavy use Special Collections, Local Small Presses/Publishers
- Psychology-Many classes use the CT documents for health and wellness, use of the Old Age Assistance and Town Records for poverty and wellness, use of letters and correspondence on the emotional state of students
- Sociology-Use many of our CT Historic Preservation Collections
- Biology-health issues in CT

II. Student research papers, and publications.

History majors often use the Center's resources for research, especially for HIS 200 research papers as well as seminar papers. For example, Dr. Kirchmann taught HIS 400: Seminar in American History on the theme "Immigration and Ethnicity in Connecticut and New England" in the Fall 2014, Spring 2016, and Fall 2018. All senior papers from those courses were in some part based on research in the Center's holdings. As an example, here are titles of student senior seminar papers from Fall 2014:

- Sister Kateri Ludick, "Crossing the Border and Keeping the Faith: Jamaican Immigrants in Hartford Since the 1950s."
- Alyssa Dubicki, "Fire, faith and Fortitude: Willimantic's French Canadians and Their national Parish in the Twentieth Century."

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

- Logan Tonucci, “Hardly a New Beginning: The Struggle of Mexican Immigrants in Connecticut and New York to Break Down Modern Day Stereotypes.”
- Joe Garzone, “Hartford Peasani: Social mobility of Italian Immigrants in the Twentieth Century.”
- Keaton Sanborn, Scottish Immigration in Connecticut: A Look at Windham in the Industrial Era, 1860-1900.”
- Margaret Kurnyk, “The Bases of Integration: Immigrants and Baseball in Willimantic, 1910-1939.”
- Paul Bazinet, “The French Canadians of Taftville: A Community of immigrants in the 1920s and 1930s.”
- Bethany Niebanck, “The Harp, the Stars and the Dollar: Irish immigrants and Their Motivation for Fighting in the Union Army during the American Civil War.”

Papers by Niebanck and Garzone were subsequently published in the history Department’s online undergraduate student research journal *Germina Veris*. Kurnyk presented her paper at the first *Making History* conference at SCSU.

Students from this seminar in following years also had their papers published (for example Lauren Grenier, Sara Dean), and presented at *Making History* and *CREATE* (for example Joe White). Dr. Tucker’s students presented a poster at *Making History* (ECSU) on Charles Fenton, based on their research in the Fenton Collection.

III. Work study, internships, and volunteering.

Work study students are regularly involved in archival work. Some of them continued to graduate school in public history and/or library studies, for example Margaret Kurnyk, Claire Lavarreda, Dana Mayer, and Allen Horn.

History student volunteers working with Dr. David Naumec assisted in processing the Brothertown Collection (Claire Lavarreda, Madison Cotner). History major Claire Lavarreda is currently (Spring 2021) conducting an internship at the Center, processing archival collection of Dean Helena Miller.

IV. Exhibits

Three glass display cases located outside the Connecticut Studies Center and inside it by the front door allow for small exhibits on selected themes. Students were involved in research and organization of all those exhibits, providing them with hands-on experience in public history.

- Spring 2021/Summer 2021 - Warrior Women of Connecticut
- Spring 2021 - Women’s Suffrage: Close to Home
- Fall 2020 - Women’s Suffrage: Close to Home

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- Spring 2020/Summer 2020 - Cemetery Research & Memories
- Fall 2019 - Native American Arrow Heads: A New England Collection
- Spring 2019/Summer 2019 - Charles Fenton: The Quartermaster Remembered
- Fall 2018 - Charles Fenton: The Quartermaster Remembered
- Spring 2018/Summer 2016 - Licenses of Windham, Connecticut
- Fall 2017 - Licenses of Windham, Connecticut
- Spring 2017/Summer 2016 - Stubby the War Dog & Other Four Legged Heroes
- Fall 2016 - Stubby the War Dog & Other Four Legged Heroes
- Spring 2016 / Summer 2016 - Mapping Willimantic
- Fall 2015 - Mapping Willimantic
- Spring 2015/Summer 2015 - David E. Phillips Folklore Remembered
- Fall 2014 - David E. Phillips Folklore Remembered

Assessment and Evaluation:

(Describe how progress toward meeting goals and objectives has been measured and include a brief description of lessons learned)

Goals nos. 1-3: 1. Acquisition of archival collections and other primary materials, as well as relevant book and scholarly journal publications; 2. Preservation and processing of collections, including creation of finding aids, digitization, and creation of databases; 3. Access to noncirculating holdings in the research room, and support for research through the website maintenance, and fielding research inquiries.

Due to the recent retirement of the Director of the Center, a new director must be identified from the current full-time History faculty and renewed connection with the library staff. A new director of the Center should acquire external funding and enhance the visibility of the center both on and off campus and review and update policies, including those of collection accession and de-accession. The library staff should provide access to non-circulating holdings in the research room, and support for research through website maintenance, and fielding research inquiries. Modest funding will support digitization of materials and preservation of materials (acid free boxes and folders, etc.), as well as upgrades in technology: upgraded and expanded website and new microfilm readers.

Goals nos. 4-5: 4. Public history setting for student internships, work study, and volunteer opportunities; 5. Support for academic curriculum development and undergraduate student research.

Progress towards these goals will be enhanced through close collaboration with the History Department's Digital History Lab and Internship Program, especially as it focuses on the multiyear Digital Windham Project. Students will produce original research based in the resources of the Center and contribute it in a public-facing digital form. The Center will continue to provide curriculum support for HIS 200: Historical Research and Writing, which is a required

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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Center/Institute Report – Seven-Year Sunset Report/Review for Continuation course for history majors, as well as American history courses. The Center will provide hands-on experience for students exploring career opportunities in public history.

Goal no. 6: Community involvement through workshops, public lectures, and collaboration with local museums and community researchers.

Progress toward this goal will be measured through building community networks and connections, with the first step being the establishment of an advisory board.

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**CONNECTICUT STATE COLLEGES & UNIVERSITIES Connecticut
State Universities**

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

ACTUAL Revenues and Expenses:

(For FY 2020, include encumbrances to the end of the approved period, use estimates where necessary)

BUDGET CATEGORIES	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
REVENUE					
1. Gifts/Grant Support ^a	\$300	\$300	\$300	\$300	\$300
2. General Fund ^b					
3. Operating Fund ^c	\$26,963	\$29,368	\$30,714	\$38,982	\$31,895
4. Other Revenue ^d					
5. TOTAL REVENUE (lines 1-4)	\$27,263	\$29,668	\$31,014	\$39,282	\$32,195
EXPENSES					
6. Personnel ^e	\$26,963	\$28,785	\$29,570	\$37,998	\$31,043.00
7. Fringe Benefits	\$33	\$35	\$166	\$547	\$35
8. Travel					
9. Equipment & Supplies	797	\$548	\$978	\$437	\$817
10. Contractual					
11. Construction ^f					
12. Other					
13. Total Direct Costs (lines 6 through 12)					
14. Indirect Costs ^g					
15. TOTAL COSTS (lines 13 + 14)	\$26,963	\$29,368	\$30,714	\$38,982	\$31,895
NET					
16. TOTAL REVENUE - TOTAL COSTS	\$300	\$300	\$300	\$300	\$300
surplus / (deficit)					
17. OPERATIONAL BALANCE	\$				
from previous year	\$ 0	0	0	0	0

NOTES:

- a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement
- f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space. g. Estimate costs for facilities use, utilities consumption, etc.

2021 Center/Institute Report Template

Page 11 of 15

CONNECTICUT STATE COLLEGES & UNIVERSITIES Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation **PROJECTED**

Revenues and Expenses:

BUDGET CATEGORIES	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
REVENUE					
1. Gifts/Grant Support ^a	\$300	\$300	\$300	\$300	\$300
2. General Fund ^b					
3. Operating Fund ^c	\$27,371	\$30,155	\$30,555	\$32,560	\$32,560
4. Other Revenue ^d					
5. TOTAL REVENUE (lines 1-4)	\$27,671	\$30,455	\$30,855	\$32,860	\$32,860
EXPENSES					
6. Personnel ^e	\$25,223	\$ 28,000	\$28,000	\$ 30,000	\$30,000
7. Fringe Benefits	\$58	\$65	\$65	\$70	\$70
8. Travel					
9. Equipment & Supplies	\$490	\$490	\$490	\$490	\$490
10. Contractual					
11. Construction ^f					
12. Other					
13. Total Direct Costs (lines 6 through 12)					
14. Indirect Costs ^g					
15. TOTAL COSTS (lines 13 + 14)	\$27,371	\$30,155	\$30,555	\$32,560	\$32,560

NET					
16. TOTAL REVENUE - TOTAL COSTS	\$300	\$300	\$300	\$300	\$300
surplus / (deficit)					
17. OPERATIONAL BALANCE					
from previous year	0	0	0	0	0

NOTES:

- a. Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative
- b. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).
- c. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- d. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- e. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- f. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- g. Estimate costs for facilities use, utilities consumption, etc.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

Budget Narrative:

(Provide any important context about ACTUAL and PROJECTED Revenues and Expenses)

Eastern Connecticut State University's operating funds covers most of the expenses of this Center. These include a one quarter (3 FLCs per semester) release time for the Director, and a modest student worker and supply budget.

The Eastern Connecticut State University's Foundation has a temporarily restricted fund started in 1998. The current balance is approximately \$15,000.

APPENDICES

1. List of archival collections - available upon request
2. List of newspapers: microfilm and print collections - available upon request
3. Maps and city directories - available upon request 4. Usage statistics by semester - available upon request 5. Letters of support:
 - a. Bill Powers, local historian and author
 - b. Dr. Edmond Chibeu, Communications Department, ECSU
 - c. Dr. Walter Woodward, State Historian and author
 - d. Dr. Jamie Eves, Executive Director of the Windham Textile and History Museum
 - e. Dr. David Naumec, Adjunct Assistant Professor, ECSU, Public Historian

LETTERS OF SUPPORT

P.O. Box 12
Windham, CT. 06280

April 15, 2021

Dr. Anna Kirchmann
Interim Co-director
The David Roth Center for Connecticut Studies
Eastern Connecticut State University
Willimantic, CT. 06226

Dear Dr. Kirchmann:

CONNECTICUT STATE COLLEGES & UNIVERSITIES

Connecticut State Universities

Center/Institute Report – Seven-Year Sunset Report/Review for Continuation

I am pleased to support the Center's re-accreditation by the CSU Board of Regents. As a long term member of the Association for the Study of Connecticut History and a retired history and social sciences teacher, I have true appreciation for the Center's goals, objectives and activities and the need for its continued support and success.

My most recent experience with the Center confirms that it truly provides a veritable paradise of important historical information about Eastern Connecticut. During the past 16 months, I have written a weekly column for the Willimantic Chronicle titled "The Threads That Connect Us" about the rich local history of Willimantic, Windham, and the area's other towns and villages. My ability to have access to the Center's primary sources has proven to be a major factor for making this possible.

From time to time, the Center's resources have also contributed to my writing as a contributor on a regular basis to "Neighbors: A Little Paper Big On Community" a monthly paper "serving the inhabitants of northeastern Connecticut."

Finally, the new learnings I have acquired through my association with the Center have allowed me to become more knowledgeable and hopefully a more interesting volunteer teacher at the Windham Textile & History Museum in Willimantic.

As a community member and a writer about the area's history, I enthusiastically support the Center and its unique role in helping to provide us all with the valuable archival collections, primary materials and other important historic data. It is important for our residents to have firsthand access to the nature of our past, including how people lived and especially their concerns, issues, needs and problems.

Sincerely,
Bill Powers

April 23 ,2021

To Whom It May Concern

I am writing to offer my wholehearted support for the Connecticut Studies Collection and archives to be continued as a CENTER OF EXCELLENCE. The Connect Studies Collection has been of great help to both myself and my students. The staff has not simply given us access to records but helped us find recondite material that is not easily accessible.

I have often used the Connecticut studies collection for my own research and for preparation for class.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

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My students have used the collection to write and research assignments, and two alumnae have come back after they graduated to make use of the center.

My students have collaborated with students from other departments in researching elements of Connecticut History in preparation for presentations both on and off campus.

Among those areas of research are:

- Windham mills

- Civil War in Willimantic, Hartford, Norwich, and Stanford

- Samuel Huntington, born in Windham, moved to Scotland, CT

- Looking up records of their own family

Students have been helped in their research and made to feel welcome by both faculty and student workers at the Connecticut History Collection. It is indeed a center of excellence!

Edmond Chibeau Ph.D.

Communication Department

Eastern Connecticut State University

April 22, 2021

Dr. Anna Kirchmann
Dr. Jamel Ostwald
Center for Connecticut Studies
Eastern Connecticut State University
J. Eugene Smith Library, Room 473
83 Windham St
Willimantic, CT 0622

Professors Kirchmann and Ostwald,

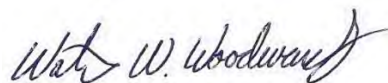
I am writing in support of re-accreditation for the David Morris Roth Center for Connecticut Studies at

Eastern Connecticut State University. As the state historian and as a professor at the University of Connecticut, I can attest both to the importance and uniqueness of this needed repository of primary and secondary materials. There is no other facility in the region – including the University of Connecticut – that has the resources available at the David Roth Center for Connecticut Studies. The archival collections, vital records, town records, maps, newspapers, books, and ephemera are, in many cases, unique to the center. They are a vital resource for scholars, educators, museum professionals, students, and the general public.

I can personally attest to the extraordinary value that the Center has for public historians (museum professionals, town historians, association, historical society, and local historians) as I live in the region and have experienced first-hand the need to examine materials that are only found at the Center. For certain aspects of regional historical research necessary for museum exhibits, historical commemorations, community history appreciation, and public audience engagement, the David Roth Center for Connecticut Studies is a critical resource.

Eastern Connecticut's future is inextricably linked to appreciation of its past. The revitalization of our communities will work best when community members are aware of and inspired by the recognition of the events and acts that first gave our region prominence, former challenges met and overcome, and opportunities presented by the past that is all around us. The David Morris Roth Center for Connecticut Studies is an indispensable resource for making this possible. I strongly urge renewal of its accreditation.

Sincerely,



Walter W. Woodward
Connecticut State Historian
Associate Professor of History

10 PROSPECT STREET, ROOM 529

HARTFORD, CT 06103-2814

PHONE 959.200.3769

EMAIL

An Equal Opportunity Employer Walt@uconn.edu

cthistory.org



Windham Textile & History Museum The Mill Museum of Connecticut

411 Main Street
Willimantic, CT, 06226

Phone: 860-456-2178

E-mail: themillmuseum@gmail.com

Web site: www.millmuseum.org

17 April 2021

To Whom It May Concern:

This letter supports the reaccreditation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University. I am writing this letter in my capacity as Executive Director of the Windham Textile and History Museum and as the Town of Windham, CT Municipal Historian.

The Roth Center is an invaluable resource for local historians. Most history museums in eastern Connecticut are small, with limited budgets. The Roth Center's collections of primary source documents, vital records, town records, maps, local newspapers, and other

materials make it the go-to location for doing local history research in Connecticut's three eastern counties. The staff is both professional and helpful, sensitive to the needs of local historians. I personally use the Center's resources multiple times a year, and am always grateful that it is there. To give an idea of the Center's value, let me cite just three recent examples.

- (1) The Town of Windham, CT, like most towns, lacks the space or financial resources to properly store and maintain any but the most recent Town records. When a large number of valuable, older records became endangered by conditions at the Town's 1896 Town Hall, the Roth Center came to the rescue. Roth Center staff and Town staff worked out a memorandum of understanding in which those records were moved to the Roth Center, where they can be maintained under climate-controlled conditions, protected against decay, and — of vital importance — made readily available to townspeople. A few months ago, during the COVID lockdowns, I received a distress email from the Windham Town Clerk: certain materials needed to be evacuated from Town Hall immediately. I rushed to Town Hall, where I met a staff member from the Roth Center who had also hurried down, and together we were able to move the materials to the Roth Center. Roth Center staff cataloged the materials, determined which were duplicates, and then transferred the duplicates to the Windham Textile and History Museum. The Museum is short-staffed — the duplicates we have still await cataloging. But the copies that went to the Roth Center are cataloged and on the shelves, where townspeople can use them.
- (2) When a developer proposed demolishing several historic buildings on Main Street in Willimantic, CT, I met with local activists at the Roth Center, where we found a wealth of records, photos, and other information about the structures. Armed with this information, the activists were able to convince the State Historic Protection Office to negotiate the terms of the demolition so that portions of the structures could be preserved.
- (3) The Windham Textile and History Museum recently mounted an exhibit to observe the 100th anniversary of woman suffrage in Connecticut. We wanted to include information from one of the local newspapers, the Willimantic Chronicle, in the exhibit, focusing on the 1920 Presidential election in Willimantic and surrounding towns. Although the Chronicle is still being published, the new owner (an out-of-town entity) no longer maintains a morgue. The only microfilm version of the Chronicle available was at the Roth Center. Thanks to the Center's prescience in making the microfilm, the Museum was able to determine the name of the first woman in Willimantic to vote in a Presidential election, as well as craft an exhibit that told the story of that important election on the local level.

In these ways, the Roth Center preserves and makes available to the people their own history. It is impossible to overstate how important that is. Its vision, professionalism, helpfulness, and commitment to local history makes the Roth Center a vital part of the eastern Connecticut history community.

Jamie H. Eves

Jamie H. Eves, Ph.D.
Executive Director
Windham Textile and History Museum
411 Main Street
Willimantic, CT



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

April 23, 2021

Dr. David J. Naumec

Scotland, CT 06264 davidnaumec@gmail.com Dr. Anna Kirchmann

Dr. Jamel Ostwald
Center for Connecticut Studies
Eastern Connecticut State University
J. Eugene Smith Library, Room 473
Willimantic, CT 0622

Professors Kirchmann and Ostwald,

I am writing to strongly support the re-accreditation of the David Morris Roth Center for Connecticut Studies located at the J. Eugene Smith Library at Eastern Connecticut State University. As a historian, museum professional, and adjunct History professor I have relied on the David Roth Center for Connecticut Studies for nearly twenty years as an important, local, research institution. There is no other repository in the region which focuses on both the history of the State and Eastern Connecticut in particular. The Center is an increasingly important resource for historians, genealogists, educators, students, and the public as well as an inviting and professional research institution.

In 2004 I first visited the Center for Connecticut Studies while researching my Master's Thesis at Tufts University regarding Connecticut Indians in the Civil War. As an Eastern Connecticut resident I was aware of this unique repository and scheduled a visit along with other archives included the Connecticut State Library, the Connecticut Historical Society, and the University of Connecticut Libraries. To my surprise the Center had many of the local histories I required along with a strong selection of local Native American history and I soon researched there regularly. During my time as Senior Researcher at the Mashantucket Pequot Museum I continued to visit due to its convenient location saving unnecessary travel to libraries in Hartford and beyond. As I became more involved at ECSU as an Adjunct History Professor I found the Center for Connecticut Studies to be an excellent resource for students seeking experience in the fields of history, library science, or public history which resulted in several ongoing research projects and a Native American artifact exhibition in recent years. Such opportunities for career development have been valuable for graduating seniors and for those applying to graduate school.

It is important that the David Morris Roth Center for Connecticut Studies continues as a valuable resource to both the community here at ECSU and the State as a whole. It currently stands as one of the noteworthy research centers in the State, such as those in Hartford, New Haven or Fairfield, but is unique in its location, specialization, and archival holdings. As such, I strongly support the renewal of accreditation for the Center of Connecticut Studies.

Sincerely,

A handwritten signature in black ink, appearing to read "David Naumec", written in a cursive style.

David J. Naumec, Ph.D
Adjunct History Professor, ECSU
History Instructor, TRCC

83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • (860) 465-5000

An Equal Opportunity Institution

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Modification of the Mission Statement

for

Eastern Connecticut State University

October 21, 2021

RESOLVED, That the Board of Regents for Higher Education approves the Modification of the Mission Statement for Eastern Connecticut State University.

A True Copy:

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

ITEM

Approval of modification of the mission statement for Eastern Connecticut State University

BACKGROUND

Connecticut State Statute grants authority to the Board of Regents to “review and approve mission statements for the Connecticut State University System,” now the Connecticut State Colleges and Universities (Chapter 185, Section 10a-6).

As part of Eastern’s most recent Strategic Planning process, the mission statement was revised to make it shorter and more concise, while still reflecting the University’s mission as Connecticut’s only public liberal arts institution. The process was led by the Committee on the Future of Eastern (COFE), Eastern’s strategic planning committee and involved several surveys and open forums to solicit input from students, faculty, and staff. The revised mission statement was approved by the University Senate on February 4, 2020.

This revised mission statement is consistent with the mission of the Connecticut State Colleges and Universities:

The Connecticut State Colleges & Universities (CSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

It is also consistent with the mission of the Connecticut State Universities:

As part of the Connecticut State Colleges & Universities system, the four Connecticut State Universities offer exemplary and affordable undergraduate and graduate instruction leading to degrees in the liberal arts, sciences, fine arts, applied fields, and professional disciplines. They advance and extend knowledge, research, learning and culture while preparing students to enter the workforce and to contribute to the civic life of Connecticut's communities. Through a variety of living and learning environments, the Universities ensure access and diversity to meet the needs of a broad range of students. They support an atmosphere of inter-campus learning, the exploration of technological and global influences and the application of knowledge to promote economic growth and social justice.

RECOMMENDATION

That the Board of Regents approve the modification of the mission statement for Eastern Connecticut State University.



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Memorandum

To: Board of Regents for the Connecticut State Colleges and Universities

From: William M. Salka, Provost, Eastern Connecticut State University

RE: Revised Mission Statement

Date: September 20, 2021

As part of Eastern's most recent Strategic Planning process, the mission statement was revised to make it shorter and more concise, while still reflecting the University's mission as Connecticut's only public liberal arts institution. The process was led by the Committee on the Future of Eastern (COFE), Eastern's strategic planning committee and involved several surveys and open forums to solicit input from students, faculty, and staff. The revised mission statement was approved by the University Senate on February 4, 2020.

Eastern respectfully requests that the Board of Regents approve this revised mission statement.

"Eastern Connecticut State University engages students from diverse backgrounds in a transformative liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives."

Previous Mission Statement:

The mission of Eastern Connecticut State University, the state's designated public liberal arts university, is to provide high quality undergraduate and select graduate programs to a diverse population of talented students. Eastern's inclusive residential campus, outstanding faculty, emphasis on teaching excellence and exceptional facilities raise students' aspirations and cultivate engagement, inquiry, integrity and social responsibility. In the traditional arts and sciences, as well as in pre-professional programs that are grounded in the liberal arts, Eastern students apply theory in practical settings. Faculty research, scholarship, creative work and community engagement inform teaching and learning, advance knowledge and enrich the liberal arts curriculum. The University is committed to serving the state of Connecticut and the nation by preparing its students for their future personal, professional and public roles, as leaders in both their communities and professional fields.

Eastern Connecticut State University Senate Resolution

Sponsored by the Academic Affairs Committee

SR 19/20 – 02

WHEREAS, Eastern Connecticut State University's Committee on the Future of Eastern (COFE III) was charged with revision of the University's Mission Statement; and

WHEREAS, input was sought from the University community via two forums and an online survey; and

WHEREAS, the proposed Mission Statement language was preferred by a clear majority; now, therefore, be it

RESOLVED, the Eastern University Senate endorses the adoption of the new Mission Statement: "*Eastern Connecticut State University engages students from diverse backgrounds in a transformative liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives.*"

ITEM

The Board of Regents for Higher Education resolves to adopt a policy regarding Students Athlete's Name, Image and Likeness.

BACKGROUND

The Connecticut General Assembly enacted Public Act (Spec. Sess.) 21-132, section 160 which requires governing boards of institutions of higher education to adopt policies enabling student athletes to be compensated for their use of their name, image and likeness. The Act allows student-athletes the opportunity to earn compensation through an endorsement contracts as well as employment in activities unrelated to their participation in intercollegiate programs. The Act further allows student athletes the ability to obtain legal or professional representation through a written agreement. However, the exercise of these rights must comply with the Board's policy and the applicable law. Although the Act impacts institutions of higher education, only the State Universities are affected by the Act as they are the only institutions within our system that participate in intercollegiate athletic programs. These policies must be in effect prior to January 1, 2022.

ANALYSIS

The Act is very prescriptive as to the contents of the policy to be enacted by governing boards. Specifically, the Act requires that each policy must include provisions that: (1) Require a student athlete to disclose and submit a copy to their University of each endorsement contract, written agreement for employment and representation agreement executed by the student athlete; (2) Prohibit a student athlete from entering into an agreement that conflicts with the provisions of any agreement to which the University is a party, provided such institution shall disclose to the student athlete or the student athlete's attorney or sports agent the provisions of the agreement that are in conflict; (3) Prohibit a student athlete from using or consenting to the use of any institutional marks during such student athlete's performance of the endorsement contract or employment activity; (4) Prohibit a student athlete's performance of the endorsement contract or employment activity from interfering with any official team activities or academic obligations; and (5) Identify any prohibited endorsements.

Institutions cannot prohibit or prevent prohibit student athletes from earning compensation from such endorsement contract or employment activity nor can they prohibit or prevent representation by a duly licensed attorney or sports agent. Institutions may not restrict or revoke student athletes' eligibility for scholarships or participation in the intercollegiate athletic program at such institution. Moreover, student athletes may not receive compensation for use of such student athlete's name, image or likeness as an inducement to attend, enroll in or continue attending a specific institution of higher education or intercollegiate athletic program.

The attached policy statement has been reviewed by appropriate officials at each of the CSUs and is in alignment with other institutions within the State.

RECOMMENDATION

That the Board of Regents for Higher Education approve the resolution to adopt the Policy regarding Student Athletes' Name, Image and Likeness.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Student Athlete's Name, Image and Likeness

October 21, 2021

WHEREAS, The Connecticut General Assembly enacted Public Act (Special Session) 21-132, section 160 thereof requires that governing boards of institutions of higher education adopt policies to comply with the Act's requirements regarding student athletes' name, image and likeness prior to January 1, 2022; and

WHEREAS, The Act is applicable to student athletes who attend the Connecticut State Universities athletic programs; therefore, be resolved

RESOLVED, That the Board of Regents adopts a Policy for Student Athlete's Name, Image and Likeness.

A True Copy:

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

STATEMENT OF POLICY

Regarding

STUDENT ATHLETE'S NAME, IMAGE AND LIKENESS

Purpose Statement

To establish rules consistent with Connecticut Public Act 21-132 (Spec. Sess. section 160) pursuant to which Connecticut State University System student-athletes are permitted to (1) earn compensation through an endorsement contract or employment in an activity unrelated to an intercollegiate athletic program; and (2) obtain legal or professional representation of an attorney or sports agent through a written agreement, provided that in each case, the student-athlete complies with the terms and conditions of these rules and applicable law.

APPLIES TO

All student-athletes and State University Employees.

DEFINITIONS

Compensation means the receipt, whether directly or indirectly, of any cryptocurrency, money, goods, services, other items of value, in kind contributions and any other form of payment or remuneration.

Endorsement contract means a written agreement under which a student-athlete is employed or receives compensation for the use by another party of such student-athlete's person, name, image or likeness in the promotion of any product, service or event.

Institution of higher education means an institution of higher education, as defined in section 10a-55 of the general statutes, and a for profit institution of higher education licensed to operate in this state.

Institutional marks means the name, logo, trademarks, mascot, unique colors, copyrights and other defining insignia of the University.

Intercollegiate athletic program means a program at the University for sports played at the collegiate level for which eligibility requirements for participation by a student-athlete are established by a national association for the promotion or regulation of college athletics.

NCAA means the National Collegiate Athletic Association.

Official team activities means all games, practices, exhibitions, scrimmages, team appearances, team photograph sessions, sports camps sponsored by the University and other team-organized activities, including, but not limited to, photograph sessions, news media interviews, and other related activities as specified by the University.

Prohibited endorsements means receipt of compensation by, or employment of, a student-athlete for use of the student-athlete's person, name, image or likeness ("NIL") in association with any product, category of companies, brands, or types of endorsement contracts that are: (1) prohibited by law; (2) prohibited by these rules; or (3) prohibited under the applicable University procedures adopted in accordance with these rules.

Sports agent means a duly licensed person who negotiates or solicits a contract on behalf of a student-athlete in accordance with the Sports Agent Responsibility and Trust Act, 15 USC 7801, et seq., as amended from time to time.

Student-athlete means a student enrolled at the University who participates in an intercollegiate athletic program.

POLICY STATEMENT

The University shall permit its student-athletes to (1) earn compensation through an endorsement contract or employment in an activity unrelated to an intercollegiate athletic program and (2) obtain legal or professional representation of an attorney or sports agent through a written agreement, provided that the student-athlete complies with these rules and applicable law.

I. Agreements for Representation by a Sports Agent or an Attorney

- a. A student-athlete may only enter into an agreement for representation with a sports agent if the student-athlete submits a copy of the agreement to the University.
- b. A student-athlete may only enter into an agreement for representation with an attorney if the student-athlete submits a copy of the agreement to the University.

II. Endorsement Contracts and Agreements for Employment Activities

A student-athlete may only enter into an endorsement contract or agreement for other employment activities if:

- a. the student-athlete discloses the existence of the agreement to the University;
- b. the student-athlete submits a copy of the agreement to the University prior to the student-athlete performing any activity or service under the agreement;
- c. the agreement, or any portion thereof, does not conflict with the provisions of any agreement to which the University is a party. In the event that a potential conflict is identified, the University shall disclose to the student-athlete or the student-athlete's attorney or sports agent the provisions of the University agreement that are in conflict; and
- d. the agreement does not require the student-athlete to participate or engage in any activity prohibited by Section III of these rules.

III. Prohibitions

- a. Student-athletes are prohibited from using or consenting to the use of any University marks when performing any services or activity associated with an endorsement contract or employment activity.
- b. Student-athletes are prohibited from performing any service or activity associated with an endorsement contract or employment activity that interferes with any official team activities or academic obligations.
- c. University staff members are prohibited from creating or facilitating endorsement contracts for a student-athlete or providing compensation themselves to a student-athlete.
- d. University employees and students are prohibited from creating or facilitating NIL compensation opportunities for prospective student-athletes as a recruiting inducement or current student-athlete as an inducement to remain enrolled at the University.
- e. Student-athletes are prohibited from receiving compensation from, entering into an endorsement contract with, and/or otherwise engaging in an employment activity with companies, brands, products, conduct, and/or entertainment prohibited under University procedures adopted in accordance with these rules.

IV. Prohibited endorsements

- a. A tobacco company or brand, including any tobacco product, alternative nicotine product, electronic nicotine delivery system, or any electronic nicotine delivery system retailer, or any specialty retailer of electronic nicotine delivery systems or tobacco specialty store.

- b. Any alcoholic beverage company or brand.
- c. Any marijuana company, product, or brand.
- d. Any seller or dispensary of a controlled substance, as defined by federal law.
- e. Any adult entertainment, sexually suggestive products, or sex-oriented products, services, conduct, imagery, or inferences.
- f. Any product, substance, or method that is prohibited in competition by an athletic association, athletic conference, or other organization governing intercollegiate athletic program competition.
- g. Any casino or entities that conduct, provide data or information to, sponsor, or promote gambling activities.

V. Procedures

The University President or the President's designee may adopt procedures concerning the implementation of these rules.

ENFORCEMENT

Violations of these rules may result in appropriate disciplinary measures in accordance with state law, University Laws and By-Laws, and Division of Athletics Student Athlete Handbook.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Selection of a Single Office of Postsecondary Education Identification Number for
Connecticut State Community College

October 21, 2021

- WHEREAS, The Board of Regents for Higher Education voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC), seeking its approval for the merger of the 12 individually accredited regional community technical colleges into a single accredited college; and
- WHEREAS, On May 14, 2020 the Board resolved that the single accredited college will be named Connecticut State Community College (“CT State”); and
- WHEREAS, In order for CT State to provide funding to students without any disruption, under Title IV of the Higher Education Act of 1965, as amended, the United States Department of Education requires CT State to be identified with an existing Office of Postsecondary Education Identification (“OPEID”) number from an existing college within the Connecticut State Colleges & Universities system; and
- WHEREAS, In order to file the application with the United States Department of Education to provide Title IV funds, the Board must resolve to select one College to carry the OPEID number while the current remaining 11 colleges (including their additional locations) will become additional campuses and locations under the parent OPEID; therefore be it
- RESOLVED, The Board of Regents selects Capital Community College’s OPEID number as the OPEID for CT State while the current remaining 11 colleges (including their additional locations) will become additional campuses and locations under the parent CT State OPEID; and be it further
- RESOLVED, The CT State OPEID number shall be used for the merger application with the United States Department of Education.

A True Copy:

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

ITEM

This proposal seeks to establish the selection of an Office of Postsecondary Identification (OPEID) number from within our twelve community colleges for the purposes of future recognition by the United States Department of Education. Tangential yet equally critical, this selection is necessary in preparation for Connecticut State Community College's single participation in the Title IV programs of the Higher Education Act of 1965, as amended.

BACKGROUND

In April 2017, the organizational consolidation of the CSCU community colleges began under the Students First plan. In May 2020, the Board of Regents adopted the name of our merged institution as Connecticut State Community College. Up to date information regarding the consolidation with the New England Commission of Higher Education (NECHE) is available within CSCU's Progress Report in June 2021 and corresponding NECHE reply in July 2021.

Purpose and Next Steps

At this stage, it is prudent to take an active step in planning the consolidation with regard to the student financial assistance programs within Title IV of the Higher Education Act of 1965, as amended, in order for Connecticut State Community College to provide the requisite access to financial assistance for its student population without interruption.

Title IV assistance continues to be a critical component of our enrollment management division, both at present and in preparation for participation as Connecticut State Community College. For the most recently completed 2020-21 award year, our colleges had disbursed a total of \$69.2 million in Title IV funding, which includes \$57.8 million in Federal Pell Grants to more than 18,300 students. Our colleges additionally participate in the Campus-Based aid programs (Federal Work-Study and Federal Supplemental Educational Opportunity Grant programs), as well as the Federal Direct Loan program.

Leveraging a partnership with Blue Icon Advisors, LLC (a wholly owned subsidiary of the National Association of Student Financial Aid Administrators) and the Lumina Foundation, a common Policies and Procedures manual was developed for use in the 2021-22 academic for all community college financial aid offices. Complete with staff training and a student-facing financial aid handbook, progress has been made toward commonality within its community college financial aid offices that will promote access, equality, and an atmosphere of compliance well in advance of the consolidation.

CSCU/CT State will be required to submit an application for the merger of our twelve individual community colleges into a single institution with the US Department of Education. The intended application submission date is July 1, 2022 with a target completion date of July 1, 2023. This timeline is at the recommendation of our Boston/New York School Participation Division that will handle the merger with CSCU/CT State. At the suggestion of the Boston/New York School Participation Division, we will start the pre-submission activities in the Spring of 2022.

In advance of this application, the BOR now makes the selection of an OPEID from within our individual institutions. Under the merger application with the US Department of Education, the name associated with the selected OPEID must reflect "Connecticut State Community College" in name. Under CT State, the OPEID structure will operate under a "parent/child relationship," where the selected OPEID (or parent) will bear the name of Connecticut State Community College, and each of the other institutions (including all current campuses and additional locations) will be restructured as a location (or child) of

the selected OPEID. Importantly, this decision will not adversely impact any college's current Title IV eligibility or financial aid operations prior to the merger being completed in 2023.

Of note, CSCU has been verbally advised of the inability to request a new OPEID since Connecticut State Community College is merging active institutions and not creating a new institution. This timeline additionally reflects planning for students to be able to identify Connecticut State Community College on the 2023-2024 Free Application for Federal Student Aid (FAFSA) that becomes publicly available on October 1, 2022.

RECOMMENDATION

To complete this preparatory step for our application of merger with the US Department of Education that shall consolidate CSCU's twelve community colleges into a single community college, this committee recommends that the Board of Regents select the OPEID associated with Capital Community College (007635-00). This OPEID shall be identified as the "parent" identification for Connecticut State Community College, with a corresponding name change from "Capital Community College" to "Connecticut State Community College" and a designation as the "Capital" Campus. All other campuses and locations must convert into additional campuses and locations within Connecticut State Community College. Any further updates to the selection and use of this OPEID shall be at the discretion of the US Department of Education for the purpose of establishing Title IV eligibility for Connecticut State Community College.

10/07/2021 – BOR Academic and Student Affairs Committee

10/21/2021 – Board of Regents

ACTION ITEM

Adoption and implementation of the revised first and third quartile marks of the Connecticut State Colleges and Universities System's Management/Confidential Salary Range Plans.

BACKGROUND

The Board of Regents adopted a uniform compensation schedule for non-represented Management/Confidential employees in 2015 based on the 2014 Sibson Consulting Report. This schedule includes common classifications and salary grades in a single salary structure. The minimum, midpoint, and maximum salaries for each classification level were established based on an analysis of comparable regional higher education management salaries. The 25th and 75th percentiles of the classification range were set at the time based on a defined market range and not equally distributed between minimum and midpoint, and midpoint and maximum. This schedule corrects that anomaly and has no financial impact.

RECOMMENDATION

CSCU leadership recommends approval of the revised Management/Confidential Salary Range Plans.

CT BOARD OF REGENTS FOR HIGHER EDUCATION
RESOLUTION

Concerning the adjustment to the first and third quartile marks
of the Management/Confidential Salary Range Plans

October 21, 2021

WHEREAS, the Connecticut State Colleges and Universities sets forth a policy establishing salary range plans for non-represented Management/Confidential employees; and

WHEREAS, the first and third quartile marks within each classification range were initially set based on a previous classification & compensation study and not equally distributed, and have now been adjusted to correct this; and now therefore be it

RESOLVED, that the Board of Regents for Higher Education hereby approves and adopts the revised Management/Confidential Salary Range Plan Schedule.

A True Copy:

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

CSCU Consolidated Classification and Compensation Structure

CSCU FY21 Presidential Range Plans Effective 7/1/2020*					
CAMPUSES	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
SMALL UNIVERSITIES					
Eastern & Western	\$ 269,650	\$ 285,992	\$ 302,008	\$ 332,209	\$ 362,410
LARGE UNIVERSITIES					
Central & Southern	\$ 294,700	\$ 312,561	\$ 330,064	\$ 363,070	\$ 396,077

*The classification of Community College President is no longer used. Anyone currently holding that classification is grandfathered in and will continue to receive adjustments equivalent to those awarded to all Management/Confidential employees.

CSCU FY22 Presidential Range Plans Effective 9/23/2021*					
CAMPUSES	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
SMALL UNIVERSITIES					
Eastern & Western	\$ 269,650	\$ 285,829	\$ 302,008	\$ 332,209	\$ 362,410
LARGE UNIVERSITIES					
Central & Southern	\$ 294,700	\$ 312,382	\$ 330,064	\$ 363,071	\$ 396,077

*The classification of Community College President is no longer used. Anyone currently holding that classification is grandfathered in and will continue to receive adjustments equivalent to those awarded to all Management/Confidential employees.

CSCU FY21 Management-Confidential Range Plans Effective 7/1/2020					
Salary Structure: Update July 1, 2020					
	Min	4-Jan	Mid	4-Jan	Max
Executive 5	\$224,986	\$266,166	\$281,232	\$309,355	\$337,478
Executive 4	\$191,386	\$226,416	\$239,232	\$263,155	\$287,078
Executive 3	\$162,893	\$192,708	\$203,616	\$223,978	\$244,339
Executive 2	\$138,432	\$163,770	\$173,040	\$190,344	\$207,648
Executive 1	\$118,003	\$139,602	\$147,504	\$162,254	\$177,005
Manager 3	\$99,994	\$118,296	\$124,992	\$137,491	\$149,990
Manager 2	\$85,478	\$101,124	\$106,848	\$117,533	\$128,218
Manager 1	\$72,845	\$86,178	\$91,056	\$100,162	\$109,267
Professional 3	\$62,003	\$73,352	\$77,504	\$85,254	\$93,005
Professional 2	\$52,685	\$62,328	\$65,856	\$72,442	\$79,027
Professional 1	\$44,890	\$53,106	\$56,112	\$61,723	\$67,334

CSCU FY22 Management-Confidential Range Plans Effective 9/23/2021					
Salary Structure: Update July 1, 2020					
	Min	4-Jan	Mid	4-Jan	Max
Executive 5	\$224,986	\$253,109	\$281,232	\$309,355	\$337,478
Executive 4	\$191,386	\$215,309	\$239,232	\$263,155	\$287,078
Executive 3	\$162,893	\$183,255	\$203,616	\$223,978	\$244,339
Executive 2	\$138,432	\$155,736	\$173,040	\$190,344	\$207,648
Executive 1	\$118,003	\$132,754	\$147,504	\$162,255	\$177,005
Manager 3	\$99,994	\$112,493	\$124,992	\$137,491	\$149,990
Manager 2	\$85,478	\$96,163	\$106,848	\$117,533	\$128,218
Manager 1	\$72,845	\$81,951	\$91,056	\$100,162	\$109,267
Professional 3	\$62,003	\$69,754	\$77,504	\$85,255	\$93,005
Professional 2	\$52,685	\$59,271	\$65,856	\$72,442	\$79,027
Professional 1	\$44,890	\$50,501	\$56,112	\$61,723	\$67,334

RESOLUTION

concerning

CSU Proposed Distribution Model
October 21, 2021

- WHEREAS, Board of Regents Resolution #09-67 requires that the State Universities' distribution methodology for the state block grant should be reviewed biennially effective July 1st; and
- WHEREAS, In August and September 2021 representatives of the four Universities and the CSU system undertook a thorough review of the block grant distribution model and achieved consensus support for a comprehensive set of changes; and
- WHEREAS, The changes include increasing the fixed base funding each university receives; includes part-time students in the variable funding calculation; simplifies the formula; and addresses some inequities in the allocation of state fringe benefit support; and
- WHEREAS, The recommended formula includes a method for distributing a new stream of state funding to reduce the Universities' need to commit tuition funds to employee fringe benefits, and
- WHEREAS, The Universities agree that any future changes to the structure or amount of state aid should prompt immediate review of this distribution methodology, now therefore, be it
- RESOLVED THAT, The Board of Regents approves the new CSU Distribution Model as described in the Staff Report included with this item.

A Certified Copy:

Alice Pritchard, Secretary

Board of Regents for Higher Education

ACTION ITEM**CSU Proposed Distribution Model**

BOR Resolution # 09-67 requires that the State Universities' distribution methodology for the state block grant should be reviewed biennially effective July 1st, 2011. This required review has seldom led to changes in methodology given the challenges in reallocating resources among institutions with ongoing budget challenges. The last change – converting to a three-year rolling average for student counts – was implemented in 2014.

The existing Distribution Model includes several components:

- Base funding of \$6.5 million to each university
- Additional funding for specified items based on past action by the legislature to fund a particular activity at a university
- Variable funding based on student counts, with additional weighting for in-state students and excluding part-time students
- Distribution of State fringe-benefit assistance based on student counts on the same basis as the variable funding.

This year, in the context of a significant expansion in state support for fringe benefits coupled with unprecedented enrollment challenges, the universities and system office undertook a thorough review of all aspects of the distribution model. Several significant issues were raised with the current methodology. It was suggested that the base funding might be too low given inflation; that the specified items were arbitrary and dated; that omitting part-time students was inequitable; and that the method of distributing fringes was disconnected from actual fringe costs.

The CSU Distribution Model (DM) review committee completed the review and evaluation of general fund appropriations distribution model and recommended the following changes:

Distribution of General Fund Block Grant:

- **Base Funding:** Increase base funding to \$11 million (excluding fringe) to cover basic costs of university operations.
- **Additional Funding for Specified Items:** Eliminate all funding for specified items.
- **Variable Funding:** The change to variable funding is to include the full-time equivalent of part-time students in the calculation. The recommendation is for each university to be provided with a variable block grant proportionally based on three-year rolling average of full-time-equivalent (FTE) of full-time **and part-time students** enrolled in most recently closed fiscal years. Included

in the average FTE calculation are in-state students weighted on a 1 to 1 basis and out-of-state students weighted on a 1 to 2.4 basis. The three-year average FTE calculation is based on the annual average of Fall and Spring semesters per census data published by the Office of Research & System Effectiveness (ORSE). The variable block grant funding represents 65% of total State Appropriation, which is a significant portion of the block grant. While this funding is proportional to the size of each University's level of student enrollment, it will function as an incentive to increase enrollment.

- A portion of the block grant will continue to be assessed to support System Office operations. The amount of these funds will be established by the BOR within its approval of the annual spending plan.
- Allocation of the OPM holdback or rescission will continue to be based on the proportion of the block grant (GF) provided to each University.

Distribution of Fringe Benefits Support:

- General Fund fringe benefits funding will be distributed by a formula based on each University's General Fund Block Grant. The maximized General Fund fringe benefit percent, after covering the System Office actual fringe benefits cost, will be applied to each block grant for calculating the general fund fringe benefits reimbursement to each University.
- Additional Operating Fund Fringe provided by State will be distributed based on fiscal year actual cost and will equitably cover the same % of total fringe benefits cost incurred by each University, example provided in the table below.

Fringe Benefits Cost	CCSU	ECSU	SCSU	WCSU	SO Office	Total
Total Fringe Benefits Cost - FY22 Spending Plan	72,854,303	43,282,910	78,199,948	43,151,667	3,324,026	240,812,854
Less GF Fringe Benefits	(45,375,069)	(27,802,645)	(42,305,751)	(28,060,121)	(3,324,026)	(146,867,610)
OF Fringe Benefits	27,479,234	15,480,265	35,894,197	15,091,546	-	93,945,244
Additional OF Fringe paid by State	(6,601,396)	(3,718,857)	(8,622,940)	(3,625,475)	-	(22,568,668)
NET OF Fringe Benefits paid by T& Fees	20,877,839	11,761,408	27,271,257	11,466,072	-	71,376,576
Addtl. OF Fringe % of Total Fringe cost paid by T&Fees	-24%	-24%	-24%	-24%	-	-24%

Other Features:

The universities agree that in the event of significant change in the structure or amount of state aid or fringe benefit support, including changes to the newly instituted Additional Operating Fund Fringe support, a new review of this methodology will be automatically triggered.

The proposed changes meet the requirements for a simplified, predictable, transparent, and equitable Distribution Model. This proposal has the support of each of the universities and is reflected in the proposed budget revisions also before the Board at this time.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Report of the CSCU Criminal Justice Task Force

October 21, 2021

RESOLVED: That the Board of Regents for Higher Education accept the submission of the “Final Report and Recommendations” from the CSCU Criminal Justice Task Force with deep appreciation to the chairs and members of the Task Force and refers the report to the CSCU Equity Council to review and integrate into its work, and that the CSCU Provost and Senior Vice President engage Criminal Justice chairs, program directors and appropriate faculty to continue work on the report’s curriculum and student-centered program recommendations. An update on the report’s recommendations will be provided at the October 2022 Academic and Student Affairs Committee meeting.

A True Copy:

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

ITEM

Consideration of the “Final Report and Recommendations” from the CSCU Criminal Justice Task Force.

BACKGROUND

The CSCU Criminal Justice Task Force was formed on August 20, 2020, by the Connecticut Board of Regents, under the direction of the system provost and Interim president, Dr. Jane Gates. The charge of the group was to “identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU” and “to advance multicultural and diverse quality education.”¹ The task force met for the first time on October 30, 2021, and then monthly throughout the 2020-2021 academic year. There were 18 original members of the task force, 2 of whom were unable to complete their terms, reducing final membership of the task force to 16. Membership to the task force was achieved through open calls for nominations and members were chosen by the co-chairs, with preference given to representation from faculty, students, law enforcement, and the community. Dr. Gates appointed Dr. Tuesday Cooper – Professor of Criminal Justice, Manchester Community College and Dr. William Lugo -Professor of Criminology, Eastern Connecticut State University, to co-chair the task force.

RECOMMENDATION

It is the recommendation of the Office of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents accepts the submission of this report.

10/07/2021 – BOR-Academic and Student Affairs Committee

10/21/2021 – Board of Regents

September 3, 2021

CSCU Criminal Justice Task Force

Dr. Tuesday L. Cooper, co-chair

Dr. William Lugo, co-chair

Final Report and Recommendations



Overview

The CSCU Criminal Justice Task Force was formed on August 20, 2020, by the Connecticut Board of Regents, under the direction of the system provost and Interim president, Dr. Jane Gates. The charge of the group was to “identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU” and “to advance multicultural and diverse quality education.”¹ The task force met for the first time on October 30, 2021, and then monthly throughout the 2020-2021 academic year. There were 18 original members of the task force, 2 of which were unable to complete their terms, reducing final membership of the task force to 16. Membership to the task force was achieved through open calls for nominations and members were chosen by the co-chairs, with preference given to representation from faculty, students, law enforcement, and the community. Dr. Gates appointed Dr. Tuesday Cooper – Professor of Criminal Justice, Manchester Community College and Dr. William Lugo -Professor of Criminology, Eastern Connecticut State University, to co-chair the task force.

Task force members were divided into four subcommittees (Curriculum, Enrollment, Administrative Program, and Program History), with each subcommittee focused on a different area of the Board of Regents’ original charge. Two midterm reports were completed ([the first in January 2021](#), [the second in May 2021](#)) and delivered electronically to Interim President Gates, highlighting the progress of the task force up to that point.

In Spring 2021, the task force also completed three additional reports²³⁴, based on separate surveys given to faculty, students and law enforcement. Funding for the surveys was provided by the Davis Foundation through a \$10,000 grant which the task force applied for, with Eastern Connecticut State University serving as the grant recipient.*

***Note: Eastern was chosen as the grant recipient as the grant guidelines required that the application be submitted by the President of a four-year institution.**



Task force Members

Senator Saud Anwar, CT Senator, 3rd District

Corrie Betts, Hartford NAACP Criminal Justice Chair

Cheyenne Bermudez, Central Connecticut State University, Student

Karen Boisvert, Police Officer Standards and Training Council, Administrator

Tuesday L. Cooper, Manchester Community College, Professor (Co-Chair)

Tom Cossette, Police Officer Standards and Training Council, Training Officer

Greg DeSantis, Connecticut State Colleges and University, VP of Student Success
and Academic Initiatives

June Dunn, Quinebaug Valley Community College, Associate Dean of Student
Outreach and Enhanced Learning

Terrence Dwyer, Western Connecticut State University, Professor

Jeffrey Garewski, Eastern Connecticut State University, Chief-of-Police

Steven Hernández, The Commission on Women, Seniors, Equity & Opportunity,
Executive Director

Zaira Hernandez, Eastern Connecticut State University, Student

William Lugo, Eastern Connecticut State University, Professor (Co-Chair)

Frank Marmo, Municipal Training Academy, FBI Special Agent, New Haven/CT
Police Veteran

Althea Seaborn, Norwalk Community College, Professor

Kobie Stewart, Asnuntuck Community College, Professor



Meeting Schedule*

Full CSCU Criminal Justice Task Force

October 30, 2020 November 20, 2020 December 18, 2020
 January 22, 2021 February 19, 2021 March 26, 2021
 April 23, 2021 May 21, 2021

Subcommittee Meeting Schedule

Administrative Program	Enrollment	Curriculum	Program History
11/17/20	11/13/20	11/12/20	11/18/20
12/7/20	12/11/20	12/9/20	12/15/20
1/15/21	1/15/21	1/14/21	1/13/21
2/19/21	2/19/21	2/19/21	3/18/21
4/16/21	5/17/21	3/16/21	5/5/21
5/17/21			

Subcommittee Membership:

Administrative Program: Karen Boisvert, June Dunn, Jeff Garewski, William Lugo, Kobie Stewart

Enrollment: Greg DeSantis, William Lugo, Althea Seaborn

Curriculum: Corrie Betts, Tuesday Cooper, Thomas Cossette, Steven Hernández, Zaira Hernandez, Frank Marmo

Program History: Tuesday Cooper, Terrence Dwyer

Co-Chair Meeting Schedule

9/1/2020 9/15/2020 9/22/2020 9/29/2020 10/20/2020 10/27/2020
 11/16/2020 12/1/2020 12/11/2020 1/5/2021 1/26/2021 2/2/2021
 2/9/2021 2/23/2021 3/2/2021 3/16/2021 4/13/2021 4/20/2021
 4/27/2021 5/11/2021 5/17/2021 6/1/2021 6/9/2021 7/8/2021
 7/20/2021 8/10/21

*Note: all meetings held virtually via MS Teams, Webex or Zoom



Task Force Recommendations

The charge given to the task force encompassed 3 key areas:

Charge 1: Describe the status quo of the criminal justice programming and education in the CSCU system and nationwide.

Charge 2: Advance multicultural and diverse quality education.

Charge 3: Formulate tangible and practical ideals for Criminal Justice studies in the CSCU system

Charge 1: Criminal Justice Programming in the CSCU System and Nationwide

Needed from charge:

1. Overview of origins of history of CSCU CJ programs
2. Enrollment trends (faculty and student)
3. Recruitment of diverse students

Findings

The *Academic Program History* subcommittee received and reviewed program reviews (or similar documents/websites) from the CSUs and the Connecticut Community Colleges Criminal Justice and Criminology Degrees Curriculum Alignment Report. While it was found that none of the academic programs had intentionally built antiracist programming and curriculum from the start, all that were reviewed had some components which explored how diversity played a role in law enforcement/criminal justice. In addition, there was very little in the criminal justice (CJ) curriculum of any four-year program, or that of the CT Community Colleges alignment plan, regarding mental health issues and how it ties in with the field of criminal justice. There were three courses listed (which were adopted by 2 colleges) that addressed the issue. It was acknowledged by faculty that these concepts *may* be embedded within coursework.

In the fall, the committee received data from the CSCU system office that enrollment in CJ programs has varied dramatically within the CSCU system- declining steadily and dramatically over the previous decade within the community colleges by 36%. The story is more positive at the CSU's, with enrollment increasing 3% over the same period (note: this does not include ECSU and SCSU, which did not have criminology programs

at the time). Over the last five years, with the inclusion of new CJ majors at ECSU and SCSU, overall matriculants in CJ have been increasing within CSCU. Data from the CSCU system office also showed that people of color are well represented in CJ programs across the system. However, while people of color are well represented in CJ programs, they are underrepresented when it comes to graduation rates. In fact, the percentage of minorities who are enrolled in CJ programs drops by over 30% when it comes to representation among graduates. The exact opposite is true for white students—their representation *increases* by over 30% when it comes to representation among graduates. Our recommendations attempt to close this gap, creating greater equity among student populations.

The task force collected additional data via a survey sent to CSCU students in Spring 2021. (See Appendix B.) Data from the survey revealed that 25% of students were interested in criminal justice majors. Survey respondents also identified a few barriers that could explain why the interest does not match enrollment in CJ programs. First, there is an internship requirement for criminal justice programs throughout the system. Also, the internships are unpaid. The majority of students responded that this presents a significant burden to them, as there is competition between family obligations, other employment obligations, etc. Second, students identified the social stigma attached to careers in law enforcement (e.g., the public's negative image of the police) as impacting their decisions to become criminal justice majors.

Recommendations

- a) Develop a website that supports an antiracist framework for criminal justice curriculum and departments. (See Appendix C, for examples of model websites)
- b) When adopting the goal of having an intentionally antiracist curriculum in criminal justice programming, a framework such as the scale of continuum, should be adopted in order to identify, set and monitor goals. (See Appendix D)
- c) Concepts and theories related to mental health should be considered as a more transparent part of the curriculum.
- d) Offer students paid internships, which could be supported by grants, collaborations with industry, and/or system budgeting.

Charge 2: Advance multicultural and diverse quality education

Needed from charge: 1. Are CSCU CJ programs preparing students to work in diverse environments?

2. Is curriculum/research/service antiracist?

Findings

Data from the faculty survey conducted in Spring 2021 showed that a majority (55%) of faculty stated that their programs are helping prepare students to work in a diverse environment by offering a diversity requirement within their criminal justice major. However, when asked whether there was an explicit antiracist focus in their criminal justice curriculum, only 36% indicated that there was. Of the faculty respondents, over half (54%) indicated that antiracism was a part of their research agenda and 71% indicated that it was part of their professional service endeavors. When asked whether their teaching had an antiracist focus, 63% reported in the affirmative. Lastly, there is support for having diversity and an antiracist focus in the criminal justice curriculum. Over 70% of faculty believe that diversity should be part of the curriculum and 65% believe that there should be an antiracist focus. This support drops significant though when asked about whether either should be a requirement, dropping to 57% and 56% respectively.

The task force concluded its work on developing a set of guiding principles for an antiracist curriculum, pedagogy, education, and program objectives. While there was no consensus formed (which should offer insight into the difficulty in getting broader consensus from all faculty on these issues), its many discussions did provide the framework for a larger discussion of these issues. Overall, the task force did agree that having a hub for diversity materials, activities, and programming would be key to assisting faculty with capacity building and providing best practices in this area.

Recommendations

- a) Create a system wide resource for all related materials which could assist faculty with diversity and antiracist capacity building.
- b) Have a designated coordinator (faculty member) in each program charged with maintaining said resource for a course release or similar compensation.
- c) Link resources with the systemwide Diversity, Equity and Inclusion efforts to help establish common definitions, supportive resources, and shared programming.
- d) Work with CJ faculty to create an interdisciplinary course on Critical Race Theory or Race and Justice for undergraduate students.
- e) Create a system-wide Library Guide (Lib Guide) related to Race and Justice, Antiracism and Diversity, Equity and Inclusion.

Charge 3: Formulate Tangible and Practical Ideals for CJ Studies in the CSCU System

Needed from charge: 1. Propose systemwide recommendations to advance CJ studies

2. Make recommendations regarding the relationship between CSCU CJ programs and law enforcement entities.

Findings

As mentioned previously, the task force surveys found many programmatic issues that could impact student success, like unpaid internships. While the majority of students reported that unpaid internships present a roadblock, 56% of students of color indicated that the internship being unpaid would prevent them from accepting the opportunity. This could impact both graduation and retention rates. In addition, 90% of students of color indicated that a paid internship would help them in their college success. Only 39% of students of color reported that their institutions were helpful to them in obtaining an internship. Students of color were more likely to report greater levels of dissatisfaction with the internships that they did secure, as compared to all students.

Next, students reported that having a faculty mentor would be a welcomed opportunity (60% of students stated that faculty mentors would “definitely” help them succeed). Although peer mentoring was explored as well, only 39% of students polled thought it would be helpful to them.

Third, textbook costs were of great concern to students with over 70% of students identifying that financial assistance in the area would “definitely” help them to be successful in college. Last, the subcommittee explored experiential learning, and the potential credits associated with said learning, as a way to address retention and graduation rates. Only 1/3 of the students surveyed appeared to be aware of this opportunity.

A survey conducted with law enforcement academy trainers and new recruits collected data regarding recruits’ skillsets and preparation to engage with diverse populations. First, it should be noted that there was a significant disconnect between the levels at which the recruits rated themselves and the trainers rating of recruits. In fact, all categories had over a 20% differential between recruits and trainer ratings, with the exception of three categories (Emotional Skills - “Showing Empathy,” and “Friendliness” and Other Soft Skills - “High Ethical Standards”). The most significant scoring differences between recruits and trainers, of over 40% points, were; in Emotional Skills - “Managing Own Anxiety” (+44%); in Communication Skills - “Giving Clear Communication” (+51%), “Being Confident Under Stress” (+55%), “Using Positive Non-Verbal Communication” (+56%) and “Engaging in Active Listening” (+43); and Other Soft Skills - “Critical Thinking” (48+).” These differences show that what recruits view as their greatest strength (communication skills), trainers view as their greatest weakness.

In rating their Engagement Readiness, over 60% of both recruits and trainers stated that recruits were either “very” or “somewhat” prepared to engage with diverse populations (including racial and ethnic minorities, illegal immigrants, members of the LGBTQ and people with disabilities). In addition, over 60% of trainers and recruits also rated that recruits were either “very” or “somewhat” prepared to engage with persons experiencing a mental health episode, someone under the influence of drugs or alcohol, and victim who refused to cooperate.

Trainers also felt that a recruit with an educational level above high school diploma would be successful. Trainers stated that 72% of recruits would be “excellent or good” at their jobs with an associate degree, while 89% agreed that

recruits with a bachelor's degree would fall into that category. Over half (58%) of the trainers believed that recruits would be successful with a high school diploma.

Recommendations

- a) Partner with private industry for paid internships.
- b) Explore grant funding for paid internship opportunities.
- c) Explore a systemwide equity campaign similar to the Minnesota State University System's Equity 2030 (<https://www.minnstate.edu/Equity2030/index.html>) which seeks to promote access and student success among underserved students within the state.
- d) Work with CJ programs to implement more extensive diversity and antiracist curriculum.
- e) Explore a pathway/certificate with police departments and other law enforcement entities in diversity/antiracist education.
- f) Partner with law enforcement academies and professional development arms of law enforcement to offer academic courses or professional development in critical thinking, social-emotional learning, and communication.
- g) Develop a system-wide faculty mentor program for students of color and other underserved populations.
- h) Expand system-wide aid given to bookstores for student use, there should be greater adoption of Open Education Resources and digital textbooks among faculty.
- i) Work with continuing education offices to more aggressively promote life experience credits for students.



Other Considerations

One task force member was unable to attend many meetings, but still felt strongly about the task force's charge and wanted to offer feedback- Connecticut State Senator Saud Anwar. Citing state higher education, and specifically community colleges, as the potential "great equalizer," he believes that the Connecticut State Colleges and University system is uniquely positioned to be a leader in the effort to create antiracist curriculum, policies and practices. He suggested that there is capacity building that can be done in the areas of critical thinking and the ability to have frank conversations about the state of our society today. Senator Anwar believes that we have to continue to have honest dialogue about acknowledging past and current realities as it relates to the experiences of citizens of diverse racial and ethnic background. He is pleased that the state has faculty, staff and community members who have invested their time to address this important issue. He also believed the CSCU system can consider making an affirmative, public facing statement regarding its intentions to become an antiracist organization in regards to curriculum, policies and practices. Finally, the CSCU system should consider creating an Institute on Race and Justice which will house all of the updates, capacity building, professional development, and research materials.

Conclusions

The recommendations made by this task force should be considered a needs assessment of the CSCU system. The recommendations will take time, effort, and resources to fully implement. A strategic plan would be the next logical step. Thus, it is the hope of the task force that this is the beginning of the conversation, and not the end.



Appendix A: Task Force Charge¹

Connecticut State Colleges and Universities (CSCU) Criminal Justice Task Force

The charge of the group will be to identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU. The role of the task force is to advance multicultural and diverse quality education, which enables and enhances students' ability to function and relate effectively in a multicultural society.

The group will examine and describe the status quo of the criminal justice programming and education in the CSCU system; research and provide information about criminal justice programming and education nationwide so we can formulate tangible and practical ideals and a vision for studies and activities in Connecticut; and set a vision and make recommendations setting the path for how we work to achieve the ideal.

In addition, the Charge to the CSCU Criminal Justice taskforce asks the group to:

- 1) Provide an overview of the origins and histories of CSCU criminal law, criminal justice studies programs within a national context;
- 2) Identify faculty and student enrollment trends in CSCU criminal law and criminal justice studies offerings (particularly over the past 20 years);
- 3) Examine cost-effective approaches that promote program quality and excellence;
- 4) Determine if programs are recruiting a diverse group of students and preparing graduates to work effectively in a diverse society and contribute to advancing equity;
- 5) Ascertain whether CSCU research, teaching, and service in criminal justice are intentionally antiracist;
- 6) Propose systemwide recommendations related to the advancement of criminal justice studies that are responsive to the mission of CSCU and to the needs of our students, Connecticut, and society in general;

and



7) Make recommendations, as appropriate, regarding the relationship between CSCU criminal justice programs and law enforcement entities.

To this end, the task force will examine academic program objectives and what similar educational programs look like, state-wide, regionally, and nationwide. In addition, student and faculty demographics (race/ethnicity, gender, socio-economic class, degree completion, organizational membership) and statistics in terms of enrollment, graduation rates, transfer rates, and job placement will be documented. Recruitment and retention practices for both faculty and students will be documented and examined for effectiveness and efficiency in terms of representing the demographics of the state/region/nation (as it pertains to students and faculty of color). Next, the curriculum and co-curricular activities will be examined for intention in terms of working with diverse populations and increasing equity in education (will involve curriculum mapping) and access to effective representation and participation in the criminal justice system. Teaching, research and service efforts and opportunities will be examined for intentional opportunities to move forward antiracists objectives. Lastly programs will be reviewed, to evaluate intentional relationships built to engage and make connections with local and regional law enforcement agencies and professional organizations (for both students and faculty).



Appendix B: Reports

² *Faculty Survey Results** 2021

Overview

The CSCU Criminal Justice Task Force was formed on August 20, 2020, by the Connecticut Board of Regents, under the direction of the system provost, Dr. Jane Gates. Dr. Gates appointed Drs. Tuesday Cooper (Manchester Community College) and William Lugo (Eastern Connecticut State University) to co-chair the task force. The charge of the group was to “identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU.” On October 30, 2020, the task force met for the first time and decided that in order to complete their charge, they required further data from CSCU criminal justice faculty. On November 24, 2020, the survey was submitted for IRB approval and on December 23, 2020, it received approval from Eastern Connecticut State University’s Committee on the Use of Human Subjects (IRB Protocol #2033). The survey was administered from January 15, 2021, through February 15, 2021. In total, 60 criminal justice faculty participated in the survey, with roughly half coming from community colleges (53%) and half from the CSUs (47%).

*This survey was made possible with a grant from the Davis Educational Foundation, which was established by Stanton and Elisabeth Davis after Mr. Davis’s retirement as chairman of Shaw’s Supermarkets, Inc.

Summary

Introduction

Respondents to this survey were very similar to the actual criminal justice (CJ) faculty population- 57% were male and 41% female. Demographic data from other national surveys had gender distributions which were 54% male and 41% female (Zippia.com, 2019). Age was also comparable to other national data; In this survey the average age was around 50 years old, compared to 47 years in other surveys. In terms of institutional distribution, survey data was comparable to the broader system, with 53% of survey respondents from community colleges and 47% from the CSUs. This was almost identical to the actual system data

where 55% of CJ faculty are from community colleges and 45% are from the CSUs. Roughly three quarters of the respondents were white, and over 70% were full time instructors. The survey was sent to all instructors who taught within criminal justice programs in the CSCU system in Spring 2021. The overall response rate was 49%.

Table 1. Faculty Who Were Surveyed

Total Sample 60		Percent of Total
Gender	Female	41
	Male	57
	Transgender	0
	Non-binary/other	0
	Prefer not to answer	2
Age	18-29	0
	30-39	17
	40-49	29
	50-59	29
	60+	24
Race/Ethnicity	Asian American	2
	Black	12
	White	78
	Hispanic	9
	Native American	0
	Multi-racial/other	0
School	Community Colleges	53
	Conn. State Universities	47
Teaching Status	Full Time	71
	Part Time	29

Diversity and Antiracism

There is broad support among faculty in CJ when it comes to issues of diversity and antiracism. Nearly three-quarters of faculty (73%) believe that the CJ major at their institution should have a diversity course requirement, while 65% believe their programs should have an antiracist focus. Support drops considerably, however, when it comes to mandating such requirements (though it stays above 50% for both diversity and antiracist courses). Part of the reason could be the lack of

Table 2. Diversity and Antiracism

	Yes %	No %	It Depends %	Don't know /Unsure %
Do you have a diversity course requirement as part of CJ major?	55	26	NA	19
Should CJ major have a diversity course requirement?.....	73	8	15	4
Would you support requiring a diversity course requirement?....	57	14	25	4
Does CJ major have an explicit antiracist focus?.....	36	38	NA	27
Should CJ major have an antiracist focus?.....	65	9	17	9
Would you support requiring antiracist focus?.....	56	8	26	10
Does your teaching have an antiracist focus?.....	63	14	NA	NA
Does your research have an antiracist focus?.....	54	46	NA	NA
Does your service have an antiracist focus?.....	71	29	NA	NA
Is there consensus within your program around meaning of diversity and antiracism?.....	63	20	NA	17

consensus around such definitions, as one-quarter of faculty answered “it depends” when it came to requiring these courses in the major and another 37% of faculty said there was no clear consensus around these definitions or they were unsure if there was consensus. Further, these issues have received considerable press in the last year, and perhaps faculty worry about the politicization of their courses and curriculum with any mandates. When it came to faculty research, of those faculty who conduct research, over half (54%) said antiracism was at least part of their research agenda. For those faculty who engage in professional service, a very high percentage (71%) said it involved an antiracist focus most or some of the time. All of these data suggest that there are positive signs in working with faculty on such issues.



Written Comments

Diversity- Mandating a course

The survey included two open-ended questions that asked faculty why they might choose to support, or not support, adding diversity courses to their curriculum. Most faculty overwhelmingly supported adding diversity courses. Of the thirty-five written comments, 28 were in support of adding diversity courses to their curriculum, with most saying the issue was “important for students to understand.” Only four faculty wrote comments against adding this requirement. Of those four negative comments, two were in support of the concept of diversity, just not adding specific courses. For example, one faculty member wrote that diversity issues “should be addressed as appropriate in each course rather than having a specific class that is taken once and forgotten.” Another faculty member felt that diversity itself was “already a basic tenet of criminal justice.” In fact, only one faculty member was against adding diversity courses as a principle, stating that “...it further divides. It only refers to diversity issues in the Black community, & not the White community.” Six of the thirty-five comments supported the concept of diversity courses, but felt it depended on “who” was teaching it, or “what” was in the curriculum. One faculty member wanted to make sure it wasn’t rushed, or a token requirement, stating, “If we don't actually believe in it, EMBRACE it, it's better not to engage in the politically-correct fraud of teaching it.” These comments further demonstrate that faculty do support diversity inclusion within their curriculum.

What currently exists

Faculty were also asked what courses currently exist to incorporate diversity into their curriculum. Most faculty, 92%, said that diversity was currently integrated in their curriculum. However, only 22% of faculty said that diversity was a requirement and, of those faculty who said it was required, 100% taught at a CSU. The faculty who said that diversity was not a requirement, but was still included, often said that “many of the criminal justice classes cover diversity” or that it was covered in different “chapters and discussions.” Overall, while diversity does appear to be valued among faculty, it is not incorporated in a dedicated way or method in most CSCU programs.

Antiracism- Mandating a course

Support for the inclusion of antiracist curriculum dropped dramatically when compared against diversity curriculum. Whereas 80% of faculty supported requiring diversity curriculum in the written comments,



only 41% of faculty supported requiring antiracist curriculum in the comments. The concern in regard to antiracist curriculum was evenly split among faculty who were unsure what exactly was meant by “antiracist” and those who did not support the concept, regardless of the definition used. For those who were concerned about the definition, some faculty said their support depended how the term was defined, while others said they were unsure of what the term “antiracist” actually meant. Any systemwide recommendation regarding “antiracism” should take in to account these concerns. Finally, roughly 30% of respondents did not support requiring antiracist curriculum. Their reasons varied between those who felt the work was important, but shouldn’t be required, to others who felt the curriculum should be incorporated into multiple classes, not just one. In the end, only three faculty actually felt the requirement was a bad idea, stating that it might “cause more problems than it solves.”

What currently exists

Unlike diversity courses, where 22% of faculty said they are required in their programs, no faculty could point to required antiracism courses as part of their curriculum. The closest thing was one faculty member who answered, “I believe they do,” when asked if their program required antiracist curriculum, but could not point to any specifics. However, many faculty felt that “antiracism” was included in some form within the curriculum already (e.g. as part of other courses). In fact, 71% of faculty indicated that antiracism education was already found in hiring, class discussions, or general anti-bias training. Finally, only 29% of the written comments indicated that antiracism did not exist in any form within their programs.

Conclusions

Overall, faculty were generally supportive of diversity and antiracism courses within their programs. Most saw these issues as important and needing to be addressed- similar to students. However, faculty had several concerns about the inclusion of such courses, including wanting to know how the concepts would be defined, how academic freedom would be maintained, and whether this would be meaningful reform, and not a token effort. Addressing these concerns will be necessary in order to get meaningful buy-in from the faculty.



*³Student Survey Results**

2021

Overview

The CSCU Criminal Justice Task Force was formed on August 20, 2020, by the Connecticut Board of Regents, under the direction of the system provost and Interim president, Dr. Jane Gates. Dr. Gates appointed Drs. Tuesday Cooper (Manchester Community College) and William Lugo (Eastern Connecticut State University) to co-chair the task force. The charge of the group was to “identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU.” On October 30, 2020, the task force met for the first time and decided that in order to complete their charge, they required further data from CSCU students. On February 22, 2021, the student survey was submitted for IRB approval and on March 17, 2021, it received approval from Eastern Connecticut State University’s Committee on the Use of Human Subjects (IRB Protocol #2110). The survey was administered from March 22, 2021, through April 23, 2021. In total, 1,399 students from 10 institutions participated in the survey. These included two CSUs (Eastern Connecticut State University and Western Connecticut State University), seven community colleges (Gateway, Housatonic, Middlesex, Naugatuck, Norwalk, Quinebaug Valley, and Tunxis), and Charter Oak.

*This survey was made possible with a grant from the Davis Educational Foundation, which was established by Stanton and Elisabeth Davis after Mr. Davis’s retirement as chairman of Shaw’s Supermarkets, Inc.



Summary

Introduction

The survey results showed a diverse respondent group, with roughly 2/3 of respondents being female and just over half of all respondents (51%) 21 years old and younger (see Table 1). While a majority of respondents were white, almost half of those who self-disclosed their race/ethnicity were students of color (42%). The racial and ethnic breakdown of respondents was almost identical to that of the [CSCU system as a whole](#). Over 2/3 of students were full-time and roughly half were from CSCU community colleges, 43% from CSUs and 7% from Charter Oak. The vast majority of students received financial aid (78%) and over 51% of students' parents received a higher education degree (either their associate's or bachelor's).

Table 1. Youth Who Were Surveyed

Total Sample 1,399		Percent of Total
Gender	Female	68
	Male	28
	Non-binary	3
	Other	0
	Prefer not to answer	1
Age	18-19	23
	20-21	28
	22-23	12
	24-27	9
	28+	28
Race/Ethnicity	Asian American	6
	Black	13
	White	58
	Hispanic	21
	Native American	2
Rank	Freshman	25
	Sophomore	27
	Junior	19
	Senior	19
	Grad student	5
	Other	6
Status	Full-time	68
	Part-time	32
School	Community Colleges	50
	Conn. State Universities	43
	Charter Oak	7
Financial Aid	Yes	78
	No	22
Parent Education	High School	45
	Associate	12
	Bachelor	39
	Don't Know	4

Diversity and Antiracism

One of the main goals of the task force is to look at issues of diversity and antiracism within criminal justice education in the CSCU system. When students were asked about diversity and antiracism education within their majors and institutions, there was significant buy-in from students in the need for required diversity and antiracism curriculum. In fact, over ¾ of all students, CJ students and students of color believed their schools should have an antiracist focus. Nearly 80% of CJ majors also believed that their major should have an

Table 2. Diversity and Antiracism

	All majors	CJ majors	Students of Color
(% agree or strongly agree)	%	%	%
My major should have a diversity course requirement.....	66	77	69
My major should have an antiracist focus.....	67	78	73
My college should have a diversity course requirement.....	68	73	74
My college should have an antiracist focus.....	75	76	81
My major has an adequate amount of faculty of color.....	41	48	42
My major has an adequate amount of students of color.....	54	65	53
My college has an adequate amount of faculty of color.....	54	60	51
My college has an adequate amount of students of color.....	67	77	64
My major is a welcoming environment for students of color	75	78	74
My college is a welcoming environment for students of color	75	77	76

antiracist focus and almost ¾ believed it should have a diversity course requirement. These are positive signs should programs, institutions, or the system decide to implement either a diversity or antiracist focus. Students were less sure when it came to representation on campus for students and faculty of color. Less than half of students agreed or strongly agreed that faculty of color were adequately represented in their programs- this held true for CJ students and students of color. Just over half felt the same way when it came to faculty of color at their institutions (i.e. students believed that faculty of color were better represented at their institutions than within their own individual programs). Students responded that there was better representation of students of color across their programs and at their institutions, whether they were white or nonwhite. Most students also believed their programs and institutions were welcoming to students of color (over 75%). Finally, students of color had almost

identical responses to majority students when it came to reporting welcoming environments in their majors and campuses. This is very positive news and institutions should feel encouraged at these results. These data could be used as a springboard to build off of when trying to maintain, and design more, inclusive environments on their campuses or when looking to incorporate diversity and antiracist curriculum into programs.

School Resources

As expected, students were enthusiastic about greater resources from their institutions when it came to supporting their success. In particular, students were most enthusiastic about *faculty mentors* and *paid internships*. For CJ majors, *faculty mentors* were viewed as the most needed resource for college success. For students of color, it was *money for textbooks*, followed by *faculty mentors* as the most popular resources leading to college success. However, if one only looks at

Table 3. School Resources			
	All majors %	CJ majors %	Students of Color %
Would the following resources be helpful in your college success?			
A. Peer Mentors	75	76	79
B. Faculty Mentors	89	95	91
C. Paid Internships	87	94	90
D. More financial aid	87	88	88
E. Money for textbooks	91	89	93
F. Free laptop	75	73	81
(% answered Probably or Definitely)			
Have you previously had an internship?	19	13	17
(% Yes)			
How helpful was school in getting internship?	45	60	39
(% extremely or very helpful)			
Was internship paid?	32	20	30
(% Yes - of those who had previously had an internship)			

students who answered “definitely” to the previous question, *money for textbooks* was the most common answer from students- whether they were all majors, CJ majors, or students of color. When it came to students who have had internships, CJ majors were the most likely to report that their schools were “extremely” or “very helpful” in getting them internships. Students of color were less likely to report their schools were “extremely” or “very helpful” in getting them internships. Interestingly, some students are already reporting that their internships are paid (n=84), although CJ majors were less likely to have paid internships.

Internships

The most common barriers for student internships were the internship schedule and its location. The next greatest barrier, expressed by over half of all majors and students of color, was whether or not the internship was paid. This is not surprising as most internships require over 100 hours per semester from students (sometimes the requirement is over 200 hours). Due to many students' family and work obligations (also listed in the survey as significant

barriers), this is not a possibility. The most desirable time of day for all students to have an internship was the afternoon, from 12 pm – 4 pm. Programs should assess whether their current internship opportunities align with these needs, in particular for students of color, as they were significantly more likely to be impacted by schedule conflicts, citizenship requirements, and criminal histories ($p < .01$). Finally, students of color report that their institutions were less helpful in securing internships (only 39%) and also report the least satisfaction with the internship experiences when compared against other students. Given that achieving equity for students of color is a goal of the CSCU system, and that internships are high impact practices that are more likely to lead to greater retention and graduation rates, further examination of the internship experiences and opportunities is warranted- possibly with the goal of expanding such opportunities for students of color and taking into account their unique situations which could be perpetuating systemic inequities.

Table 4. Internships

	All majors %	CJ majors %	Students of Color %
If you had to find an internship, would these barriers prevent you from getting it?			
A. If it was unpaid	55	50	56
B. If it was partially paid	41	36	47
C. Location	66	58	68
D. Internship schedule	64	57	69
E. Family obligations	53	51	55
F. Criminal history	11	11	13
G. Citizenship status	14	17	23
H. Current employment	51	54	52
(% answered Probably or Definitely)			
Internship desirability...			
A. Morning 7-11 am	53	59	52
B. Afternoon 12-4 pm	68	76	67
C. Evening 5-9 pm	44	53	42
D. Weekends	37	49	41
(% Very desirable or desirable)			
Rate your internship experience	4.11	4.33	3.98
(mean score 1-5)			

Law Enforcement

Over one quarter of all students, and one third of students of color, have considered a career in law enforcement. This is a tremendous opportunity for our campuses, particularly when coupled with the fact that over 20% of upperclassmen students (and almost 1/3 for students of color), regretted their major choice (see Table 6). This would amount to literally tens of thousands of students within our system. The most common response as to why students might not choose to become a CJ major was the “public’s negative image of police,” followed by the “aggressive male culture.” The least common responses were regarding pay and work schedule. For those students who have previously worked in law enforcement and are returning to school, the most common reason was the desire to “further my education.”

Table 5. Law Enforcement

	All majors %	CJ majors %	Students of Color %
Have you considered a career in law enforcement? (% who answered yes)	28	87	33
Impact issues have on student’s willingness to major in CJ			
A. Public’s negative image of police	53	62	57
B. Aggressive male culture in police	48	43	58
C. Not strong enough physically	18	22	21
D. Job is too stressful	33	29	34
E. Not interested	43	38	42
F. It doesn’t pay enough	23	18	26
G. Work schedule	22	14	24
H. People like me are not reflected in job	33	29	37
I. No respect for police	28	31	24
(% who answered major effect)			
Do you currently work in, or previously worked in, CJ? (% who answered yes)	3.4	3.8	3.1
What do you plan on doing with your degree?			
A. Pay raise/promotion	18	*	*
B. Change careers	18	*	*
C. Job security	11	*	*
D. Want to further my education	40	*	*
(only students who work, or have worked, in CJ, in %)			

Other Questions

Most students believe their programs did a good job at preparing them to be successful. However, less than 1/3 of all students, and students of color, reported they were aware that life experiences could be turned into credits. This is a lost opportunity to recruit, retain, and graduate students on time. Finally, as mentioned previously, 20% of all students who are graduating regret their major choice. The number was much higher for

Table 6. Other questions			
	All majors %	CJ majors %	Students of Color %
Rate your program's resources at helping you be successful..... (Average rating out of 5)	4.07	4.28	4.01
% aware that life experiences can be turned into credits (% who answered yes)	32	35	32
Knowing what you know now, would you change majors?	20%	9%	29%
A. Math and Science	16%	*	*
B. Humanities/Social Science	15%	*	*
C. Professional Studies	17%	*	*
D. Other	23%	*	*
E. Conn. State University	14%	*	*
F. Community College	21%	*	*
G. Charter Oak	17%	*	*
% upperclassmen "Yes"			

students of color, where 29% of students reportedly would change their major "knowing what they know now." The solution to this problem requires more data, but perhaps a greater investment in advising is warranted- in particular in faculty mentors, which students view as a pathway for greater success. Could institutions offer greater incentives towards faculty to be mentors?

Conclusions

This survey was conducted less than one year after the death of George Floyd and a summer of protests against racial injustice across the country. While results show that students of all majors and demographics support greater diversity and antiracism efforts from their institutions, this data should be collected every 2-3 years to gauge student buy-in for these issues. For now, the data is encouraging, should CSCU decide to shift resources to further pursue diversity and antiracism efforts. For example, paid internships, faculty mentor programs, and greater awareness of life experience credits are a few possibilities that have shown promise elsewhere and are supported by this survey data.



*⁴Law Enforcement Survey Results**

2021

Overview*

The CSCU Criminal Justice Task Force was formed on August 20, 2020, by the Connecticut Board of Regents, under the direction of the system provost, Dr. Jane Gates. Dr. Gates appointed Drs. Tuesday Cooper (Manchester Community College) and William Lugo (Eastern Connecticut State University) to co-chair the task force. The charge of the group was to “identify, review and make recommendations concerning critical issues of racism as well as policies and practices which impact the status and advancement of criminal justice studies in CSCU.” On March 30, 2021, the task force co-chairs met with other task force members who serve, or have served in the past, as members of law enforcement. It was unanimously decided in this meeting that, in order to complete the charge given to the task force, they required further data from members of law enforcement- in particular new police recruits and the officers who train them. On April 28, 2021, the survey was submitted for IRB approval and on May 2, 2021, it received approval from Eastern Connecticut State University’s Committee on the Use of Human Subjects (IRB Protocol #2114). The survey was administered from May 3, 2021, through May 15, 2021. In total, 39 police trainers and 107 police recruits participated in the survey.

*This survey was made possible with a grant from the Davis Educational Foundation, which was established by Stanton and Elisabeth Davis after Mr. Davis’s retirement as chairman of Shaw’s Supermarkets, Inc.

Summary

Introduction

Table 1 shows the demographics of both trainers and recruits. In terms of gender, both trainers (89%) and recruits (73%) were overwhelmingly male- although trainers were slightly more so. As expected, recruits were significantly younger, with most falling into the 18-29 age group, while the average age of trainers was 40-49. The racial and ethnic makeup of the recruits was similar to that of the rest of Connecticut. The state makeup, according to the 2020 US Census, is 66% White, 12% Black, 17% Hispanic, 5% Asian, 3% mixed race, and .6% Native American. The recruits were 67% White, 10% Black, 14% Hispanic, 5% Asian, 4% Bi- or multi-racial, and 0% Native American. This is good news for the police when trying to ensure their officers are

Table 1. Law Enforcement Surveyed

Total Sample		Percent of Total	
		Recruits	Trainers
Gender	Female	25	3
	Male	73	89
	Non-binary	0	0
	Other	1	0
	Prefer not to answer	1	8
Age	18-29	72	3
	30-39	22	20
	40-49	6	40
	50-59	0	28
	60+	0	9
Race/Ethnicity	Asian American	5	0
	Black	10	0
	White	67	97
	Hispanic	14	3
	Native American	0	0
	Bi-Racial	2	0
	Multi-racial	2	0
Education	High School/GED	18	22
	Trade/Tech School	2	0
	Associate	15	17
	Bachelor's	57	31
	Graduate	8	31
What county do you/will you work in?	Fairfield	19	17
	Hartford	23	31
	Litchfield	3	11
	Middlesex	7	14
	New Haven	20	25
	New London	18	3
	Tolland	5	0
	Windham	9	0

reflecting the communities they serve. The trainers were less diverse, both in terms of gender and

race/ethnicity. The most common degree for recruits was a bachelor's degree (57%), which was similar to trainers where both bachelor's and graduate degrees were the most common (31% for both).

Skillsets of Incoming Recruits

When asked to rate the emotional, communication, and soft skills of themselves, or of all incoming recruits (for trainers), there were stark differences between recruits and trainers. Recruits tended to rate themselves very highly among all skillsets, with more than 80% of all recruits believing they were "excellent" or "good" in every skill category. Trainers did not have the same perception. In fact, for several skillsets, less than 40% of trainers gave recruits

Table 2. Rating Skills of Incoming Recruits				
Total Sample		Percent of Total		
% who answered "excellent" or "good"		Recruits	Trainers	Diff
Emotional Skills	Showing empathy	91	72	+19
	Friendliness	94	87	+7
	Expressing compassion	92	64	+28
	Showing respect to others	100	77	+23
	Managing own anxiety	80	36	+44
Communication Skills	Giving clear communication	83	32	+51
	Being confident under stress	71	16	+55
	Using positive nonverbal communication	82	26	+56
	Engage in active listening	90	47	+43
Other Soft Skills	Ability to adapt	85	53	+32
	Critical thinking	90	42	+48
	General Observation	78	42	+36
	De-escalation	66	45	+21
	High ethical standards	97	87	+10

"excellent" or "good" marks- in the skills "Managing own anxiety," "Giving clear communication," "Being confident under stress," and "Using positive nonverbal communication." These findings are problematic because recruits already perceive they are strong in these categories, differing by more than 50% in some cases from those of instructors. For example, while 82% of recruits believed they were "excellent" or "good" at "using positive nonverbal communication," only 26% of trainers made the same claim- a difference of 56%! These large differences persisted throughout the entire category of "Communication Skills." Large differences also existed under "Managing Own Anxiety," where 80% of incoming recruits felt they were "excellent" or "good" at this skill, compared to only 36% of trainers who felt the same. Under "Critical thinking," 90% of recruits felt they were "excellent" or "good," compared to only 42% of trainers.

School Resources

There was much more agreement between recruits and trainers in their ability to engage with the public. In fact, new recruits were less confident than instructors in most of these categories. The largest difference was in “Persons with disabilities,” where 95% of trainers felt recruits were either “very” or “somewhat” prepared to engage with them (compared to only 72% of recruits who felt the same). Overall, trainers overwhelmingly felt recruits were ready to engage with a variety of different community members. The two groups

Table 3. Rating Engagement Readiness of Recruits			
Total Sample	Percent of Total		
% who answered “very” or “somewhat” prepared to engage with...	Recruits	Trainers	Diff
Juveniles	74	76	- 2
Persons experiencing a mental health episode	65	81	-16
Racial or ethnic minority	97	97	0
An illegal immigrant	69	68	+ 1
Non-English speaker	62	62	0
LGBTQ person	90	95	- 5
The elderly	98	100	- 2
Someone under the influence of drugs/alcohol	83	89	- 6
A victim who refuses to cooperate	64	70	- 6
Persons with disabilities	72	95	-23

that trainers felt recruits were most prepared to engage with were “The elderly” and a “Racial or ethnic minority” (note: these were also the same two groups recruits felt the most prepared to engage with).

General Skills

When it came to *overall* satisfaction of recruits’ skills in categories, both recruits and trainers were mostly satisfied with skills, with one exception- “Emotional skills.” While 99% of recruits were “very satisfied” or “satisfied” with their

Table 4. Satisfaction of Recruit Skills		
Total Sample	Percent of Total	
% who answered “very satisfied” or “satisfied”	Recruits	Trainers
Emotional skills	99	11
Communication skills	96	83
Critical thinking skills	98	78
Community engagement	99	89

emotional skills, only 11% of trainers could say the same. Perhaps this relates back to trainers’ concerns over recruits’ abilities to manage their own anxiety. Or perhaps trainers have further concerns about recruits’ abilities to manage their emotions, besides the five emotional skills mentioned in this survey. Future surveys could delve deeper into this concern.



Policing and Education

When trainers were asked about an officers' ability to succeed based on education, there was a clear correlation between the two variables. While only 58% of trainers felt that officers with a high school diploma had an "excellent" or "good" chance to succeed, that number

increased to almost 90% for officers with a bachelor's degree (89%) and 72% for those with an associate degree. Further investigation is warranted to determine what skills might lead to this potential greater success, and to ascertain whether it is causally related (e.g., could the difference be related to age, as recruits with a bachelors' degree would be older than those with a high school diploma?)

Table 5. Police Success and Education

Total Sample	Percent of Total
Ability to succeed with current degree % who answered "excellent" or "good"	Trainers
High School Diploma	58
Associate	72
Bachelor	89

Recruit Comparison

When trainers were asked about how recruits today compared to recruits from ten years ago, there was only one category where they felt the majority of recruits today improved upon- "Community engagement." This is a little surprising, considering trainers simultaneously felt recruits today needed

improvement in their communication skills. For example, only 36% of trainers believed recruits today were "significantly" or "slightly more" skilled than previous recruits when it came to communication skills. A similar sentiment was expressed in critical thinking skills, where only 39% of trainers believed today's recruits were "significantly" or "slightly more" skilled than previous recruits. Trainers were evenly split when it came to emotional skills, with 50% saying recruits today were "significantly" or "slightly more" skilled than previous recruits.

Table 6. Recruit Comparison

Total Sample	Percent of Total
% who answered "significantly" or "slightly more" skilled than recruits 10 years ago in...	Trainers
Emotional skills	50
Communication skills	36
Critical thinking skills	39
Community engagement	78



Open ended comments- summary

Trainers

Trainers had many positive things to say about new recruits when it came to their strengths, with the most common sentiment focusing on technology. As one trainer put it, “they (recruits) have a high degree of technology and social media experience.” When it came to weaknesses, overwhelmingly trainers focused on communication skills, with one instructor phrasing it as “stunted interpersonal skills.” Over 1/3 of the comments focused on the poor communication skills of incoming recruits. The next most common concern focused on recruits coming in with unrealistic expectations of what the job was going to be like. Similarly, when trainers were asked to comment on how institutions of higher education could help students, the number one answer was helping them get a more realistic picture of what the job was going to entail- which some said could come through the classroom or “internships and real-life experiences.” The purpose, as one officer put it, would be “to understand the challenges they will encounter in their career.” The second most helpful thing colleges could do was offer more courses in communication and writing to criminal justice students, both to help new officers with “face to face communication” as well as the ability to “communicate in writing.” Finally, when asked about problems facing the profession, many officers pointed out the difficulty in finding qualified candidates. Some pointed the blame on reduced standards, and many on the negative press the profession has been receiving.

Recruits

Interestingly, when recruits were asked what their biggest strength was, the number one answer, by far, was “communication skills.” This is surprising, because it was listed as the number one weakness by instructors. It would be interesting to investigate how this dynamic affects instruction. For example, are recruits less likely to be influenced by instruction on a topic they feel they already excel at? Are instructors aware that this gap exists? The next biggest strength recruits listed was their life experiences. Also surprisingly, this was the next biggest concern brought up by trainers. When it came to weaknesses, recruits overwhelmingly focused on procedure and knowledge of the criminal statutes. The second biggest weakness expressed by recruits was a mix of their ability to handle the stress of the job, self-confidence, and their physical fitness. When asked about the biggest challenges facing the profession,



recruits, like trainers, were concerned about the negative press officers have been receiving and its effects on community-police relations, on police morale, and on the future of policing in general.

Conclusions

Two things are clear from the results of this survey. First, while it might seem predictable for recruits to be overconfident about their skills, and perhaps instructors to be overly critical, it was surprising how far apart these two groups were in their assessments. In fact, they could not have been farther apart. While trainers were most concerned about recruits' communication skills, recruits were most confident about their communication skills. Also, when given the opportunity to discuss their greatest strength in detail, communication skills were mentioned the most by recruits. Second, given these findings, this survey assessment should be expanded to dig deeper into the concerns brought up by trainers, as well as a detailed assessment by recruits regarding their training in school and at the academy. Perhaps a stronger partnership could/should exist between the academy, police departments and institutions of higher education. Such a partnership could be beneficial for police training, especially in areas of societal concern today, like communication and community engagement.



Appendix C: Resources of Model Institutions

Bentley University

<https://www.bentley.edu/offices/diversity-inclusion/racial-justice>

Bentley University has a public statement about its commitment to being an antiracist institution. It is not program specific, instead it is a collective effort on the part of all departments to engage in said activities. To this end, a task force was created, a plan of action was made, and the task force regularly reports out of the work and progress.

<https://www.bentley.edu/racial-justice-discovery-document>. The work, housed under Diversity & Inclusion, includes a Toolkit, a workplan for actions to be taken beyond the task force, and a set of articulated aspirations to move toward antiracism. The website has a great example of a “Inclusive Excellence” dashboard which helps to inform visitors statistics regarding student and faculty demographics, diversity intensive courses, graduation and retention rates, etc.

Boise State University

<https://www.boisestate.edu/sps-criminaljustice/antiracism-statement/>

Boise State University’s Criminal Justice Program has a statement on its department’s landing page which identifies its position on antiracism. It acknowledges the current state of racism in the U.S., its responsibility to the students and community to help dismantle system racism and its intention to be antiracist. It provides a brief plan of action for the fall 2021 in terms of engaging stakeholders and setting a programmatic and research agenda.

Fitchburg State University – Antiracism Resources

<https://fitchburgstate.libguides.com/c.php?g=1046516&p=7738612>

This website is part of the Amelia V. Gallucci-Cririo Library services and serves as a library guide (“Lib Guide”) for students and faculty wishing to conduct research in criminal justice, or learn more about related topics (which are identified as well). There are a host of videos and links to electronic sources. This is part of a larger offering by the library of “Antiracism Resources” which are made available as “a starting point for members of the Fitchburg State University Community seeking information and



resources to learn about antiracism, white privilege, and inclusion.”

<https://fitchburgstate.libguides.com/c.php?g=1046516&p=7611610>

As a public facing demonstration of the University’s commitment, Fitchburg’s president also has a statement posted online which includes a context and plans for follow-up for their “Courageous Conversations” initiatives, part of a larger university-wide initiative to create an environment that is equitable for the FSU community.

<https://www.fitchburgstate.edu/about/news/followup-courageous-conversations>

Georgetown University Library - Antiracism Toolkit

<https://guides.library.georgetown.edu/c.php?g=1046869&p=8174353>

This website provides another example of a Lib Guide which provides access to electronic resources (and links to printed resources) related to policing and race, the prison system in the U.S. and its ties to race, and information about current events such as the George Floyd Justice in Policing Act of 2020 (with a tracker for users to follow where the bill is in the legislative process). This website is housed within a larger website which provides resources for research in antiracism in various disciplines and topic areas (e.g., education, social justice, criminal justice, medicine, environmental racism, white privilege, etc.). <https://guides.library.georgetown.edu/antiracism>

Minnesota State - Leading the Way to Law Enforcement Education Reform

<https://www.minnstate.edu/Equity2030/blog/articles/2021-0525.html>

Through a collaborative effort between the Minnesota State College and University System, the Board of Trustees and Minnesota Department of Higher Education the Minnesota system is working to change criminal justice education upon recognizing that some 86% of graduates in law enforcement come from one of the state colleges and universities. This website is a public facing status report that documents efforts to be intentionally antiracists in its education and practices. Much like the Connecticut system, they created a task force to begin the initial work of investigating the status quo regarding programming, policies and practices. The task force, itself, has a landing page to document its work, intentions and progress.

<https://www.minnstate.edu/le/index.html> These efforts are rooted in a larger system-wide effort to create equity within the system by 2030 (Minnesota State Equity 2030, <https://www.minnstate.edu/Equity2030/index.html>).



Northeastern University, Institute on Race and Justice

<https://cssh.northeastern.edu/irj/>

This website serves as the home for the Institute of Race and Justice, a research initiative within the School of Criminology and Criminal Justice. There is a public facing statement regarding its commitment to dismantling racism and inequities within the criminal justice system by conducting research to support its actions, partnering with communities, and taking action in its “hiring, training, promotion, and publishing practices.” <https://cssh.northeastern.edu/irj/statement-on-racial-justice/>. They include action plans for work to be done internally, within the community and with practitioners in their efforts to inform more equitable practices and policies.

The Institute works with a diverse advisory board, mostly non-academic community members who are working professionals and experts in the field of juvenile justice, community engagement, public health, health and human services and law enforcement. They meet monthly for program planning and to provide input and lead the direction of research inquiry.

Texas Southern University – Center for Justice Research

<https://www.centerforjusticeresearch.org/blog/antiracism>

This website supports the work of the Center for Justice Research which focuses on criminal justice reform. <https://www.centerforjusticeresearch.org/> There is access to a plethora of research around the unjust and inequitable conditions within the criminal justice system and a public facing statement regarding their commitment to finding data driven solutions to combat racism and be intentionally antiracist in their research practices. The Center adopts a definition of antiracism and describes some of its efforts to integrate the practice into its thought processes, hiring practices and funding efforts. This serves as a hub for materials in an institute, not found within a library setting.

<https://www.racialequitytools.org/resources/plan/issues/criminal-justice>

University of California Berkeley School of Law – Racial Justice, What We’re Doing

<https://www.law.berkeley.edu/racial-justice-2/>

This website is specific to the efforts of the Berkeley School of Law and its efforts to dismantle systemic racism. There is a public facing statement, made by the dean of the law school, which acknowledges its responsibility in working to eradicate racism and



creating an environment that is actively antiracist. Also found on this site is an acknowledgement of how the admissions and financial aid processes can be rooted in antiracist practices. On this page, there is a statement which is a breakdown of the following categories “Who we are,” “What we do,” and “What we must do better.” This includes general information about programming, education efforts, and a description of concepts and initiatives that they must improve upon. There are a host of video resources, conversations by faculty and staff regarding related issue and student statements and activities all tied to creating antiracist policies and practices. Lastly, the Berkeley Library has provided a Lib Guide entitled “An Antiracists Reader” that includes several resources, across discipline (and both electronic and printed materials) to assist with antiracist research.

<https://guides.lib.berkeley.edu/c.php?g=1047419&p=7605384>

University of California Santa Cruz, Institute for Social Transformation – Antiracist and Criminal Justice Reform Resources

<https://transform.ucsc.edu/antiracism-resources/>

This website serves as a hub for programs, research, courses related to Antiracists. In addition, there is a statement by the Dean of the Social Sciences division affirming the commitment to antiracism work. It is part of a larger framework for the Institute of Social Transformation, a university-wide program which seeks to provide research based solutions to contemporary problems. “We try to understand and transform the underlying systemic causes of problems, rather than address only the most obvious symptoms. This includes promoting systemic change in institutions and social relationships, social norms and values, and relationships of power.”

<https://transform.ucsc.edu/about/social-transformation/> The programs and initiatives are not only specific to race, justice and antiracism within the field of criminal justice. Instead, it is an interdisciplinary and cross-departmental approach to moving forward the agenda of the university.

University of Nevada, Reno

<https://www.unr.edu/criminal-justice>

This website provides another example of a public facing statement regarding antiracism. The Department of Criminal Justice issued a statement on Antiracism, its position regarding it and its work around intentionally dismantling systemic racism. They have connected their work to the larger, departmental initiatives around Diversity



Equity and Inclusion. The department also recognizes the interdisciplinary nature of their work. "The classroom content of criminal justice is interdisciplinary, drawing on theories developed in a variety of fields. Theories are derived from sociology and psychology regarding the causes of crime and delinquency. Law, political science and history provide information about the development of law and the applications of sanctions within the legal process." This is important because it recognizes the need for curriculum, and hence faculty, to be inclusive of voices from other disciplines (or who have the experience and background that is of an interdisciplinary nature).

Wheaton College

<https://wheatoncollege.edu/academics/special-projects-initiatives/center-for-collaborative-teaching-and-learning/antiracist-educator/>

Wheaton College has a website designed to educate its community on being antiracist. While not specific to criminal justice, it is another example of a college-wide initiative which is inclusive of definitions that have been adopted, resources and a public facing statement regarding its commitment to being an institution who sets an agenda to move toward antiracist practices.

Appendix D

Continuum on Becoming a Antiracist Multicultural Organization (Template)

Exclusive (Traditional) 1	Passive 2	Symbolic Change (Diversity) 3	Identity Change 4	Structural Change (Diversity Equity Inclusion - DEI) 5	Inclusive Antiracists Multicultural Organization in a Transformed Society 6
<i>Monocultural Racial and Cultural Differences Seen as Deficits</i>		<i>Multicultural Tolerant of Racial and Cultural Differences</i>	<i>Antiracists</i>	<i>Antiracist/ Multicultural Racial and Cultural Differences Seen as Assets</i>	
Example	Example	Example	Example	Example	Example
-Curriculum contains little to no references of Black, Indigenous, People of Color (BIPOC)	-Curriculum contains references of BIPOC in segregated areas (a week/section within a course)	-Focus on diversity in contained areas (Toolbox)	-System-wide professional development activities, e.g. Achieving the Dream (ATD)	-CJ Task Force -DEI workgroup	-Mission/vision -Strategic Planning
	-Utilization of the same people from BIPOC groups serving on committees				

<https://philanos.org/Antiracist-Organizations>. This template is modeled after the Continuum on Becoming An Antiracist Multicultural Organization by Crossroads Ministry adapted from Drs. Bailey W. Jackson and Rita Hardiman.

RESOLUTION

concerning

FY2022 SPENDING PLAN REVISIONS
FOR
THE CONNECTICUT STATE COLLEGES & UNIVERSITIES
October 21, 2021

- WHEREAS, Pursuant to the provisions of Section 10a-8 of the Connecticut General Statutes, "...the Board of Regents for Higher Education shall be deemed the budgeted agency for the Connecticut State University System, the regional community-technical college system and Charter Oak State College. The Board of Regents for Higher Education shall develop a formula or program-based budgeting system to be used by each institution in preparing operating budgets..."; and
- WHEREAS, On June 24, 2021, the Board of Regents for Higher Education adopted an FY 2022 spending plan for each college, university and the System Office within CSCU; and
- WHEREAS, The Board of Regents approves an overall spending level for all funds except for federal and private grants, bond funds, and intra/inter agency funds; and
- WHEREAS, Each institution, within the approved budget, commits to adhering to expenditure control within the spending caps established; and
- WHEREAS, Enrollment for the fall semester at the colleges and universities is significantly below the level that was anticipated in June when the original spending plans were adopted because of the Delta variant of coronavirus; and
- WHEREAS, The resulting shortfall in revenue has prompted CSCU institutions to recommend budget adjustments in order to eliminate deficits and properly support operations; and
- WHEREAS, These adjustments require review and approval by the Board of Regents, now therefore, be it
- RESOLVED THAT, The Board of Regents approves the adjustments to the FY2022 Spending Plan for Connecticut State Colleges and Universities as described in the attachments to this item.

A Certified Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education

ACTION ITEM

CSCU FY 2022 REVISED Spending Plan

Item Includes:

Summary

Connecticut State Universities

Connecticut Community Colleges

Attachment A – CSCU FY22 Revised Operating Budget vs. Original

Attachment B – CSU FY22 Revised Budget vs. Original

Attachment C – CCC FY22 Revised Budget vs. Original

Attachment D – Institutional Enrollment HC and FTE

SUMMARY

The enacted FY 2022 spending plans for the State Universities and the Community Colleges relied on enrollment projections that were unfortunately too optimistic about our student's post-pandemic return to their studies. Indeed, the optimism that our institutions felt in June 2021, with vaccines widely available and case rates dropping to very low levels, gave way over the summer to new concerns about the Delta variant. For reasons that are not yet perfectly understood, the pandemic has suppressed enrollment at community colleges and regional comprehensive public universities, especially in low-growth regions like New England. Now it is clear that this enrollment pressure has continued into the second full academic year of the pandemic.

The original spending plans assumed that average enrollment would rise in the colleges by 9.1% and in the universities by 0.4%. These budget assumptions were based on our judgment that the university enrollments would stabilize based on then-likely reopening of campuses and residence halls, and that at the colleges the 16% drop-off last year would partially rebound in 2022 as we returned to in-person classes. The revised projections, reflected in these budget revisions, assume that we will experience a decline in average enrollment of 2.5% at the colleges and 6.7% at the universities. This in turn results in a decline in tuition and fee revenue of nearly \$38 million for the system.

Charter Oak State College does not require revisions to its enacted spending plan.

The details of our original and revised enrollment assumptions are shown in the table below.

CSCU Enrollment Assumptions: FY 2022 Original and Revised

CSCU Full Time Equivalent (FTE)	FY21 Actual	FY22 Original Budget	FY22 Revised Budget	Variance			
				FY22 Rev Budget vs. Original	FY22 Rev Budget vs. Original	FY22 Rev Budget vs. FY21 Actual	FY22 Rev Budget vs. FY21 Actual
				#s Inc(Dec)	#s Inc(Dec)	#s Inc(Dec)	#s Inc(Dec)
State Universities							
Central	7,945	8,146	7,310	(836)	-10.3%	(635)	-8.0%
Eastern	3,848	3,805	3,602	(203)	-5.3%	(246)	-6.4%
Southern	7,392	7,198	6,989	(209)	-2.9%	(403)	-5.5%
Western	4,174	4,309	3,894	(415)	-9.6%	(280)	-6.7%
Total CSU	23,359	23,458	21,795	(1,663)	-7.1%	(1,564)	-6.7%
Community Colleges							
Asnuntuck	692	942	680	(262)	-27.8%	(12)	-1.8%
Capital	1,309	1,433	1,262	(172)	-12.0%	(47)	-3.6%
Gateway	3,177	3,258	3,133	(125)	-3.8%	(44)	-1.4%
Housatonic	1,976	2,265	1,870	(395)	-17.4%	(106)	-5.3%
Manchester	2,423	2,670	2,417	(254)	-9.5%	(6)	-0.3%
Middlesex	1,148	1,211	1,118	(93)	-7.7%	(31)	-2.7%
Naugatuck Valley	2,836	2,995	2,849	(146)	-4.9%	13	0.4%
Northwestern	679	719	654	(65)	-9.0%	(25)	-3.6%
Norwalk	2,361	2,614	2,194	(420)	-16.1%	(167)	-7.1%
Quinebaug Valley	626	711	603	(107)	-15.1%	(23)	-3.7%
Three Rivers	1,717	1,843	1,675	(168)	-9.1%	(42)	-2.4%
Tunxis	1,874	2,061	1,841	(220)	-10.7%	(33)	-1.7%
Total CCC	20,817	22,721	20,295	(2,426)	-10.7%	(523)	-2.5%
Charter Oak *	834	834	834	-	0.0%	-	0.0%
CSCU Grand Total	<u>45,010</u>	<u>47,013</u>	<u>42,924</u>	<u>(4,089)</u>	<u>-8.7%</u>	<u>(2,086)</u>	<u>-4.6%</u>

Note:

* Charter Oak State College census data for Fall 2021 will be available on November 30, 2021

In addition to the drops in tuition and fee revenue, several campuses need to adjust various budget items to reflect operations, including adjustments related to Covid testing, retirement payouts, use of HEERF funding for revenue replacement. These adjustments are described below and reflected in the attached schedules. Finally, these budget revisions include the impact of the proposed new distribution methodology for the universities' block grant and fringe benefit support.

CONNECTICUT STATE UNIVERSITIES

The proposed adjustments will allow all four universities to operate in balance for the year, with a small surplus at Western. The table below summarizes the impact of the proposed budget adjustments on the operating results at each university:

CONNECTICUT STATE UNIVERSITIES					
FY22 Revised Budget vs. Original	CSU Total	Central	Eastern	Southern	Western
Enacted Spending Plan Balance (Net Change before Addtl. State Funds)	(\$6,101,583)	\$0	(\$1,416,623)	(\$4,723,241)	\$38,281
Revised Distribution Model Impact					
Change in General Fund Appropriation	(601,396)	126,077	(1,514,456)	(4,809)	791,792
Change in Fringe Benefits paid by State	22,375,579	4,764,837	5,237,730	5,549,073	6,823,940
	\$21,774,183	\$4,890,914	\$3,723,274	\$5,544,264	\$7,615,732
Changes in Revenue					
Tuition and Fees	(18,781,448)	(11,693,043)	(2,794,494)	301,106	(4,595,017)
Housing and Food Services Revenue	2,413,063	3,251,353	460,775	(206,794)	(1,092,271)
All Other Revenue	764,770	(17,786)	(1,071)	-	783,627
	(\$15,603,615)	(8,459,476)	(2,334,790)	94,312	(\$4,903,661)
Changes in Expenditures					
Salary Cost	2,756,883	2,080,931	178,572	-	497,380
Fringe Benefits Cost	(3,347,040)	1,096,194	(1,707,485)	(1,000,000)	(1,735,749)
All Other Expenditures/DS/Transfers	1,283,314	(3,870,619)	1,375,513	1,915,335	1,863,085
	\$693,157	(\$693,494)	(\$153,400)	\$915,335	\$624,716
Changes in HEERF Institutional Funding	\$2,749,808	\$2,875,068	(\$125,260)	\$0	\$0
Revised Balance	\$2,125,636	\$0	\$0	\$0	\$2,125,636

Central Connecticut State University

Prior to the proposed revisions, Central Connecticut State University projected a shortfall of approximately \$16.6M for FY22 including an estimate of \$1.6M in Testing/COVID related expenses that potentially would not be reimbursed for Spring 2022. This shortfall will be resolved by using the remaining HEERF II funding from FY21 as well as using the entire HEERF III Institutional and Supplemental funding received.

The additional shortfall from our original budget developed in May 2021 was a result of an overall decline in Fall 2021 enrollment of (9.4%), increase of \$3M in our accrued vacation and sick payouts for higher than anticipated retirements, offset by an increase in housing of 10.5% and applying the additional fringe funding thru the distribution model changes.

In order to balance our budget, it is important to note the following:

- CCSU continued the reduction plan implemented in FY21 in the amount of \$13.1M
- Held back an additional \$2M of DPS/OE Operating budgets from divisions in FY22
- CCSU is requiring justification for every salary line thru a hiring freeze process that is approved by the CBCO and President
- Approved refill of positions is done at the minimum salary where contractually possible
- Rethinking positions as they become vacant or from retirements

In addition, Central is currently conducting a comprehensive review of admissions and the onboarding processes, including an effort to maximize seat enrollments and rotation of course offerings.

In the May 2021 narrative, Central identified that the behavioral health and medical needs of students would be greater than ever and that unfortunately has remained true as the University is approaching clinical capacity as of the 4th week into the Fall semester.

The communication the Universities received regarding President Cheng's recognition that we all may need additional support for our COVID-related expenses would help to offset additional costs in testing, staffing needs related to contact tracing and specifically additional resources in health services.

Eastern Connecticut State University

Eastern has improved from a reserve use of \$1.4 million to a balanced budget for the year. This would not have been possible without the revision to the distribution model and the additional operating fund fringe benefits paid by state. The major factors that allowed to achieve a balanced budget is below.

In summary, the additional operating fund fringe benefits paid by state, lower actual fringe benefit rates, and favorable food service revenue are the major positive drivers. These favorable factors allowed Eastern to include increased funding for retirement payouts, additional funds for IT related infrastructure equipment, BOR required auxiliary equipment reserve, additional repair and maintenance funds, and student and employee testing for the spring semester.

Revenue Losses and Expenditure Increases:

- \$2.8m Tuition and fees – enrollment decrease from budget 6.5%
- \$1.5m State Appropriations – revised distribution model, OPM holdback
- \$0.4m All Other Personal Services – increase estimate for retiree sick/vacation payouts
- \$1.1m Total Other Expenses – increase in food service contract, spring covid testing, IT infrastructure, and maintenance repairs, services & office equipment
- \$0.5m Auxiliary Renewal and Replacement – originally budgeted \$0
- \$0.1m Other Designated Fund Requests – direct use of HEERF 3 funds for covid personnel support

Savings and Offsets to the Revenue Losses and Expenditure Increases:

- \$ 5.2m Fringe Benefits Paid by State – revised distribution model, additional OF fringe paid by state
- \$ 0.5m Food Service Revenue– first-year student occupancy greater than expected vs. upper-class students
- \$0.2m Full-time Salaries – net result of delayed refills, retirements, and management increases
- \$1.7m Fringe Benefits – net result of actual rates being slightly lower than budgeted rates, the fringes on the decrease in full-time salaries, plus the increased fringes on retiree payouts
- \$0.2m Debt Service University Fee – savings from lower-than-expected enrollment

Southern Connecticut State University

Highlights of FY2022 Spending Plan - Revised September 24, 2021

- Southern's FY2022 Spending Plan now reflects a balanced budget; the May 2021 submission reflected a deficit of \$4.7 million. In large part, this is because of new additional revenue of \$5.7 million from the state.
- Overall tuition revenue increased by \$300,000, mostly due to a favorable shift in the Out-of-State to In-State enrollment, and conservative budgeting that built in an assumption of enrollment declines in Fall and Spring.
- No change to our full-time salary budget since the original submission, which reflected a turnover budget of \$2.6 million. Southern will achieve the turnover savings by slowing the pace of refilling vacancies and Spring 2022 retirements.
- Please note that Management Confidential salary increases of \$167,500 are reflected, while any additional bargaining unit increases are NOT included.
- Fringe benefit budget is reduced by \$1.0 million.
- Financial Aid set-aside was left at the FY21 amount, and is projected to be 21.36%, despite the enrollment decline. This is well above the 15% minimum required. It should be noted that, while it does not appear in this spending plan, Southern has received \$13 million in HEERF federal COVID funds that will be disbursed to all enrolled students this year in the form of grants. This effectively doubles, for this year only, the amount of aid for students.
- Utilities budget reduced by \$300,000 to reflect updated estimate.
- All the reductions included in the adopted spending plan still apply.

Western Connecticut State University

With a full return to campus in Fall 2021 and the availability of the Fall 2021 census enrollment, total revised **revenue** is projected at \$135.8M, an increase of \$2.7M or 2.0% from \$133.1M for the original FY22 budget (05/26/2021). Total revised **expenses** are projected to be \$134.1M, an increase of \$908K or 1.0 % from \$133.2M for the original FY2022 budget. We are, therefore, projecting an FY22 favorable surplus of \$2.1M. This surplus includes \$6.3M of federal relief fund from the American Rescue Plan (ARP) Higher Education Emergency Relief Fund (HEERF III). The entire HEERF III amount of \$6.3M is applied toward FY22 revenue loss. Without the aid of HEERF III, revenue loss would have landed at about -\$4.2M, a favorable decrease of -\$7.9M over FY21 budget loss of -\$12.1M (excluding HEERF II and CRF funding).

Budget Risks: Without an operating reserve, it is not feasible to cut our way out of the Covid-19 dilemma in one fiscal year. Also, as we face an FY23 NECHE self-study accreditation, we remain hopeful

to receiving additional resources that will help us advance financial sustainability initiatives and build our reserves. Resources and time are needed to reap the benefits associated with the many initiatives around enrollment, housing occupancy, etc. that we have implemented. The following are some key drivers that impacted our projected revenue and expenses:

Revenue-Key Drivers: the projected 2.0% increase in revenue is primarily due to the additional \$7.6M from the revised state appropriation model unanimously approved by the CSU Presidents and CFOs on Thursday 09/09/2021. This additional funding helps to mitigate the revenue loss of -\$5.7M from what was originally budgeted for enrollment. For Fall 2021, we initially budgeted 5,325 students vs. census data of 4,802 students (loss of 523 students). Additionally, we've updated our Spring 2022 from a budgeted headcount of 4,995 to a revised projection of 4,596 (down by 399). Other Revenue is projected to be \$805K higher than the original FY22 budget, due additional scheduled events driven by a full return to campus in Fall 2021.

Expense-Key Drivers: the revised 1.0% increase in expense is primarily due to the increase of \$1.3M in Spring 2022 Covid testing cost, about \$202K salary & fringe benefits increases for the Management/Confidential personnel, and \$1.7M in part-time budget corrections. We were able to identify \$2.5M salaries and fringe benefits saving in our vacant positions pool by postponing searching & hiring to later part of the FY22.

CONNECTICUT COMMUNITY COLLEGES

The community colleges project revenue losses from tuition and fees reflecting lower student enrollment based on fall census results. The revised revenue also includes items that were included in the original spending plan but were shown as bottom-line adjustments due to timing: additional State funds for fringe benefits and significant use of federal emergency aid (HEERF) funds for student AR relief that now is reflected in the Contra Revenue line. Personnel expenses were also reduced (\$6.7M) because of deferral of non-critical hiring or filling vacancies due to retirements. All other expenditures reflect an increase in spending for additional testing costs estimated for Spring'22 semester. The significant impact that the coronavirus pandemic had on Colleges is reflected on the projected net results with the use of HEERF funds.

The table below presents Colleges' sources of funds and uses of funds comparing the original to the revised budget:

<u>Revenue (\$ Millions)</u>	FY2022		Rev Budget vs. Original	
	<u>Original</u>	<u>Revised Budget</u>	<u>\$ Change</u>	<u>% Change</u>
State Appropriations	\$337.3	\$335.2	(\$2.1)	-1%
Tuition and Fees, gross	163.9	144.5	(\$19.4)	-12%
All Other Revenue incl. Contra Revenue	(15.1)	1.4	\$16.5	-109%
Federal Funds (HEERF and CRF)	48.9	49.7	\$0.8	2%
Total Revenue	<u>\$535.0</u>	<u>\$530.8</u>	<u>(\$4.2)</u>	<u>-1%</u>
 <u>Expenditures (\$ Millions)</u>				
Personnel Cost (salaries)	255.3	251.2	(\$4.1)	-2%
Fringe Benefits Cost	187.9	185.3	(\$2.6)	-1%
All Other Operating Expenses and Transfers	85.5	90.6	\$5.1	6%
Total Expenditures	<u>\$528.6</u>	<u>\$527.1</u>	<u>(\$1.6)</u>	<u>0%</u>
 Net Change	 <u>\$6.4</u>	 <u>\$3.7</u>	 <u>(\$2.7)</u>	 <u>-42%</u>

Capital East Region

Revenue:

- Reduction in tuition & fees largely due to:
 - Fall enrollment falling short of EMSA's original projections
 - Spring 22 estimates reduced to assume enrollment flat to Spring 21 (all 5 colleges used this assumption)
- Changes in State Appropriation (same increases, some decreases) due to changes in the allocation model moving shared services salary expenses into the calculation
- Increase in OF Fringe Benefit funding
- QV had other revenue reductions related to the delayed opening of the ECE day care program

Personnel

- Increase for management increases

- Colleges achieved savings with delays in hiring, additional retirements, and closely managing vacancies
- While PTL costs in total are down due to decreased enrollment, some colleges did see increased expenses due to unexpected faculty vacancies and smaller class sizes due to social distancing.
- Colleges adjusted the retirement payout budget based on actual retirement costs to date and estimating costs of known pending retirements

Other Expenses:

- Some colleges decreased their financial aid and wavier budgets in response to the decreased enrollments while others maintained their original budget projections
- Colleges budgeted for Spring COVID testing costs based on a consistent formula used across all 12 colleges. The amounts per college are:

Capital	\$188,100
Manchester	\$342,000
Middlesex	\$152,000
Quinebaug	\$85,500
Three Rivers	\$231,800

North-West Region

As a whole, and independent of any HEERF support, the North-West Region's bottom line improved by approximately \$2.3M. This is mostly attributable to an increase of \$6.4M in operating fund fringe benefit support offsetting enrollment-related (i.e. tuition and fees) revenue losses of roughly \$4.6M. A more complete summary of budgetary factors, in addition to some other observations, can be found below:

- The North-West region currently projects (via the use of actual fall 2021 and projected spring 2022 figures) tuition revenue loss of \$3,650,909
- The North-West region currently projects (via the use of actual fall 2021 and projected spring 2022 figures) fee revenue loss of \$956,618
- The North-West region currently projects overall PS savings of \$970,035. This includes all projected retirements and payouts. Of that figure, \$395,157 is being saved in full-time employment. Significant savings is also projected in PTL's given its correlative relationship to enrollment
- The North-West region is currently projecting just over \$800K in spring 2022 operating expense for COVID-19 testing for members of the community whose vaccination status is such that testing is required. It's our hope that these charges will be eligible to be covered by HEERF or other funds earmarked for pandemic assistance
- The only college in the region to see their budget worsen was Asnuntuck (by about 9%). This was due mostly to the delta between their actual fall '21/projected spring '22 enrollment and the enrollment/revenue projection that was utilized for the budget submitted over the summer

Shoreline West Region

Revenue:

- Tuition revenue is projected to be 12.43% less than original budget for the region totaling \$4,975,718
- Fee revenue is projected to be 12.17% less than original budget for the region totaling \$2,162,291
- For the spring term Gateway and Housatonic are projecting flat enrollment (spring 21 to spring 22) and flat tuition and fees
- Norwalk is projecting a 4% reduction in enrollment and tuition/fees for spring 22 (from spring 21)
- The region received \$770,749 less in general fund distribution
- The region received \$7,091,334 more in operating fund fringe
- Total revenue is projected to be \$963,440 less than original budget

Personnel Services:

- Personnel savings occurred in all categories except EA and other PS
- Full time savings showed the biggest savings totaling \$517,897 due to retirements, turn over savings, and delayed hiring
- ECL savings were \$315,164 due to lower enrolled summer courses and few sections running
- PTL savings were \$253,016 due to lower fall enrollment and effective course management. I do expect this number to be higher at the midyear spending plan revision as the current projection was limited by delays in the first fall PTL payroll posting.
- Additional budget was added to other PS for increased projected retirement payouts
- Total PS savings were \$659,961
- Fringe went up by \$136,752 due to increased overall fringe percentage.

Expenses:

- Institutional set aside is down due to lower enrollment by \$578,233
- Waivers are down by \$225,000 due to lower enrollment
- OE is increased for the budgeting of COVID testing units for spring 2022 totaling \$1,347,741

Overall the region has increased its deficit by \$937,505 to \$24,342,102.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

ATTACHMENT A

Expenditure Plan General & Operating Funds FY22 Revised Budget vs. Original

Account Name	FY22 Budget	FY22 Rev Budget	FY22 Revised Budget vs. Original	
	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:				
Tuition (FT and PT Gross)	288,623,777	264,724,378	(23,899,399)	-8.30%
Student Fees	234,936,427	220,621,780	(14,314,647)	-6.10%
State Appropriations	305,912,975	304,750,209	(1,162,766)	-0.40%
Additional State Approp (Dev Edu, Outcomes and IMRP)	10,424,154	10,108,719	(315,435)	-3.00%
Fringe Benefits Paid By State	287,533,351	309,956,726	22,423,375	7.80%
CCC (OF) Fringe Benefits Paid by State	16,200,000	37,532,961	21,332,961	131.70%
Accident Insurance	688,456	665,065	(23,391)	-3.40%
Housing	55,690,142	55,956,549	266,408	0.50%
Food	23,377,116	25,523,772	2,146,656	9.20%
All Other Revenue	16,968,660	17,444,452	475,792	2.80%
Less: Contra Revenue	(24,964,044)	(8,139,367)	16,824,677	-67.40%
Total Revenue	1,215,391,013	1,239,145,244	23,754,231	2.00%
Expenditures:				
Personnel Services:				
Full-Time	450,426,983	446,242,656	(4,184,327)	-0.90%
Part-Time:				
Lecturers (PTLs)	88,717,001	87,351,810	(1,365,191)	-1.50%
Lecturer (NCLs)	7,033,153	6,815,795	(217,358)	-3.10%
Permanent Part-time	2,440,083	2,384,137	(55,946)	-2.30%
Temporary Part-time	18,082,745	18,129,273	46,528	0.30%
University Assistants	4,009,976	4,310,217	300,241	7.50%
Graduate Assistants	2,334,958	2,315,088	(19,870)	-0.90%
Student Labor	10,167,732	10,822,088	654,356	6.40%
Overtime	4,046,150	4,326,735	280,585	6.90%
All Other Personnel Services	17,431,248	20,621,223	3,189,975	18.30%
Subtotal Personnel Services	604,690,029	603,319,022	(1,371,007)	-0.20%
Fringe Benefits	435,971,762	429,855,318	(6,116,444)	-1.40%
Total P.S. & Fringe Benefits	1,040,661,791	1,033,174,340	(7,487,451)	-0.70%
Other Expenses:				
Inst. Financial Aid/Match	60,793,269	59,906,681	(886,588)	-1.50%
Waivers	16,398,833	16,006,173	(392,661)	-2.40%
Utilities	28,515,876	28,029,366	(486,510)	-1.70%
All Other Expenses	165,933,659	171,953,366	6,019,707	3.60%
Total Other Expenses	271,641,637	275,895,586	4,253,949	1.60%
Total Expenditures	1,312,303,428	1,309,069,926	(3,233,502)	-0.20%
Addition to (Use of) Funds Before Transfers	(96,912,415)	(69,924,682)	26,987,733	-27.80%
CSU Transfers				
Debt Service	(28,658,907)	(27,378,407)	1,280,500	-4.50%
Auxiliary Renewal and Replacement	-	(454,013)	(454,013)	NA
HEERF Institutional	43,028,400	45,778,208	2,749,808	6.40%
CSCU Miscellaneous Transfers	466,987	2,278,047	1,811,060	387.80%
Total CSU Transfers	14,836,480	20,223,835	5,387,355	36.30%
CCC Transfers				
CCC Transfer in	27,681,533	27,867,534	186,001	0.70%
CCC Transfer out	(27,051,974)	(27,051,974)	-	0.00%
HEERF Institutional	48,888,855	49,704,712	815,857	1.70%
CRF Funding Approved for FY20	-	-	-	NA
Total CCC Transfers	49,518,414	50,520,272	1,001,858	2.00%
Other Transfers				
CCC Use of Unrestricted Reserves for PACT Program	-	-	-	NA
CCC FY22 Targeted Savings and FY21 Additional Reductions	5,000,000	-	(5,000,000)	-100.00%
Net Change Subtotal	(27,557,521)	819,425	28,376,946	-103.00%
Additional State Appropriations per 5/17 Committee ARP Allocations (1)				
State Appropriation	1,833,155	-	(1,833,155)	-100.00%
FB paid by State for SERS UAL CC	44,255,178	-	(44,255,178)	-100.00%
Higher Education - CSCU	10,000,000	10,000,000	-	0.00%
Net Change Subtotal	28,530,812	10,819,425	(17,711,387)	-62.10%

Note:

(1) Additional State Appropriations based on the Committee recommendations will be distributed to all Institutions after the funds are allotted on CoreCT.

State Universities
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

ATTACHMENT A

Account Name	FY22 Budget	FY22 Rev Budget	FY22 Revised Budget vs. Original	
	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:				
Tuition (FT and PT Gross)	167,354,081	156,751,597	(10,602,484)	-6.30%
Student Fees	180,125,572	171,946,608	(8,178,964)	-4.50%
State Appropriations	153,353,939	152,987,093	(366,846)	-0.20%
Additional State Approp (Dev Edu, Outcomes and IMRP)	1,900,572	1,550,052	(350,520)	-18.40%
Fringe Benefits Paid By State	147,219,781	169,436,278	22,216,497	15.10%
Accident Insurance	688,456	665,065	(23,391)	-3.40%
Housing	55,690,142	55,956,549	266,408	0.50%
Food Service	23,377,116	25,523,772	2,146,656	9.20%
All Other Revenue	12,940,752	13,622,966	682,214	5.30%
Less: Contra Revenue	(6,256,308)	(6,150,361)	105,947	-1.70%
Total Revenue	736,394,102	742,289,619	5,895,517	0.80%
Expenditures:				
Personnel Services:				
Full-Time	268,063,242	266,629,981	(1,433,261)	-0.50%
<u>Part-Time</u>				
Lecturers (PTLs)	36,620,215	37,318,897	698,682	1.90%
Lecturers (NCLs)	3,272,726	3,052,397	(220,329)	-6.70%
Perm/Intermit PT	1,183,215	1,183,215	-	0.00%
University Assistants	3,984,480	4,284,721	300,241	7.50%
Graduate Assistants	2,334,958	2,315,088	(19,870)	-0.90%
Student Labor	8,414,295	9,095,130	680,835	8.10%
Other Part Time	1,704,038	1,704,038	-	0.00%
Overtime	3,065,200	3,355,785	290,585	9.50%
All Other Personnel Services (Vac, Sick, Accr Abs)	11,182,758	13,642,758	2,460,000	22.00%
Subtotal Personnel Services	339,825,127	342,582,010	2,756,883	0.80%
Fringe Benefits	240,971,936	237,465,814	(3,506,122)	-1.50%
Total P.S. & Fringe Benefits	580,797,063	580,047,824	(749,239)	-0.10%
Other Expenses:				
Inst. Financial Aid/Match	44,809,320	45,169,577	360,257	0.80%
Waivers	12,538,429	12,514,099	(24,330)	-0.20%
Utilities	18,877,317	18,477,317	(400,000)	-2.10%
All Other Expenses	100,310,035	104,294,969	3,984,934	4.00%
Total Other Expenses	176,535,101	180,455,962	3,920,861	2.20%
Total Expenditures	757,332,164	760,503,786	3,171,622	0.40%
Addition to (Use of) Funds Before Transfers	(20,938,063)	(18,214,167)	2,723,896	-13.00%
Transfers, Additional Funds and Commitments				
Debt Service	(28,658,907)	(27,378,407)	1,280,500	-4.50%
Auxiliary Renewal and Replacement	-	(454,013)	(454,013)	NA
HEERF Institutional	43,028,400	45,778,208	2,749,808	6.40%
CSCU Miscellaneous Transfers	466,987	2,278,047	1,811,060	387.80%
Total Transfers, Additional Funds and Commitments	14,836,480	20,223,835	5,387,355	36.30%
Net Change Subtotal	(6,101,583)	2,009,668	8,111,251	-132.90%
Additional State Appropriations per 5/17 Committee ARP Allocations				
State Appropriation	1,133,155	-	(1,133,155)	-100.00%
FB paid by State for SERS UAL CC	22,032,962	-	(22,032,962)	-100.00%
Higher Education - CSCU	5,026,555	5,026,555	-	0.00%
Net Change	22,091,089	7,036,223	(15,054,866)	-68.10%

Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

ATTACHMENT A

Account Name	FY22 Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Revised Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (FT and PT Gross)	109,594,097	96,297,182	(13,296,915)	-12.10%
Student Fees	54,308,760	48,173,077	(6,135,683)	-11.30%
State Appropriations	148,863,171	148,063,168	(800,003)	-0.50%
Additional State Approp (Dev Edu, Outcomes and IMRP)	8,523,582	8,558,667	35,085	0.40%
Fringe Benefits Paid By State	136,820,225	136,157,463	(662,762)	-0.50%
OF Fringe Benefits Paid by State	16,200,000	37,532,961	21,332,961	131.70%
All Other Revenue	3,622,908	3,416,486	(206,422)	-5.70%
Less: Contra Revenue	(18,707,736)	(1,989,006)	16,718,730	-89.40%
Total Revenue	459,225,007	476,209,998	16,984,991	3.70%
Expenditures:	148,818,029	145,897,739		
Personnel Services:				
Full-Time	176,112,133	173,356,984	(2,755,149)	-1.60%
Part-Time				
Lecturers (PTL and ECL, 601302 and 601301)	49,614,834	47,550,961	(2,063,873)	-4.20%
Contractual (NCL, 601300)	3,760,427	3,763,398	2,971	0.10%
Permanent Part-time (601100)	932,834	876,888	(55,946)	-6.00%
Temporary Part-time (601200, 02, 03, 04, 601303)	16,378,707	16,425,235	46,528	0.30%
Student Labor (601400, 01, 02, 601406)	1,663,437	1,636,958	(26,479)	-1.60%
Overtime (601501, 601502)	980,950	970,950	(10,000)	-1.00%
All Other Personnel Services	5,869,724	6,599,699	729,975	12.40%
Subtotal Personnel Services	255,313,046	251,181,073	(4,131,973)	-1.60%
Fringe Benefits	187,869,154	185,278,446	(2,590,708)	-1.40%
Total P.S. & Fringe Benefits	443,182,200	436,459,519	(6,722,681)	-1.50%
Other Expenses:				
Inst. Financial Aid/Match	15,163,949	13,917,104	(1,246,845)	-8.20%
Waivers	3,530,404	3,162,074	(368,331)	-10.40%
Utilities	9,553,559	9,467,049	(86,510)	-0.90%
All Other Expenses	62,840,134	64,874,907	2,034,773	3.20%
Total Other Expenses	91,088,046	91,421,134	333,088	0.40%
Total Expenditures	534,270,246	527,880,653	(6,389,593)	-1.20%
Addition to (Use of) Funds Before Transfers	(75,045,239)	(51,670,655)	23,374,584	-31.10%
Transfers, Additional Funds and Commitments				
CCC Transfer in	27,681,533	27,867,534	186,001	0.70%
CCC Transfer out	(27,051,974)	(27,051,974)	-	0.00%
HEERF Institutional	48,888,855	49,704,712	815,857	1.70%
Total Transfers, Additional Funds and Commitments	49,518,414	50,520,272	1,001,858	2.00%
Net Change Subtotal	(25,526,825)	(1,150,383)	24,376,441	-95.50%
Use of Unrestricted Reserves for PACT Program	-	-	-	NA
CCC System-wide Additional Reductions (1)	-	-	-	NA
Target savings (PS, FB and OE) (2)	5,000,000		(5,000,000)	-100.00%
Net Change Subtotal	(20,526,825)	(1,150,383)	19,376,441	-94.40%
Additional State Appropriations per 5/17 Committee ARP Allocations				
State Appropriation	700,000	-	(700,000)	-100.00%
FB paid by State for SERS UAL CC	21,332,962	-	(21,332,962)	-100.00%
Higher Education - CSCU	4,866,345	4,866,345	-	0.00%
Net Change	6,372,482	3,715,962	(2,656,521)	-41.70%

Charter Oak State College
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

ATTACHMENT A

Account Name	FY22 Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Revised Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	11,675,599	11,675,599	-	0.00%
Student Fees	502,095	502,095	-	0.00%
State Appropriations	3,291,607	3,291,607	-	0.00%
Additional State Approp (Dev Edu, Outcomes and IMRP)	-	-	-	NA
Fringe Benefits Paid By State	3,127,027	4,016,281	889,254	28.40%
All Other Revenue	405,000	405,000	-	0.00%
Less: Contra Revenue	-	-	-	NA
Total Revenue	19,001,328	19,890,582	889,254	4.70%
Expenditures:				
<u>Personnel Services:</u>				
Full-Time	5,847,350	5,847,350	-	0.00%
<u>Part-Time</u>				
Lecturers	2,481,952	2,481,952	-	0.00%
Permanent Part-time	324,034	324,034	-	0.00%
University Assistants	25,496	25,496	-	0.00%
Student Labor	90,000	90,000	-	0.00%
Temporary Part Time	-	-	-	NA
Overtime	-	-	-	NA
All Other Personnel Services	378,766	378,766	-	0.00%
Subtotal Personnel Services	9,147,598	9,147,598	-	0.00%
Fringe Benefits	6,764,354	6,764,354	-	0.00%
Total P.S. & Fringe Benefits	15,911,952	15,911,952	-	0.00%
<u>Other Expenses:</u>				
Inst. Financial Aid/Match	820,000	820,000	-	0.00%
Waivers	330,000	330,000	-	0.00%
Utilities	85,000	85,000	-	0.00%
All Other Expenses	2,783,490	2,783,490	-	0.00%
Total Other Expenses	4,018,490	4,018,490	-	0.00%
Total Expenditures	19,930,442	19,930,442	-	0.00%
Addition to (Use of) Funds Before Transfers	(929,114)	(39,860)	889,254	-95.70%
Net Change Subtotal	(929,114)	(39,860)	889,254	-95.70%
<u>Additional State Appropriations per 5/17 Committee ARP Allocations</u>				
FB paid by State for SERS UAL CC	889,254	-	(889,254)	-100.00%
Higher Education - C SCU	107,100	107,100	-	0.00%
Net Change	67,240	67,240	-	0.00%

Connecticut State Colleges & Universities - System Office
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

ATTACHMENT A

Account Name	FY22 Budget	FY22 Rev Budget	FY22 Revised Budget vs. Original	
	Dollars (\$)	Dollars (\$)	Inc (Dec)	Percent %
Revenue:				
Tuition (Gross)	-	-	-	NA
Fees	-	-	-	NA
State Appropriations	404,258	408,341	4,083	1.00%
Additional State Approp (Dev Edu, Outcomes and IMRP)	-	-	-	NA
Fringe Benefits Paid By State	366,318	346,704	(19,614)	-5.40%
Sales of Educational Activities	-	-	-	NA
All Other Revenue	-	-	-	NA
Less: Contra Revenue	-	-	-	NA
Total Revenue	<u>770,576</u>	<u>755,045</u>	<u>(15,531)</u>	<u>-2.00%</u>
Expenditures:				
<u>Personnel Services:</u>				
Full-Time	404,258	408,341	4,083	1.00%
Permanent Part-time	-	-	-	NA
Student Labor	-	-	-	NA
Other Part Time	-	-	-	NA
Overtime	-	-	-	NA
All Other Personnel Services	-	-	-	NA
Subtotal Personnel Services	<u>404,258</u>	<u>408,341</u>	<u>4,083</u>	<u>1.00%</u>
Fringe Benefits	<u>366,318</u>	<u>346,704</u>	<u>(19,614)</u>	<u>-5.40%</u>
Total P.S. & Fringe Benefits	<u>770,576</u>	<u>755,045</u>	<u>(15,531)</u>	<u>-2.00%</u>
<u>Other Expenses:</u>				
Inst. Financial Aid/Match	-	-	-	NA
Waivers	-	-	-	NA
Utilities	-	-	-	NA
All Other Expenses	-	-	-	NA
Total Other Expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>NA</u>
Total Expenditures	<u>770,576</u>	<u>755,045</u>	<u>(15,531)</u>	<u>-2.00%</u>
Addition to (Use of) Funds Before Transfers	-	0	0	NA
Net Change	<u>-</u>	<u>0</u>	<u>0</u>	<u>NA</u>

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget	FY22 Rev Budget	FY22 Rev Budget vs. Original	
	Dollars (\$)		Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition FT and PT (Gross)	167,354,081	156,751,597	(10,602,484)	-6.30%
Student Fees	180,125,572	171,946,608	(8,178,964)	-4.50%
State Appropriations	153,353,939	152,987,093	(366,845)	-0.20%
Additl State Appropriation (Dev Education and IMRP)	1,900,572	1,550,052	(350,520)	-18.40%
Fringe Benefits Paid By State	147,219,781	169,436,278	22,216,497	15.10%
Accident Insurance	688,456	665,065	(23,391)	-3.40%
Housing	55,690,142	55,956,549	266,407	0.50%
Food Service	23,377,116	25,523,772	2,146,656	9.20%
All Other Revenue	12,940,752	13,622,966	682,214	5.30%
Less: Contra Revenue	(6,256,308)	(6,150,361)	105,947	-1.70%
Total Revenue	736,394,102	742,289,618	5,895,517	0.80%
Expenditures:				
Personnel Services:				
Total Full Time	268,063,242	266,629,981	(1,433,261)	-0.50%
Part Time:				
Lecturers (PTLs)	36,620,215	37,318,897	698,682	1.90%
Lecturers (NCLs)	3,272,726	3,052,397	(220,329)	-6.70%
Perm/Intermit PT	1,183,215	1,183,215	-	0.00%
University Assistants	3,984,480	4,284,721	300,241	7.50%
Graduate Assistants	2,334,958	2,315,088	(19,870)	-0.90%
Student Labor	8,414,295	9,095,130	680,835	8.10%
Other Part Time	1,704,038	1,704,038	-	0.00%
Total Part Time	57,513,927	58,953,486	1,439,559	2.50%
Overtime	3,065,200	3,355,785	290,585	9.50%
All Other Personnel Services	11,182,758	13,642,758	2,460,000	22.00%
Subtotal Personnel Services	339,825,127	342,582,010	2,756,883	0.80%
Fringe Benefits	240,123,258	236,607,330	(3,515,928)	-1.50%
Worker's Comp. Recovery	848,678	858,484	9,806	1.20%
Total P.S. & Fringe Benefits	580,797,063	580,047,824	(749,239)	-0.10%
Other Expenses:				
Inst. Financial Aid/Match	44,809,320	45,169,577	360,257	0.80%
Waivers	12,538,429	12,514,099	(24,330)	-0.20%
Utilities	18,877,317	18,477,317	(400,000)	-2.10%
All Other Expenses	100,310,035	104,294,969	3,984,934	4.00%
Total Other Expenses	176,535,101	180,455,962	3,920,861	2.20%
Total Expenditures	757,332,164	760,503,786	3,171,622	0.40%
Addition to (Use of) Funds Before Transfers	(20,938,063)	(18,214,168)	2,723,895	-13.00%
Designated Transfers				
Debt Service (University Fee)	(20,086,963)	(18,806,463)	1,280,500	-6.40%
Debt Service (Residence Halls)	(5,292,775)	(5,292,775)	-	0.00%
Debt Service (Parking Garages)	(3,279,169)	(3,279,169)	-	0.00%
Auxiliary Renewal and Replacement	-	(454,013)	(454,013)	#DIV/0!
Total Designated Transfers	(28,658,907)	(27,832,420)	826,487	-2.90%
Other Requests, Transfers and Additional Commitments				
Transfer to SO - GF OF swap	-	-	-	NA
HEERF Institutional	43,028,400	45,778,208	2,749,808	6.40%
CSCU Miscellaneous Transfers	466,987	2,278,047	1,811,060	387.80%
Total Transfers and Commitments	43,495,387	48,056,255	4,560,868	10.50%
Net Change Subtotal	(6,101,583)	2,009,667	8,111,250	-132.90%
Additional State Appropriations per 5/17 Committee ARP Allocations				
State Appropriation	1,133,155	-	(1,133,155)	NA
FB paid by State for SERS UAL	22,032,962	-	(22,032,962)	NA
Higher Education - CSCU	5,026,555	5,026,555	-	0.00%
Net Change	22,091,089	7,036,222	(15,054,867)	-68.10%

Note:

[1] Additional State Appropriations based on the Committee recommendations will be distributed to all Institutions after the funds are allotted on CoreCT.

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget

Attachment B

	CSU Total	Central	Eastern	Southern	Western	System Office
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:						
Tuition FT and PT (Gross)	156,751,597	53,992,841	22,593,826	53,400,366	26,764,564	-
Student Fees	171,946,608	55,936,239	24,927,605	60,725,284	30,357,480	-
State Appropriations	152,987,093	46,910,545	28,605,936	43,713,339	28,874,140	4,883,133
Additl State Appropriation (Dev Education, Outcomes anc	1,550,052	387,513	387,513	387,513	387,513	-
Fringe Benefits Paid By State	169,436,278	51,976,464	31,521,502	50,928,691	31,685,595	3,324,026
Accident Insurance	665,065	-	182,514	310,000	172,551	-
Housing	55,956,549	13,761,778	18,457,298	13,658,598	10,078,875	-
Food Service	25,523,772	8,170,800	6,001,102	6,759,757	4,592,113	-
All Other Revenue	13,622,966	4,716,785	1,285,170	3,800,000	3,821,011	-
Less: Contra Revenue	(6,150,361)	(2,147,548)	(605,257)	(2,500,000)	(897,556)	-
Total Revenue	742,289,618	233,705,417	133,357,209	231,183,548	135,836,285	8,207,159
Expenditures:						
Personnel Services:						
Total Full Time	266,629,981	83,945,943	45,501,551	84,818,809	47,591,860	4,771,818
Part Time:						
Lecturers (PTLs)	37,318,897	10,776,260	5,619,176	13,537,955	7,385,506	-
Lecturers (NCLs)	3,052,397	1,135,000	337,951	1,218,678	360,768	-
Perm/Intermit PT	1,183,215	326,191	205,417	566,424	85,183	-
University Assistants	4,284,721	1,060,000	1,234,935	1,172,434	817,352	-
Graduate Assistants	2,315,088	608,400	272,000	1,226,441	208,247	-
Student Labor	9,095,130	3,030,000	2,164,286	2,090,721	1,810,123	-
Other Part Time	1,704,038	637,800	262,147	371,044	433,047	-
Total Part Time	325,583,467	101,519,594	55,597,463	105,002,506	58,692,086	4,771,818
Overtime	3,355,785	800,200	835,000	1,030,000	690,585	-
All Other Personnel Services	13,642,758	5,894,000	2,072,590	3,859,411	1,749,473	67,284
Subtotal Personnel Services	342,582,010	108,213,794	58,505,053	109,891,917	61,132,144	4,839,102
Fringe Benefits	236,607,330	73,623,607	41,396,465	76,888,948	41,374,284	3,324,026
Worker's Comp. Recovery	858,484	326,890	178,960	311,000	41,634	-
Total P.S. & Fringe Benefits	580,047,824	182,164,291	100,080,478	187,091,865	102,548,062	8,163,128
Other Expenses:						
Inst. Financial Aid/Match	45,169,577	14,868,118	12,861,063	12,440,396	5,000,000	-
Waivers	12,514,099	2,471,910	1,407,005	7,400,000	1,235,184	-
Utilities	18,477,317	5,062,141	3,993,440	5,202,000	4,219,736	-
All Other Expenses	104,294,969	34,253,233	19,031,871	25,571,963	21,101,498	4,336,404
Total Other Expenses	180,455,962	56,655,402	37,293,379	50,614,359	31,556,418	4,336,404
Total Expenditures	760,503,786	238,819,693	137,373,857	237,706,224	134,104,480	12,499,532
Addition to (Use of) Funds Before Transfers	(18,214,168)	(5,114,276)	(4,016,648)	(6,522,676)	1,731,805	(4,292,373)
Designated Transfers						
Debt Service	(27,378,407)	(10,481,198)	(5,425,668)	(6,878,512)	(4,593,029)	-
Auxiliary Renewal and Replacement	(454,013)	-	(454,013)	-	-	-
Total Designated Transfers	(27,832,420)	(10,481,198)	(5,879,681)	(6,878,512)	(4,593,029)	-
Other Requests, Transfers and Additional Commitments						
Transfer to SO - GF/OF swap	-	(1,044,101)	(1,044,101)	(1,044,101)	(1,044,101)	4,176,404
HEERF Institutional	45,778,208	16,639,575	10,940,430	11,917,242	6,280,961	-
Miscellaneous Transfers	2,278,047	-	-	2,528,047	(250,000)	-
Total Transfers and Commitments	48,056,255	15,595,474	9,896,329	13,401,188	4,986,860	4,176,404
Net Change Subtotal	2,009,667	(0)	0	(0)	2,125,636	(115,969)
Additional State Appropriations per 5/17 Committee ARP Allocations						
Higher Education - CSU	5,026,555					
Net Change	7,036,222					

CONNECTICUT STATE UNIVERSITIES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Original Budget

Attachment B

	CSU Total	Central	Eastern	Southern	Western	System Office
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)	Dollars (\$)
Revenue:						
Tuition FT and PT (Gross)	167,354,081	60,001,079	23,948,739	53,027,822	30,376,441	-
Student Fees	180,125,572	61,621,044	26,367,186	60,796,722	31,340,620	-
State Appropriations	153,353,939	46,426,838	30,122,763	43,720,518	28,084,718	4,999,102
Additl State Appropriation (Dev Education, Outcomes and	1,900,572	745,143	385,143	385,143	385,143	-
Fringe Benefits Paid By State	147,219,781	47,211,627	26,283,772	45,379,618	24,861,655	3,483,108
Accident Insurance	688,456	-	183,585	310,000	194,871	-
Housing	55,690,142	12,466,225	18,452,493	13,881,632	10,889,792	-
Food Service	23,377,116	6,215,000	5,545,132	6,743,517	4,873,467	-
All Other Revenue	12,940,752	4,734,571	1,285,170	3,800,000	3,121,011	-
Less: Contra Revenue	(6,256,308)	(2,147,548)	(605,257)	(2,500,000)	(1,003,503)	-
Total Revenue	736,394,102	237,273,979	131,968,726	225,544,972	133,124,214	8,482,210
Expenditures:						
Personnel Services:						
Total Full Time	268,063,242	83,865,012	45,722,979	84,818,809	48,884,624	4,771,818
Part Time:						
Lecturers (PTLs)	36,620,215	10,776,260	5,619,176	13,537,955	6,686,824	-
Lecturers (NCLs)	3,272,726	1,135,000	337,951	1,218,678	581,097	-
Perm/Intermit PT	1,183,215	326,191	205,417	566,424	85,183	-
University Assistants	3,984,480	1,060,000	1,234,935	1,172,434	517,111	-
Graduate Assistants	2,334,958	608,400	272,000	1,226,441	228,117	-
Student Labor	8,414,295	3,030,000	2,164,286	2,090,721	1,129,288	-
Other Part Time	1,704,038	637,800	262,147	371,044	433,047	-
Total Part Time	325,577,169	101,438,663	55,818,891	105,002,506	58,545,291	4,771,818
Overtime	3,065,200	800,200	835,000	1,030,000	400,000	-
All Other Personnel Services	11,182,758	3,894,000	1,672,590	3,859,411	1,689,473	67,284
Subtotal Personnel Services	339,825,127	106,132,863	58,326,481	109,891,917	60,634,764	4,839,102
Fringe Benefits	240,123,258	72,536,995	43,104,174	77,888,948	43,110,033	3,483,108
Worker's Comp. Recovery	848,678	317,308	178,736	311,000	41,634	-
Total P.S. & Fringe Benefits	580,797,063	178,987,166	101,609,391	188,091,865	103,786,431	8,322,210
Other Expenses:						
Inst. Financial Aid/Match	44,809,320	14,868,118	13,000,806	12,440,396	4,500,000	-
Waivers	12,538,429	2,471,910	1,426,301	7,400,000	1,240,218	-
Utilities	18,877,317	5,062,141	3,993,440	5,502,000	4,319,736	-
All Other Expenses	100,310,035	33,099,750	17,744,626	25,778,757	19,350,498	4,336,404
Total Other Expenses	176,535,101	55,501,919	36,165,173	51,121,153	29,410,452	4,336,404
Total Expenditures	757,332,164	234,489,085	137,774,564	239,213,018	133,196,883	12,658,614
Addition to (Use of) Funds Before Transfers	(20,938,063)	2,784,894	(5,805,838)	(13,668,046)	(72,669)	(4,176,404)
Designated Transfers						
Debt Service	(28,658,907)	(11,272,198)	(5,632,374)	(6,878,425)	(4,875,910)	-
Auxiliary Renewal and Replacement	-	-	-	-	-	-
Total Designated Transfers	(28,658,907)	(11,272,198)	(5,632,374)	(6,878,425)	(4,875,910)	-
Other Requests, Transfers and Additional Commitments						
Transfer to SO - GF/OF swap	-	(1,044,101)	(1,044,101)	(1,044,101)	(1,044,101)	4,176,404
HEERF Institutional	43,028,400	13,764,507	11,065,690	11,917,242	6,280,961	-
CRF Funding	-	-	-	-	-	-
Miscellaneous Transfers	466,987	(4,233,102)	-	4,950,089	(250,000)	-
Total Transfers and Commitments	43,495,387	8,487,304	10,021,589	15,823,230	4,986,860	4,176,404
Net Change Subtotal	(6,101,583)	0	(1,416,623)	(4,723,241)	38,281	-
Additional State Appropriations per 5/17 Committee ARP Allocations						
State Appropriation	1,133,155					
FB paid by State for SERS UAL	22,032,962					
Higher Education - CSCU	5,026,555					
Net Change	22,091,089					

CENTRAL CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget	FY22 Rev Budget	FY22 Rev Budget vs. Original	
	Dollars (\$)		Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	47,725,654	41,140,143	(6,585,511)	-13.80%
Part Time Tuition (Gross)	12,275,425	12,852,698	577,273	4.70%
General University Fee (PT students)	11,707,566	11,879,577	172,011	1.50%
University General Fee (excluding Accident Ins.)	28,907,000	25,465,000	(3,442,000)	-11.90%
University Fee (DS)	6,822,000	6,031,000	(791,000)	-11.60%
Extension Fee (Gross)	11,911,157	10,441,242	(1,469,915)	-12.30%
All Other Student Fees	2,273,321	2,119,420	(153,901)	-6.80%
Accident Insurance	-	-	-	NA
State Appropriations	46,426,838	46,910,545	483,707	1.00%
Additl State Appropriation (Dev Education and IMRP)	745,143	387,513	(357,630)	-48.00%
Fringe Benefits Paid By State	47,211,627	51,976,464	4,764,837	10.10%
Housing	12,466,225	13,761,778	1,295,553	10.40%
Food Service	6,215,000	8,170,800	1,955,800	31.50%
All Other Revenue	4,734,571	4,716,785	(17,786)	-0.40%
Less: Contra Revenue	(2,147,548)	(2,147,548)	-	0.00%
Total Revenue	237,273,979	233,705,417	(3,568,563)	-1.50%
Expenditures:				
Personnel Services:				
Total Full Time	83,865,012	83,945,943	80,931	0.10%
Part Time:				
Lecturers (PTLs)	10,776,260	10,776,260	-	0.00%
Lecturers (NCLs)	1,135,000	1,135,000	-	0.00%
Perm/Intermit PT	326,191	326,191	-	0.00%
University Assistants	1,060,000	1,060,000	-	0.00%
Graduate Assistants	608,400	608,400	-	0.00%
Student Labor	3,030,000	3,030,000	-	0.00%
Other Part Time	637,800	637,800	-	0.00%
Total Part Time	17,573,651	17,573,651	-	0.00%
Overtime	800,200	800,200	-	0.00%
All Other Personnel Services	3,894,000	5,894,000	2,000,000	51.40%
Subtotal Personnel Services	106,132,863	108,213,794	2,080,931	2.00%
Fringe Benefits	72,536,995	73,623,607	1,086,612	1.50%
Worker's Comp. Recovery	317,308	326,890	9,582	3.00%
Total P.S. & Fringe Benefits	178,987,166	182,164,291	3,177,125	1.80%
Other Expenses:				
Inst. Financial Aid/Match	14,868,118	14,868,118	-	0.00%
Waivers	2,471,910	2,471,910	-	0.00%
Utilities	5,062,141	5,062,141	-	0.00%
All Other Expenses	33,099,750	34,253,233	1,153,483	3.50%
Total Other Expenses	55,501,919	56,655,402	1,153,483	2.10%
Total Expenditures	234,489,085	238,819,693	4,330,608	1.80%
Addition to (Use of) Funds Before Transfers	2,784,894	(5,114,276)	(7,899,171)	-283.60%
Designated Transfers				
Debt Service (University Fee)	(6,709,000)	(5,918,000)	791,000	-11.80%
Debt Service Residence Halls	(3,051,841)	(3,051,841)	-	0.00%
Debt Service Parking Garage (Welte & W/D Design)	(759,672)	(759,672)	-	0.00%
Debt Service Parking Garage (W/D Garage Construction)	(751,685)	(751,685)	-	0.00%
Auxiliary Renewal and Replacement	-	-	-	NA
Total Designated Transfers	(11,272,198)	(10,481,198)	791,000	-7.00%
Other Requests, Transfers and Additional Commitments				
Transfer to SO - GF/OF swap	(1,044,101)	(1,044,101)	-	0.00%
HEERF Institutional	13,764,507	16,639,575	2,875,068	20.90%
Miscellaneous Transfers	(4,233,102)	-	4,233,102	NA
Total Transfers and Commitments	8,487,304	15,595,474	7,108,170	83.80%
Net Change	0	(0)	(1)	-145.50%

EASTERN CONNECTICUT STATE UNIVERSITY
Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget Dollars (\$)	FY22 Rev Budget	FY22 Rev Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	22,268,323	20,983,522	(1,284,801)	-5.80%
Part Time Tuition (Gross)	1,680,416	1,610,304	(70,112)	-4.20%
General University Fee (PT students)	1,888,880	1,756,690	(132,190)	-7.00%
University General Fee (excluding Accident Ins.)	17,719,581	16,737,744	(981,837)	-5.50%
University Fee (DS)	3,458,356	3,251,650	(206,706)	-6.00%
Extension Fee (Gross)	2,575,354	2,456,506	(118,848)	-4.60%
All Other Student Fees	725,015	725,015	-	0.00%
Accident Insurance	183,585	182,514	(1,071)	-0.60%
State Appropriations	30,122,763	28,605,936	(1,516,826)	-5.00%
Additl State Appropriation (Dev Education and IMRP)	385,143	387,513	2,370	0.60%
Fringe Benefits Paid By State	26,283,772	31,521,502	5,237,730	19.90%
Housing	18,452,493	18,457,298	4,805	0.00%
Food Service	5,545,132	6,001,102	455,970	8.20%
All Other Revenue	1,285,170	1,285,170	-	0.00%
Less: Contra Revenue	(605,257)	(605,257)	-	0.00%
Total Revenue	131,968,726	133,357,209	1,388,484	1.10%
Expenditures:				
Personnel Services:				
Total Full Time	45,722,979	45,501,551	(221,428)	-0.50%
Part Time:				
Lecturers (PTLs)	5,619,176	5,619,176	-	0.00%
Lecturers (NCLs)	337,951	337,951	-	0.00%
Perm/Intermit PT	205,417	205,417	-	0.00%
University Assistants	1,234,935	1,234,935	-	0.00%
Graduate Assistants	272,000	272,000	-	0.00%
Student Labor	2,164,286	2,164,286	-	0.00%
Other Part Time	262,147	262,147	-	0.00%
Total Part Time	10,095,912	10,095,912	-	0.00%
Overtime	835,000	835,000	-	0.00%
All Other Personnel Services	1,672,590	2,072,590	400,000	23.90%
Subtotal Personnel Services	58,326,481	58,505,053	178,572	0.30%
Fringe Benefits	43,104,174	41,396,465	(1,707,709)	-4.00%
Worker's Comp. Recovery	178,736	178,960	224	0.10%
Total P.S. & Fringe Benefits	101,609,391	100,080,478	(1,528,913)	-1.50%
Other Expenses:				
Inst. Financial Aid/Match	13,000,806	12,861,063	(139,743)	-1.10%
Waivers	1,426,301	1,407,005	(19,296)	-1.40%
Utilities	3,993,440	3,993,440	-	0.00%
All Other Expenses	17,744,626	19,031,871	1,287,245	7.30%
Total Other Expenses	36,165,173	37,293,379	1,128,206	3.10%
Total Expenditures	137,774,564	137,373,857	(400,707)	-0.30%
Addition to (Use of) Funds Before Transfers	(5,805,838)	(4,016,648)	1,789,191	-30.80%
Designated Transfers				
Debt Service (University Fee)	(3,458,356)	(3,251,650)	206,706	-6.00%
Debt Service Residence Halls	(1,694,715)	(1,694,715)	-	0.00%
Debt Service Parking Garage	(479,303)	(479,303)	-	0.00%
Auxiliary Renewal and Replacement		(454,013)	(454,013)	#DIV/0!
Total Designated Transfers	(5,632,374)	(5,879,681)	(247,307)	4.40%
Transfers and Additional Commitments				
Transfer to SO - GF/OF swap	(1,044,101)	(1,044,101)	-	0.00%
HEERF Institutional	11,065,690	10,940,430	(125,260)	-1.10%
Total Transfers and Commitments	10,021,589	9,896,329	(125,260)	-1.20%
Net Change	(1,416,623)	0	1,416,624	-100.00%

SOUTHERN CONNECTICUT STATE UNIVERSITY

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget Dollars (\$)	FY22 Rev Budget	FY22 Rev Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	43,277,312	43,649,856	372,544	0.90%
Part Time Tuition (Gross)	9,750,510	9,750,510	-	0.00%
General University Fee (PT students)	9,887,234	9,887,234	-	0.00%
University General Fee (excluding Accident Ins.)	28,456,966	28,452,761	(4,205)	0.00%
University Fee (DS)	6,300,701	6,300,788	87	0.00%
Extension Fee (Gross)	13,751,821	13,684,501	(67,320)	-0.50%
All Other Student Fees	2,400,000	2,400,000	-	0.00%
Accident Insurance	310,000	310,000	-	0.00%
State Appropriations	43,720,518	43,713,339	(7,179)	0.00%
Additl State Appropriation (Dev Education and IMRP)	385,143	387,513	2,370	0.60%
Fringe Benefits Paid By State	45,379,618	50,928,691	5,549,073	12.20%
Housing	13,881,632	13,658,598	(223,034)	-1.60%
Food Service	6,743,517	6,759,757	16,240	0.20%
All Other Revenue	3,800,000	3,800,000	-	0.00%
Less: Contra Revenue	(2,500,000)	(2,500,000)	-	0.00%
Total Revenue	225,544,972	231,183,548	5,638,576	2.50%
Expenditures:				
Personnel Services:				
Total Full Time	84,818,809	84,818,809	-	0.00%
Part Time:				
Lecturers (PTLs)	13,537,955	13,537,955	-	0.00%
Lecturers (NCLs)	1,218,678	1,218,678	-	0.00%
Perm/Intermit PT	566,424	566,424	-	0.00%
University Assistants	1,172,434	1,172,434	-	0.00%
Graduate Assistants	1,226,441	1,226,441	-	0.00%
Student Labor	2,090,721	2,090,721	-	0.00%
Other Part Time	371,044	371,044	-	0.00%
Total Part Time	20,183,697	20,183,697	-	0.00%
Overtime	1,030,000	1,030,000	-	0.00%
All Other Personnel Services	3,859,411	3,859,411	-	0.00%
Subtotal Personnel Services	109,891,917	109,891,917	-	0.00%
Fringe Benefits	77,888,948	76,888,948	(1,000,000)	-1.30%
Worker's Comp. Recovery	311,000	311,000	-	0.00%
Total P.S. & Fringe Benefits	188,091,865	187,091,865	(1,000,000)	-0.50%
Other Expenses:				
Inst. Financial Aid/Match	12,440,396	12,440,396	-	0.00%
Waivers	7,400,000	7,400,000	-	0.00%
Utilities	5,502,000	5,202,000	(300,000)	-5.50%
All Other Expenses	25,778,757	25,571,963	(206,794)	-0.80%
Total Other Expenses	51,121,153	50,614,359	(506,794)	-1.00%
Total Expenditures	239,213,018	237,706,224	(1,506,794)	-0.60%
Addition to (Use of) Funds Before Transfers	(13,668,046)	(6,522,676)	7,145,370	-52.30%
Designated Transfers				
Debt Service (University Fee)	(6,250,701)	(6,250,788)	(87)	0.00%
Debt Service Residence Halls	-	-	-	NA
Debt Service Parking Garage	(627,724)	(627,724)	-	0.00%
Auxiliary Renewal and Replacement	-	-	-	NA
Total Designated Transfers	(6,878,425)	(6,878,512)	(87)	0.00%
Transfers and Additional Commitments				
Transfer to SO - GF OF swap	(1,044,101)	(1,044,101)	-	0.00%
Transfer to liability for GEAR UP Grant	4,950,089	2,528,047	(2,422,042)	-48.90%
HEERF Institutional	11,917,242	11,917,242	-	0.00%
Total Transfers and Commitments	15,823,230	13,401,188	(2,422,042)	-15.30%
Net Change	(4,723,241)	(0)	4,723,241	-100.00%

WESTERN CONNECTICUT STATE UNIVERSITY
Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget Dollars (\$)	FY22 Rev Budget	FY22 Rev Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	24,960,161	21,625,000	(3,335,161)	-13.40%
Part Time Tuition (Gross)	5,416,280	5,139,564	(276,716)	-5.10%
General University Fee (PT students)	4,634,148	4,293,390	(340,758)	-7.40%
University General Fee (excluding Accident Ins.)	16,747,443	15,393,688	(1,353,755)	-8.10%
University Fee (DS)	3,668,906	3,386,025	(282,881)	-7.70%
Extension Fee (Gross)	4,962,123	4,962,123	-	0.00%
All Other Student Fees	1,328,000	2,322,254	994,254	74.90%
Accident Insurance	194,871	172,551	(22,320)	-11.50%
State Appropriations	28,084,718	28,874,140	789,422	2.80%
Additl State Appropriation (Dev Education and IMRP)	385,143	387,513	2,370	0.60%
Fringe Benefits Paid By State	24,861,655	31,685,595	6,823,940	27.40%
Housing	10,889,792	10,078,875	(810,917)	-7.40%
Food Service	4,873,467	4,592,113	(281,354)	-5.80%
All Other Revenue	3,121,011	3,821,011	700,000	22.40%
Less: Contra Revenue	(1,003,503)	(897,556)	105,947	-10.60%
Total Revenue	133,124,214	135,836,285	2,712,071	2.00%
Expenditures:				
Personnel Services:				
Total Full Time	48,884,624	47,591,860	(1,292,764)	-2.60%
Part Time:				
Lecturers (PTLs)	6,686,824	7,385,506	698,682	10.40%
Lecturers (NCLs)	581,097	360,768	(220,329)	-37.90%
Perm/Intermit PT	85,183	85,183	-	0.00%
University Assistants	517,111	817,352	300,241	58.10%
Graduate Assistants	228,117	208,247	(19,870)	-8.70%
Student Labor	1,129,288	1,810,123	680,835	60.30%
Other Part Time	433,047	433,047	-	0.00%
Total Part Time	9,660,667	11,100,226	1,439,559	14.90%
Overtime	400,000	690,585	290,585	72.60%
All Other Personnel Services	1,689,473	1,749,473	60,000	3.60%
Subtotal Personnel Services	60,634,764	61,132,144	497,380	0.80%
Fringe Benefits	43,110,033	41,374,284	(1,735,749)	-4.00%
Worker's Comp. Recovery	41,634	41,634	-	0.00%
Total P.S. & Fringe Benefits	103,786,431	102,548,062	(1,238,369)	-1.20%
Other Expenses:				
Inst. Financial Aid/Match	4,500,000	5,000,000	500,000	11.10%
Waivers	1,240,218	1,235,184	(5,034)	-0.40%
Utilities	4,319,736	4,219,736	(100,000)	-2.30%
All Other Expenses	19,350,498	21,101,498	1,751,000	9.00%
Total Other Expenses	29,410,452	31,556,418	2,145,966	7.30%
Total Expenditures	133,196,883	134,104,480	907,597	0.70%
Addition to (Use of) Funds Before Transfers	(72,669)	1,731,805	1,804,474	-2483.10%
Designated Transfers				
Debt Service (University Fee)	(3,668,906)	(3,386,025)	282,881	-7.70%
Debt Service Residence Halls	(546,219)	(546,219)	-	0.00%
Debt Service Parking Garage	(600,724)	(600,724)	-	0.00%
Debt Service WS Parking Garage	(60,061)	(60,061)	-	0.00%
Auxiliary Renewal and Replacement	-	-	-	NA
Total Designated Transfers	(4,875,910)	(4,593,029)	282,881	-5.80%
Transfers and Additional Commitments				
Transfer to SO - GF OF swap	(1,044,101)	(1,044,101)	-	0.00%
HEERF Institutional	6,280,961	6,280,961	-	0.00%
Other Request	(250,000)	(250,000)	-	0.00%
Total Transfers and Commitments	4,986,860	4,986,860	-	0.00%
Net Change	38,281	2,125,636	2,087,355	5452.70%

SYSTEM OFFICE/SYSTEMWIDE/MANDATES

Expenditure Plan (Operating E&G /Auxiliary Services/Self-Supporting)

FY22 Revised Budget vs. Original

Attachment B

	FY22 Original Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Rev Budget vs. Original Inc (Dec)	
			Dollars (\$)	Percent %
Revenue:				
Tuition (Gross)	-	-	-	NA
Part Time Tuition (Gross)	-	-	-	NA
General University Fee (PT students)	-	-	-	NA
University General Fee (excluding Accident Ins.)	-	-	-	NA
University Fee (DS)	-	-	-	NA
Extension Fee (Gross)	-	-	-	NA
All Other Student Fees	-	-	-	NA
Accident Insurance	-	-	-	NA
State Appropriations	4,999,102	4,883,133	(115,969)	-2.30%
Additl State Appropriation (Dev Education and IMRP)	-	-	-	NA
Fringe Benefits Paid By State	3,483,108	3,324,026	(159,082)	-4.60%
Housing	-	-	-	NA
Food Service	-	-	-	NA
All Other Revenue	-	-	-	NA
Less: Contra Revenue	-	-	-	NA
Total Revenue	8,482,210	8,207,159	(275,051)	-3.20%
Expenditures:				
Personnel Services:				
Total Full Time	4,771,818	4,771,818	-	0.00%
Part Time:				
Lecturers (PTLs)	-	-	-	NA
Lecturers (NCLs)	-	-	-	NA
Perm/Intermit PT	-	-	-	NA
University Assistants	-	-	-	NA
Graduate Assistants	-	-	-	NA
Student Labor	-	-	-	NA
Other Part Time	-	-	-	NA
Total Part Time	-	-	-	NA
Overtime	-	-	-	NA
All Other Personnel Services	67,284	67,284	-	0.00%
Subtotal Personnel Services	4,839,102	4,839,102	-	0.00%
Fringe Benefits	3,483,108	3,324,026	(159,082)	-4.60%
Worker's Comp. Recovery	-	-	-	NA
Total P.S. & Fringe Benefits	8,322,210	8,163,128	(159,082)	-1.90%
Other Expenses:				
Inst. Financial Aid/Match	-	-	-	NA
Waivers	-	-	-	NA
Utilities	-	-	-	NA
All Other Expenses	4,336,404	4,336,404	-	0.00%
Total Other Expenses	4,336,404	4,336,404	-	0.00%
Total Expenditures	12,658,614	12,499,532	(159,082)	-1.30%
Addition to (Use of) Funds Before Transfers	(4,176,404)	(4,292,373)	(115,969)	2.80%
Transfers and Additional Commitments				
Transfer to SO - GF OF swap	4,176,404	4,176,404	-	0.00%
Other Transfers to Univ	-	-	-	NA
Total Transfers and Commitments	4,176,404	4,176,404	-	0.00%
Net Change	-	(115,969)	(115,969)	#DIV/0!

Connecticut Community Colleges

Expenditure Plan General & Operating Funds

FY22 Revised Budget vs. Original

Attachment C

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	109,594,097	96,297,182	(13,296,915)	-12%
Fees	54,308,760	48,173,077	(6,135,683)	-11%
State Appropriations	148,863,171	148,063,168	(800,003)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	8,523,582	8,558,667	35,085	0%
GF Fringe Benefits Paid by State	136,820,225	136,157,463	(662,762)	-1%
OF Fringe Benefits Paid by State	16,200,000	37,532,961	21,332,961	132%
Private Gifts, Grants and Contracts	111,500	111,500	-	NA
Sales of Educational Activities	569,049	629,049	60,000	11%
All Other Revenue	2,942,359	2,675,937	(266,422)	-9%
Less Contra Revenue	(18,707,736)	(1,989,006)	16,718,730	-89%
Total Revenue	459,225,007	476,209,998	16,984,991	4%
Expenditures:				
Personnel Services:				
Full Time (601000)	176,112,133	173,356,984	(2,755,149)	-2%
Continuing Part Time (601100)	932,834	876,888	(55,946)	-6%
Temporary Part Time (601200, 02, 03, 04, 601303)	10,048,861	10,107,223	58,362	1%
Clinical EA (601201)	6,329,846	6,318,012	(11,834)	0%
Contractual PTL (601302)	41,924,088	40,144,959	(1,779,129)	-4%
Contractual NCL (601300)	3,760,427	3,763,398	2,971	0%
Contractual ECL (601301)	7,690,746	7,406,002	(284,743)	-4%
Student Labor (601400, 01, 02, 601406)	1,663,437	1,636,958	(26,479)	-2%
Overtime (601501, 601502)	980,950	970,950	(10,000)	-1%
All Other Personnel Services	5,869,724	6,599,699	729,975	12%
Subtotal Personnel Services	255,313,047	251,181,073	(4,131,974)	-2%
Shared Services Personnel Services	(0)	(0)	-	NA
Total Personnel Services	255,313,047	251,181,073	(4,131,974)	-2%
Fringe Benefits	187,869,154	185,278,446	(2,590,708)	-1%
Shared Services Personnel Fringe Benefits	(0)	(0)	-	NA
Total P.S. & Fringe Benefits	443,182,200	436,459,519	(6,722,682)	-2%
Other Expenses:				
Inst. Financial Aid/Match	15,163,949	13,917,104	(1,246,845)	-8%
Waivers	3,530,404	3,162,074	(368,331)	-10%
Utilities	9,553,559	9,467,049	(86,510)	-1%
All Other Expenses	62,840,133	64,874,907	2,034,774	3%
Total Other Expenses	91,088,046	91,421,134	333,089	0%
Total Expenditures	534,270,246	527,880,653	(6,389,593)	-1%
Addition to (Use of) Funds Before Transfers	(75,045,239)	(51,670,655)	23,374,584	-31%
Transfers, Additional Funds and Commitments				
Transfer in	27,681,533	27,867,534	186,001	1%
Transfer out	(27,051,974)	(27,051,974)	-	NA
HEERF Institutional	48,888,855	49,704,712	815,856	2%
Total Transfers, Additional Funds and Commitments	49,518,414	50,520,272	1,001,857	2%
Target savings (PS, FB and OE) (2)	5,000,000	-	(5,000,000)	-100%
Net Change Subtotal	(20,526,825)	(1,150,383)	19,376,442	-94%
Additional State Appropriations per 5/17 Committee ARP Allocations (3)				
State Appropriation	700,000	-	(700,000)	-100%
FB paid by State for SERS UAL CC	21,332,962	-	(21,332,962)	-100%
Higher Education - C SCU	4,866,345	4,866,345	-	NA
Net Change	6,372,482	3,715,962	(2,656,520)	-42%

Note:

(1) Additional State Appropriations based on the Committee recommendations will be distributed to all Institutions after the funds are allotted on CoreCT.

Account Name	CSCC Consolidated	CSCC	Shared Services	System Office	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck	Norwalk	Northwestern	Quinebaug	Three Rivers	Tunxis
Revenue:																
Tuition (Gross)	96,297,182	-	-	-	3,178,670	6,338,710	14,732,407	9,017,300	11,700,676	4,733,241	12,576,056	11,303,636	3,082,039	2,823,424	7,884,668	8,926,355
Fees	48,173,077	-	-	-	3,076,549	3,440,819	6,808,402	3,563,500	5,191,088	2,638,291	5,833,950	5,234,647	1,149,334	1,358,170	4,599,545	5,278,782
State Appropriations	148,063,168	5,534,289	-	3,394,119	7,326,811	10,771,823	17,910,578	13,992,951	14,617,235	7,965,972	18,144,527	13,556,557	6,652,548	6,354,205	10,714,293	11,127,260
Addtl State Appropriation (Dev Edu and Outcom	8,558,667	1,196,017	-	-	228,697	500,065	1,050,232	729,480	1,003,725	397,463	969,445	860,370	185,307	245,957	604,584	587,325
GF Fringe Benefits Paid by State	136,157,463	3,677,708	-	2,365,587	7,150,460	10,081,554	16,691,677	12,375,187	14,605,480	7,151,438	17,170,727	12,960,258	5,519,591	5,753,152	9,997,257	10,657,387
OF Fringe Benefits Paid by State	37,532,961	-	-	-	873,537	3,559,251	5,215,167	3,837,431	5,648,070	1,692,004	6,032,525	3,274,976	943,259	883,351	2,562,092	3,011,298
Private Gifts, Grants and Contracts	111,500	-	-	-	-	-	-	-	-	-	-	-	111,000	-	-	500
Sales of Educational Activities	629,049	-	-	-	15,000	15,000	11,000	135,000	5,000	7,000	161,049	155,000	-	-	-	125,000
All Other Revenue	2,675,937	-	-	-	110,623	79,700	661,189	265,000	137,730	239,756	(76,941)	254,109	25,810	115,262	648,725	214,974
Less Contra Revenue	(1,989,006)	-	-	-	(65,217)	(175,000)	(103,036)	(225,000)	(250,000)	(82,198)	(332,577)	(284,000)	(40,047)	(62,091)	(169,840)	(200,000)
Total Revenue	476,209,998	10,408,014	-	5,759,706	21,895,130	34,611,922	62,977,616	43,690,849	52,659,004	24,742,967	60,478,761	47,315,553	17,628,841	17,471,430	36,841,324	39,728,881
Expenditures:																
Personnel Services:																
Full Time (601000)	173,356,984	5,590,356	27,777,845	3,428,505	6,629,872	11,457,681	17,390,439	13,196,089	15,733,097	7,451,959	17,905,884	15,060,124	5,383,907	5,308,101	9,910,289	11,132,837
Continuing Part Time (601100)	876,888	-	-	-	40,536	-	89,567	61,116	12,790	75,893	114,335	170,794	-	181,721	-	130,136
Temporary Part Time (601200, 02, 03, 04, 60130	10,107,223	-	-	-	857,780	984,693	1,483,909	620,548	1,115,265	650,756	1,831,570	650,437	169,884	386,318	798,150	557,914
Clinical EA (601201)	6,318,012	-	-	-	1,683,976	1,206,408	-	-	106,285	-	1,299,760	840,000	270,827	-	559,612	351,144
Contractual PTL (601302)	40,144,959	-	-	-	1,294,166	2,090,484	7,176,163	3,710,955	4,900,000	2,114,361	4,919,799	3,806,106	1,303,935	1,594,081	3,827,690	3,407,219
Contractual NCL (601300)	3,763,398	-	-	-	299,942	338,795	428,779	301,798	250,000	214,725	320,000	539,244	30,000	143,511	387,459	509,145
Contractual ECL (601301)	7,406,002	-	-	-	402,345	580,001	958,386	496,522	954,646	794,195	775,610	773,718	115,297	152,988	636,273	766,021
Student Labor (601400, 01, 02, 601406)	1,636,958	-	-	-	80,060	82,190	232,720	228,000	100,000	190,356	73,096	332,000	11,444	14,885	190,000	102,207
Overtime (601501, 601502)	970,950	-	-	-	10,250	50,000	230,000	210,000	90,000	25,000	200,000	80,000	20,000	37,500	-	18,200
All Other Personnel Services	6,599,699	-	-	-	126,684	452,737	675,902	870,000	898,965	494,931	388,966	1,177,305	388,892	337,684	533,249	254,384
Subtotal Personnel Services	251,181,073	5,590,356	27,777,845	3,428,505	9,741,635	17,720,557	29,872,273	19,695,028	24,161,048	12,012,176	27,829,020	23,429,728	7,694,186	8,156,789	16,842,721	17,229,207
Shared Services Personnel Services	-	-	(27,777,844)	-	1,038,516	2,154,644	3,439,734	3,423,311	2,706,302	1,890,940	3,776,523	2,664,359	1,171,070	1,082,601	2,202,140	2,227,704
Total Personnel Services	251,181,073	5,590,356	0	3,428,505	10,780,152	19,875,200	33,312,007	23,118,339	26,867,350	13,903,116	31,605,543	26,094,087	8,865,256	9,239,390	19,044,861	19,456,911
Fringe Benefits	185,278,446	3,576,009	23,090,583	2,365,587	7,483,489	12,997,832	21,806,759	14,756,741	18,949,511	7,588,008	22,166,286	14,479,931	5,921,372	6,199,160	11,143,989	12,753,189
Shared Services Personnel Fringe Benefits	(0)	-	(23,090,583)	-	865,003	1,796,823	2,836,628	2,887,768	2,234,981	1,586,314	3,130,481	2,197,689	987,027	902,859	1,824,328	1,840,683
Total P.S. & Fringe Benefits	436,459,519	9,166,365	(0)	5,794,092	19,128,644	34,669,856	57,955,394	40,762,848	48,051,842	23,077,438	56,902,310	42,771,707	15,773,655	16,341,409	32,013,178	34,050,783
Other Expenses:																
Inst. Financial Aid/Match	13,917,104	-	-	-	449,909	850,000	2,315,429	1,236,345	1,685,365	822,069	1,791,541	1,571,302	238,947	414,697	1,257,297	1,284,203
Waivers	3,162,074	-	-	-	126,568	170,000	216,312	550,000	214,910	200,000	578,992	544,291	236,219	51,782	108,000	165,000
Utilities	9,467,049	-	-	-	344,754	767,458	918,000	1,174,500	978,489	374,500	1,228,070	1,235,000	494,278	262,500	855,000	834,500
All Other Expenses	64,874,907	5,053,067	22,700,605	494,320	1,655,947	2,499,109	7,695,207	5,080,173	2,272,816	2,288,269	2,718,199	4,518,641	738,347	1,305,813	3,006,506	2,847,888
Total Other Expenses	91,421,134	5,053,067	22,700,605	494,320	2,577,178	4,286,567	11,144,948	8,041,018	5,151,580	3,684,838	6,316,802	7,869,234	1,707,791	2,034,792	5,226,803	5,131,591
Total Expenditures	527,880,653	14,219,432	22,700,605	6,288,412	21,705,822	38,956,423	69,100,342	48,803,866	53,203,422	26,762,276	63,219,112	50,640,941	17,481,446	18,376,201	37,239,981	39,182,374
Addition to (Use of) Funds Before Transfers	(51,670,655)	(3,811,418)	(22,700,605)	(528,706)	189,308	(4,344,501)	(6,122,726)	(5,113,017)	(544,418)	(2,019,309)	(2,740,351)	(3,325,388)	147,395	(904,771)	(398,657)	546,507
Transfers, Additional Funds and Commitments																
Transfer in	27,867,534	3,857,050	22,700,605	494,320	-	-	164,906	-	362,255	14,106	-	-	15,500	91,792	-	167,000
Transfer out	(27,051,974)	-	-	-	(1,038,376)	(1,707,612)	(3,859,082)	(2,780,997)	(3,362,130)	(1,465,159)	(3,615,185)	(3,188,126)	(726,271)	(809,712)	(2,243,387)	(2,255,937)
HEERF Institutional	49,704,712	-	-	-	849,068	5,158,424	9,816,902	7,894,014	3,544,293	3,202,422	6,355,536	6,513,514	563,376	1,622,691	2,642,044	1,542,430
Total Transfers, Additional Funds and Commitments	50,520,272	3,857,050	22,700,605	494,320	(189,308)	3,450,812	6,122,726	5,113,017	544,418	1,751,369	2,740,351	3,325,388	(147,395)	904,771	398,657	(546,507)
Net Change Subtotal	(1,150,383)	45,632	0	(34,386)	-	(893,689)	-	-	-	(267,940)	-	-	-	-	-	0
Additional State Appropriations per 5/17 Committee ARP Allocations																
Higher Education - CSKU		4,866,345														
Net Change	3,715,962															

All Colleges Consolidated

Account Name	CSCC Consolidated	CSCC	Shared Services	System Office	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck	Norwalk	Northwestern	Quinebaug	Three Rivers	Tunxis
Revenue:																
Tuition (Gross)	109,594,097	-	-	-	3,851,782	7,201,821	15,853,236	10,836,000	13,035,965	5,761,818	14,520,945	13,339,825	3,404,798	3,381,080	8,771,142	9,635,685
Fees	54,308,760	-	-	-	3,689,834	4,332,086	7,835,962	3,958,000	6,136,606	3,084,000	6,420,189	5,974,878	1,296,543	1,834,023	4,857,973	4,888,667
State Appropriations	148,863,171	5,590,356	-	3,428,505	7,401,889	10,435,552	18,515,066	13,495,057	15,424,363	7,622,294	18,170,465	14,220,712	6,275,839	6,146,464	10,866,230	11,270,379
Addtl State Appropriation (Dev Edu and Outcom	8,523,582	1,196,017	-	-	227,606	497,682	1,045,228	726,004	998,942	395,569	964,826	856,270	184,424	244,785	601,703	584,526
GF Fringe Benefits Paid by State	136,820,225	3,677,708	-	2,365,587	7,098,635	10,213,253	16,805,599	12,455,279	14,786,295	7,135,546	17,510,582	13,014,037	5,337,378	5,655,510	10,009,557	10,755,259
OF Fringe Benefits Paid by State	16,200,000	-	-	-	243,068	1,346,199	2,047,099	1,613,450	2,738,719	884,761	2,534,584	1,575,691	357,096	271,496	1,308,121	1,279,716
Private Gifts, Grants and Contracts	111,500	-	-	-	-	-	-	-	-	-	-	-	111,000	-	-	500
Sales of Educational Activities	569,049	-	-	-	15,000	30,000	11,000	135,000	5,000	7,000	111,049	155,000	-	-	-	100,000
All Other Revenue	2,942,359	-	-	-	131,252	111,700	661,189	265,000	191,971	201,835	(70,500)	262,609	25,810	458,161	520,000	183,332
Less Contra Revenue	(18,707,736)	-	-	-	(922,857)	(3,248,483)	(2,551,347)	(1,706,362)	(2,208,171)	(798,453)	(2,025,372)	(1,213,387)	(289,788)	(1,109,540)	(979,131)	(1,654,845)
Total Revenue	459,225,007	10,464,081	-	5,794,092	21,736,209	30,919,810	60,223,032	41,777,428	51,109,690	24,294,370	58,136,768	48,185,635	16,703,099	16,881,979	35,955,595	37,043,219
Expenditures:																
Personnel Services:																
Full Time (601000)	176,112,133	5,590,356	27,777,845	3,428,505	6,862,172	12,164,683	17,417,491	13,449,527	15,760,175	7,696,067	18,116,078	15,403,951	5,396,940	5,809,489	9,841,959	11,396,897
Continuing Part Time (601100)	932,834	-	-	-	-	-	89,567	99,118	13,000	75,893	129,349	173,815	-	221,956	-	130,136
Temporary Part Time (601200, 02, 03, 04, 60130	10,048,861	-	-	-	807,421	1,006,718	1,483,909	620,548	1,189,367	650,756	1,831,570	650,437	169,884	397,419	798,150	442,683
Clinical EA (601201)	6,329,846	-	-	-	-	1,695,810	1,206,408	-	106,285	-	1,299,760	840,000	270,827	-	559,612	351,144
Contractual PTL (601302)	41,924,088	-	-	-	1,541,505	2,188,941	7,147,102	3,710,955	5,200,000	2,313,843	5,172,799	4,233,672	1,382,715	1,391,903	3,969,445	3,671,208
Contractual NCL (601300)	3,760,427	-	-	-	299,942	338,795	428,779	301,798	200,000	214,725	320,000	575,674	40,599	143,511	387,459	509,145
Contractual ECL (601301)	7,690,746	-	-	-	520,110	639,721	1,212,052	451,596	1,150,000	448,149	775,610	880,142	138,503	112,911	636,273	725,678
Student Labor (601400, 01, 02, 601406)	1,663,437	-	-	-	80,060	88,536	237,853	228,000	100,000	190,356	73,096	332,000	11,444	14,885	205,000	102,207
Overtime (601501, 601502)	980,950	-	-	-	10,250	50,000	230,000	210,000	90,000	25,000	200,000	80,000	20,000	37,500	10,000	18,200
All Other Personnel Services	5,869,724	-	-	-	96,785	452,737	422,200	870,000	898,965	222,829	388,966	1,077,305	388,892	179,236	638,494	233,315
Subtotal Personnel Services	255,313,047	5,590,356	27,777,845	3,428,505	10,218,246	18,625,941	29,875,361	19,941,542	24,707,792	11,837,617	28,307,228	24,246,996	7,819,804	8,308,810	17,046,391	17,580,613
Shared Services Personnel Services	-	-	(27,777,844)	-	1,038,516	2,154,644	3,439,734	3,423,311	2,706,302	1,890,940	3,776,523	2,664,359	1,171,070	1,082,601	2,202,140	2,227,704
Total Personnel Services	255,313,047	5,590,356	0	3,428,505	11,256,763	20,780,585	33,315,095	23,364,853	27,414,094	13,728,557	32,083,751	26,911,355	8,990,874	9,391,411	19,248,531	19,808,317
Fringe Benefits	187,869,154	3,576,009	23,090,583	2,365,587	7,860,744	13,676,112	21,510,260	14,756,741	19,379,557	7,566,199	22,585,917	14,902,107	6,066,604	6,361,334	11,221,453	12,949,947
Shared Services Personnel Fringe Benefits	(0)	-	(23,090,583)	-	865,003	1,796,823	2,836,628	2,887,768	2,234,981	1,586,314	3,130,481	2,197,689	987,027	902,859	1,824,328	1,840,683
Total P.S. & Fringe Benefits	443,182,200	9,166,365	(0)	5,794,092	19,982,509	36,253,520	57,661,983	41,009,362	49,028,632	22,881,070	57,800,149	44,011,151	16,044,505	16,655,604	32,294,312	34,598,947
Other Expenses:																
Inst. Financial Aid/Match	15,163,949	-	-	-	511,501	900,000	2,315,429	1,509,150	1,885,658	822,069	2,041,868	1,876,730	238,947	414,697	1,257,297	1,390,603
Waivers	3,530,404	-	-	-	149,898	170,000	216,312	775,000	214,910	200,000	578,992	544,291	256,219	51,782	208,000	165,000
Utilities	9,553,559	-	-	-	344,753	767,458	918,000	1,264,500	975,000	374,500	1,228,070	1,235,000	494,278	262,500	855,000	834,500
All Other Expenses	62,840,133	5,053,067	22,700,605	494,320	1,555,247	2,311,009	7,123,581	5,155,000	2,130,816	2,263,516	2,353,399	4,349,175	652,847	1,178,056	2,788,980	2,730,515
Total Other Expenses	91,088,046	5,053,067	22,700,605	494,320	2,561,399	4,148,467	10,573,322	8,703,650	5,206,384	3,660,085	6,202,329	8,005,196	1,642,291	1,907,035	5,109,277	5,120,618
Total Expenditures	534,270,246	14,219,432	22,700,605	6,288,412	22,543,908	40,401,988	68,235,305	49,713,012	54,235,016	26,541,155	64,002,478	52,016,347	17,686,796	18,562,639	37,403,589	39,719,565
Addition to (Use of) Funds Before Transfers	(75,045,239)	(3,755,351)	(22,700,605)	(494,320)	(807,700)	(9,482,178)	(8,012,273)	(7,935,584)	(3,125,326)	(2,246,785)	(5,865,710)	(3,830,712)	(983,697)	(1,680,660)	(1,447,994)	(2,676,346)
Transfers, Additional Funds and Commitments																
Transfer in	27,681,533	3,857,050	22,700,605	494,320	-	-	-	-	462,558	-	-	-	-	-	-	167,000
Transfer out	(27,051,974)	-	-	-	(1,038,376)	(1,707,612)	(3,859,082)	(2,780,997)	(3,362,130)	(1,465,159)	(3,615,185)	(3,188,126)	(726,271)	(809,712)	(2,243,387)	(2,255,937)
HEERF Institutional	48,888,855	-	-	-	1,926,540	6,039,131	6,160,272	4,755,494	7,536,041	2,350,178	6,183,182	4,791,991	552,770	1,259,760	2,539,134	4,794,361
Total Transfers, Additional Funds and Commitm	49,518,414	3,857,050	22,700,605	494,320	888,164	4,331,519	2,301,190	1,974,497	4,636,469	885,019	2,567,997	1,603,865	(173,501)	450,048	295,747	2,705,424
Net Change Subtotal	(25,526,825)	101,699	0	-	80,464	(5,150,659)	(5,711,082)	(5,961,087)	1,511,144	(1,361,766)	(3,297,713)	(2,226,847)	(1,157,198)	(1,230,612)	(1,152,247)	29,078
Target savings (PS, FB and OE)	5,000,000	132,987	689,785	58,812	193,039	340,903	579,470	405,916	463,600	215,705	532,917	441,010	145,232	155,038	312,159	333,427
Net Change Subtotal	(20,526,825)	234,686	689,785	58,812	273,503	(4,809,756)	(5,131,612)	(5,555,171)	1,974,744	(1,146,061)	(2,764,796)	(1,785,837)	(1,011,966)	(1,075,574)	(840,088)	362,505
Additional State Appropriations per 5/17 Committee ARP Allocations																
State Appropriation	700,000															
FB paid by State for SERS UAL CC	21,332,962															
Higher Education - CSCU	4,866,345															
Net Change	6,372,482															

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: CSCC

Account Name	FY22 Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Rev Budget vs. Original Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)			-	NA
Fees			-	NA
State Appropriations	5,590,356	5,534,289	(56,067)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	1,196,017	1,196,017	-	0%
GF Fringe Benefits Paid by State	3,677,708	3,677,708	-	0%
OF Fringe Benefits Paid by State			-	NA
Private Gifts, Grants and Contracts			-	NA
Sales of Educational Activities			-	NA
All Other Revenue			-	NA
Less Contra Revenue			-	NA
Total Revenue	10,464,081	10,408,014	(56,067)	-1%
Expenditures:				
Personnel Services:				
Full Time (601000)	5,590,356	5,590,356	-	0%
Continuing Part Time (601100)	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	-	-	-	NA
Clinical EA (601201)	-	-	-	NA
Contractual PTL (601302)	-	-	-	NA
Contractual NCL (601300)	-	-	-	NA
Contractual ECL (601301)	-	-	-	NA
Student Labor (601400, 01, 02, 601406)	-	-	-	NA
Overtime (601501, 601502)	-	-	-	NA
All Other Personnel Services	-	-	-	NA
Subtotal Personnel Services	5,590,356	5,590,356	-	0%
Shared Services Personnel Services				
Total Personnel Services	5,590,356	5,590,356	-	0%
Fringe Benefits	3,576,009	3,576,009	-	0%
Shared Services Personnel Fringe Benefits				
Total P.S. & Fringe Benefits	9,166,365	9,166,365	-	0%
Other Expenses:				
Inst. Financial Aid/Match			-	NA
Waivers			-	NA
Utilities			-	NA
All Other Expenses	5,053,067	5,053,067	-	0%
Total Other Expenses	5,053,067	5,053,067	-	0%
Total Expenditures	14,219,432	14,219,432	-	0%
Addition to (Use of) Funds Before Transfers	(3,755,351)	(3,811,418)	(56,067)	2%
Transfers, Additional Funds and Commitments				
Transfer in	3,857,050	3,857,050	-	0%
Transfer out			-	NA
HEERF Institutional			-	NA
Total Transfers, Additional Funds and Commitments	3,857,050	3,857,050	-	0%
Net Change Subtotal	101,699	45,632	(56,067)	-55%
Target savings (PS, FB and OE)	132,987	-	(132,987)	-100%
Net Change	234,686	45,632	(189,054)	-81%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: SS

Account Name	FY22 Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Rev Budget vs. Original Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)			-	NA
Fees			-	NA
State Appropriations	-	-	-	NA
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	NA
GF Fringe Benefits Paid by State	-	-	-	NA
OF Fringe Benefits Paid by State	-	-	-	NA
Private Gifts, Grants and Contracts			-	NA
Sales of Educational Activities			-	NA
All Other Revenue			-	NA
Less Contra Revenue			-	NA
Total Revenue	-	-	-	NA
Expenditures:				
Personnel Services:				
Full Time (601000)	27,777,845	27,777,845	-	0%
Continuing Part Time (601100)			-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)			-	NA
Clinical EA (601201)			-	NA
Contractual PTL (601302)			-	NA
Contractual NCL (601300)			-	NA
Contractual ECL (601301)			-	NA
Student Labor (601400, 01, 02, 601406)			-	NA
Overtime (601501, 601502)			-	NA
All Other Personnel Services			-	NA
Subtotal Personnel Services	27,777,845	27,777,845	-	0%
Shared Services Personnel Services	(27,777,844)	(27,777,844)		
Total Personnel Services	0	0	-	0%
Fringe Benefits	23,090,583	23,090,583	-	0%
Shared Services Personnel Fringe Benefits	(23,090,583)	(23,090,583)		
Total P.S. & Fringe Benefits	(0)	(0)	-	0%
Other Expenses:				
Inst. Financial Aid/Match			-	NA
Waivers			-	NA
Utilities			-	NA
All Other Expenses	22,700,605	22,700,605	-	0%
Total Other Expenses	22,700,605	22,700,605	-	0%
Total Expenditures	22,700,605	22,700,605	-	0%
Addition to (Use of) Funds Before Transfers	(22,700,605)	(22,700,605)	-	0%
Transfers, Additional Funds and Commitments				
Transfer in	22,700,605	22,700,605	-	0%
Transfer out	-	-	-	NA
HEERF Institutional	-	-	-	NA
Total Transfers, Additional Funds and Commitments	22,700,605	22,700,605	-	0%
Net Change Subtotal	0	0	-	0%
Target savings (PS, FB and OE)	689,785	-	(689,785)	-100%
Net Change	689,785	0	(689,785)	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: SO

Account Name	FY22 Budget Dollars (\$)	FY22 Rev Budget Dollars (\$)	FY22 Rev Budget vs. Original Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)			-	NA
Fees			-	NA
State Appropriations	3,428,505	3,394,119	(34,386)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	-	-	-	NA
GF Fringe Benefits Paid by State	2,365,587	2,365,587	-	0%
OF Fringe Benefits Paid by State			-	NA
Private Gifts, Grants and Contracts			-	NA
Sales of Educational Activities			-	NA
All Other Revenue			-	NA
Less Contra Revenue			-	NA
Total Revenue	5,794,092	5,759,706	(34,386)	-1%
Expenditures:				
Personnel Services:				
Full Time (601000)	3,428,505	3,428,505	-	0%
Continuing Part Time (601100)			-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)			-	NA
Clinical EA (601201)			-	NA
Contractual PTL (601302)			-	NA
Contractual NCL (601300)			-	NA
Contractual ECL (601301)			-	NA
Student Labor (601400, 01, 02, 601406)			-	NA
Overtime (601501, 601502)			-	NA
All Other Personnel Services			-	NA
Subtotal Personnel Services	3,428,505	3,428,505	-	0%
Shared Services Personnel Services				
Total Personnel Services	3,428,505	3,428,505	-	0%
Fringe Benefits	2,365,587	2,365,587	-	0%
Shared Services Personnel Fringe Benefits				
Total P.S. & Fringe Benefits	5,794,092	5,794,092	-	0%
Other Expenses:				
Inst. Financial Aid/Match			-	NA
Waivers			-	NA
Utilities			-	NA
All Other Expenses	494,320	494,320	-	0%
Total Other Expenses	494,320	494,320	-	0%
Total Expenditures	6,288,412	6,288,412	-	0%
Addition to (Use of) Funds Before Transfers	(494,320)	(528,706)	(34,386)	7%
Transfers, Additional Funds and Commitments				
Transfer in	494,320	494,320	-	0%
Transfer out			-	NA
HEERF Institutional			-	NA
Total Transfers, Additional Funds and Commitments	494,320	494,320	-	0%
Net Change Subtotal	-	(34,386)	(34,386)	NA
Target savings (PS, FB and OE)	58,812	-	(58,812)	-100%
Use of Unrestricted Reserves for PACT	-	-		
Net Change	58,812	(34,386)	(89,688)	-60%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Asnuntuck CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget		FY22 Rev Budget	
	Dollars (\$)	Dollars (\$)	Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	3,851,782	3,178,670	(673,112)	-18%
Fees	3,689,834	3,076,549	(613,285)	-17%
State Appropriations	7,401,889	7,326,811	(75,078)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	227,606	228,697	1,091	1%
GF Fringe Benefits Paid by State	7,098,635	7,150,460	51,825	1%
OF Fringe Benefits Paid by State	243,068	873,537	630,469	259%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	15,000	15,000	-	0%
All Other Revenue	131,252	110,623	(20,629)	-16%
Less Contra Revenue	(922,857)	(65,217)	857,640	-93%
Total Revenue	21,736,209	21,895,130	158,921	1%
Expenditures:				
Personnel Services:				
Full Time (601000)	6,862,172	6,629,872	(232,301)	-3%
Continuing Part Time (601100)	-	40,536	40,536	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	807,421	857,780	50,359	6%
Clinical EA (601201)	-	-	-	NA
Contractual PTL (601302)	1,541,505	1,294,166	(247,339)	-16%
Contractual NCL (601300)	299,942	299,942	(0)	0%
Contractual ECL (601301)	520,110	402,345	(117,765)	-23%
Student Labor (601400, 01, 02, 601406)	80,060	80,060	-	0%
Overtime (601501, 601502)	10,250	10,250	-	0%
All Other Personnel Services	96,785	126,684	29,899	31%
Subtotal Personnel Services	10,218,246	9,741,635	(476,611)	-5%
Shared Services Personnel Services	1,038,516	1,038,516	-	0%
Total Personnel Services	11,256,763	10,780,152	(476,611)	-4%
Fringe Benefits	7,860,744	7,483,489	(377,255)	-5%
Shared Services Personnel Fringe Benefits	865,003	865,003	-	0%
Total P.S. & Fringe Benefits	19,982,509	19,128,644	(853,866)	-4%
Other Expenses:				
Inst. Financial Aid/Match	511,501	449,909	(61,592)	-12%
Waivers	149,898	126,568	(23,330)	-16%
Utilities	344,753	344,754	1	0%
All Other Expenses	1,555,247	1,655,947	100,700	7%
Total Other Expenses	2,561,399	2,577,178	15,779	1%
Total Expenditures	22,543,908	21,705,822	(838,087)	-4%
Addition to (Use of) Funds Before Transfers	(807,700)	189,308	997,008	-123%
Transfers, Additional Funds and Commitments				
Transfer in	-	-	-	NA
Transfer out	(1,038,376)	(1,038,376)	-	0%
HEERF Institutional	1,926,540	849,068	(1,077,472)	-56%
Total Transfers, Additional Funds and Commitments	888,164	(189,308)	(1,077,472)	-121%
Net Change Subtotal	80,464	-	(80,464)	-100%
Target savings (PS, FB and OE)	193,039	-	(193,039)	-100%
Net Change	273,503	-	(273,503)	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Capital CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	7,201,821	6,338,710	(863,111)	-12%
Fees	4,332,086	3,440,819	(891,267)	-21%
State Appropriations	10,435,552	10,771,823	336,271	3%
Addtl State Appropriation (Dev Edu and Outcomes)	497,682	500,065	2,383	1%
GF Fringe Benefits Paid by State	10,213,253	10,081,554	(131,699)	-1%
OF Fringe Benefits Paid by State	1,346,199	3,559,251	2,213,052	164%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	30,000	15,000	(15,000)	-50%
All Other Revenue	111,700	79,700	(32,000)	-29%
Less Contra Revenue	(3,248,483)	(175,000)	3,073,483	-95%
Total Revenue	30,919,810	34,611,922	3,692,112	12%
Expenditures:				
Personnel Services:				
Full Time (601000)	12,164,683	11,457,681	(707,002)	-6%
Continuing Part Time (601100)	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	1,006,718	984,693	(22,026)	-2%
Clinical EA (601201)	1,695,810	1,683,976	(11,834)	-1%
Contractual PTL (601302)	2,188,941	2,090,484	(98,457)	-5%
Contractual NCL (601300)	338,795	338,795	-	0%
Contractual ECL (601301)	639,721	580,001	(59,720)	-9%
Student Labor (601400, 01, 02, 601406)	88,536	82,190	(6,346)	-7%
Overtime (601501, 601502)	50,000	50,000	-	0%
All Other Personnel Services	452,737	452,737	-	0%
Subtotal Personnel Services	18,625,941	17,720,557	(905,385)	-5%
Shared Services Personnel Services	2,154,644	2,154,644	-	0%
Total Personnel Services	20,780,585	19,875,200	(905,385)	-4%
Fringe Benefits	13,676,112	12,997,832	(678,280)	-5%
Shared Services Personnel Fringe Benefits	1,796,823	1,796,823	-	0%
Total P.S. & Fringe Benefits	36,253,520	34,669,856	(1,583,665)	-4%
Other Expenses:				
Inst. Financial Aid/Match	900,000	850,000	(50,000)	-6%
Waivers	170,000	170,000	-	0%
Utilities	767,458	767,458	-	0%
All Other Expenses	2,311,009	2,499,109	188,100	8%
Total Other Expenses	4,148,467	4,286,567	138,100	3%
Total Expenditures	40,401,988	38,956,423	(1,445,565)	-4%
Addition to (Use of) Funds Before Transfers	(9,482,178)	(4,344,501)	5,137,676	-54%
Transfers, Additional Funds and Commitments				
Transfer in	-	-	-	NA
Transfer out	(1,707,612)	(1,707,612)	-	0%
HEERF Institutional	6,039,131	5,158,424	(880,707)	-15%
Total Transfers, Additional Funds and Commitments	4,331,519	3,450,812	(880,707)	-20%
Net Change Subtotal	(5,150,659)	(893,689)	4,256,969	-83%
Target savings (PS, FB and OE)	340,903	-	(340,903)	-100%
Net Change	(4,809,756)	(893,689)	3,916,066	-81%

(893,689.36)

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Gateway CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	15,853,236	14,732,407	(1,120,829)	-7%
Fees	7,835,962	6,808,402	(1,027,560)	-13%
State Appropriations	18,515,066	17,910,578	(604,488)	-3%
Addtl State Appropriation (Dev Edu and Outcomes)	1,045,228	1,050,232	5,004	1%
GF Fringe Benefits Paid by State	16,805,599	16,691,677	(113,922)	-1%
OF Fringe Benefits Paid by State	2,047,099	5,215,167	3,168,068	155%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	11,000	11,000	-	0%
All Other Revenue	661,189	661,189	-	0%
Less Contra Revenue	(2,551,347)	(103,036)	2,448,311	-96%
Total Revenue	60,223,032	62,977,616	2,754,584	5%
Expenditures:				
Personnel Services:				
Full Time (601100)	17,417,491	17,390,439	(27,052)	0%
Continuing Part Time (601100)	89,567	89,567	-	0%
Temporary Part Time (601200, 02, 03, 04, 601303)	1,483,909	1,483,909	-	0%
Clinical EA (601201)	1,206,408	1,206,408	-	0%
Contractual PTL (601302)	7,147,102	7,176,163	29,061	0%
Contractual NCL (601300)	428,779	428,779	-	0%
Contractual ECL (601301)	1,212,052	958,386	(253,666)	-21%
Student Labor (601400, 01, 02, 601406)	237,853	232,720	(5,133)	-2%
Overtime (601501, 601502)	230,000	230,000	-	0%
All Other Personnel Services	422,200	675,902	253,702	60%
Subtotal Personnel Services	29,875,361	29,872,273	(3,088)	0%
Shared Services Personnel Services	3,439,734	3,439,734	-	0%
Total Personnel Services	33,315,095	33,312,007	(3,088)	0%
Fringe Benefits	21,510,260	21,806,759	296,499	1%
Shared Services Personnel Fringe Benefits	2,836,628	2,836,628	-	0%
Total P.S. & Fringe Benefits	57,661,983	57,955,394	293,411	1%
Other Expenses:				
Inst. Financial Aid/Match	2,315,429	2,315,429	-	0%
Waivers	216,312	216,312	-	0%
Utilities	918,000	918,000	-	0%
All Other Expenses	7,123,581	7,695,207	571,626	8%
Total Other Expenses	10,573,322	11,144,948	571,626	5%
Total Expenditures	68,235,305	69,100,342	865,037	1%
Addition to (Use of) Funds Before Transfers	(8,012,273)	(6,122,726)	1,889,547	-24%
Transfers, Additional Funds and Commitments				
Transfer in		164,906	164,906	NA
Transfer out	(3,859,082)	(3,859,082)	-	0%
HEERF Institutional	6,160,272	9,816,902	3,656,629	59%
Total Transfers, Additional Funds and Commitments	2,301,190	6,122,726	3,821,535	166%
Net Change Subtotal	(5,711,082)	-	5,711,082	-100%
Target savings (PS, FB and OE)	579,470	-	(579,470)	-100%
Net Change	(5,131,612)	-	5,131,612	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Housatonic CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	10,836,000	9,017,300	(1,818,700)	-17%
Fees	3,958,000	3,563,500	(394,500)	-10%
State Appropriations	13,495,057	13,992,951	497,894	4%
Addtl State Appropriation (Dev Edu and Outcomes)	726,004	729,480	3,476	1%
GF Fringe Benefits Paid by State	12,455,279	12,375,187	(80,092)	-1%
OF Fringe Benefits Paid by State	1,613,450	3,837,431	2,223,981	138%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	135,000	135,000	-	0%
All Other Revenue	265,000	265,000	-	0%
Less Contra Revenue	(1,706,362)	(225,000)	1,481,362	-87%
Total Revenue	41,777,428	43,690,849	1,913,421	5%
Expenditures:				
Personnel Services:				
Full Time (601000)	13,449,527	13,196,089	(253,438)	-2%
Continuing Part Time (601100)	99,118	61,116	(38,002)	-38%
Temporary Part Time (601200, 02, 03, 04, 601303)	620,548	620,548	-	0%
Clinical EA (601201)	-	-	-	NA
Contractual PTL (601302)	3,710,955	3,710,955	-	0%
Contractual NCL (601300)	301,798	301,798	-	0%
Contractual ECL (601301)	451,596	496,522	44,926	10%
Student Labor (601400, 01, 02, 601406)	228,000	228,000	-	0%
Overtime (601501, 601502)	210,000	210,000	-	0%
All Other Personnel Services	870,000	870,000	-	0%
Subtotal Personnel Services	19,941,542	19,695,028	(246,514)	-1%
Shared Services Personnel Services	3,423,311	3,423,311	-	0%
Total Personnel Services	23,364,853	23,118,339	(246,514)	-1%
Fringe Benefits	14,756,741	14,756,741	(0)	0%
Shared Services Personnel Fringe Benefits	2,887,768	2,887,768	-	0%
Total P.S. & Fringe Benefits	41,009,362	40,762,848	(246,514)	-1%
Other Expenses:				
Inst. Financial Aid/Match	1,509,150	1,236,345	(272,805)	-18%
Waivers	775,000	550,000	(225,000)	-29%
Utilities	1,264,500	1,174,500	(90,000)	-7%
All Other Expenses	5,155,000	5,080,173	(74,827)	-2%
Total Other Expenses	8,703,650	8,041,018	(662,632)	-8%
Total Expenditures	49,713,012	48,803,866	(909,146)	-2%
Addition to (Use of) Funds Before Transfers	(7,935,584)	(5,113,017)	2,822,567	-36%
Transfers, Additional Funds and Commitments				
Transfer in			-	NA
Transfer out	(2,780,997)	(2,780,997)	-	0%
HEERF Institutional	4,755,494	7,894,014	3,138,520	66%
Total Transfers, Additional Funds and Commitments	1,974,497	5,113,017	3,138,520	159%
Net Change Subtotal	(5,961,087)	-	5,961,087	-100%
Target savings (PS, FB and OE)	405,916	-	(405,916)	-100%
Net Change	(5,555,171)	-	5,555,171	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Manchester CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget		FY22 Rev Budget	
	Dollars (\$)	Dollars (\$)	Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	13,035,965	11,700,676	(1,335,289)	-10%
Fees	6,136,606	5,191,088	(945,518)	-15%
State Appropriations	15,424,363	14,617,235	(807,128)	-5%
Addtl State Appropriation (Dev Edu and Outcomes)	998,942	1,003,725	4,783	1%
GF Fringe Benefits Paid by State	14,786,295	14,605,480	(180,815)	-1%
OF Fringe Benefits Paid by State	2,738,719	5,648,070	2,909,351	106%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	5,000	5,000	-	0%
All Other Revenue	191,971	137,730	(54,241)	-28%
Less Contra Revenue	(2,208,171)	(250,000)	1,958,171	-89%
Total Revenue	51,109,690	52,659,004	1,549,314	3%
Expenditures:				
Personnel Services:				
Full Time (601000)	15,760,175	15,733,097	(27,078)	0%
Continuing Part Time (601100)	13,000	12,790	(210)	-2%
Temporary Part Time (601200, 02, 03, 04, 601303)	1,189,367	1,115,265	(74,102)	-6%
Clinical EA (601201)	106,285	106,285	-	0%
Contractual PTL (601302)	5,200,000	4,900,000	(300,000)	-6%
Contractual NCL (601300)	200,000	250,000	50,000	25%
Contractual ECL (601301)	1,150,000	954,646	(195,354)	-17%
Student Labor (601400, 01, 02, 601406)	100,000	100,000	-	0%
Overtime (601501, 601502)	90,000	90,000	-	0%
All Other Personnel Services	898,965	898,965	-	0%
Subtotal Personnel Services	24,707,792	24,161,048	(546,744)	-2%
Shared Services Personnel Services	2,706,302	2,706,302	-	0%
Total Personnel Services	27,414,094	26,867,350	(546,744)	-2%
Fringe Benefits	19,379,557	18,949,511	(430,046)	-2%
Shared Services Personnel Fringe Benefits	2,234,981	2,234,981	-	0%
Total P.S. & Fringe Benefits	49,028,632	48,051,842	(976,790)	-2%
Other Expenses:				
Inst. Financial Aid/Match	1,885,658	1,685,365	(200,293)	-11%
Waivers	214,910	214,910	-	0%
Utilities	975,000	978,489	3,489	0%
All Other Expenses	2,130,816	2,272,816	142,000	7%
Total Other Expenses	5,206,384	5,151,580	(54,804)	-1%
Total Expenditures	54,235,016	53,203,422	(1,031,594)	-2%
Addition to (Use of) Funds Before Transfers	(3,125,326)	(544,418)	2,580,908	-83%
Transfers, Additional Funds and Commitments				
Transfer in	462,558	362,255	(100,303)	-22%
Transfer out	(3,362,130)	(3,362,130)	-	0%
HEERF Institutional	7,536,041	3,544,293	(3,991,749)	-53%
Total Transfers, Additional Funds and Commitments	4,636,469	544,418	(4,092,052)	-88%
Net Change Subtotal	1,511,144	-	(1,511,144)	-100%
Target savings (PS, FB and OE)	463,600	-	(463,600)	-100%
Net Change	1,974,744	-	(1,974,744)	-100%

College: Middlesex CC

FY22 Rev Budget vs. Original

Account Name	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	5,761,818	4,733,241	(1,028,577)	-18%
Fees	3,084,000	2,638,291	(445,709)	-15%
State Appropriations	7,622,294	7,965,972	343,678	5%
Addtl State Appropriation (Dev Edu and Outcomes)	395,569	397,463	1,894	1%
GF Fringe Benefits Paid by State	7,135,546	7,151,438	15,892	0%
OF Fringe Benefits Paid by State	884,761	1,692,004	807,243	91%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	7,000	7,000	-	0%
All Other Revenue	201,835	239,756	37,921	19%
Less Contra Revenue	(798,453)	(82,198)	716,255	-90%
Total Revenue	24,294,370	24,742,967	448,596	2%
Expenditures:				
Personnel Services:				
Full Time (601000)	7,696,067	7,451,959	(244,108)	-3%
Continuing Part Time (601100)	75,893	75,893	-	0%
Temporary Part Time (601200, 02, 03, 04, 601303)	650,756	650,756	(0)	0%
Clinical EA (601201)	-	-	-	NA
Contractual PTL (601302)	2,313,843	2,114,361	(199,482)	-9%
Contractual NCL (601300)	214,725	214,725	-	0%
Contractual ECL (601301)	448,149	794,195	346,046	77%
Student Labor (601400, 01, 02, 601406)	190,356	190,356	-	0%
Overtime (601501, 601502)	25,000	25,000	-	0%
All Other Personnel Services	222,829	494,931	272,102	122%
Subtotal Personnel Services	11,837,617	12,012,176	174,558	2%
Shared Services Personnel Services	1,890,940	1,890,940	-	0%
Total Personnel Services	13,728,557	13,903,116	174,558	1%
Fringe Benefits	7,566,199	7,588,008	21,809	0%
Shared Services Personnel Fringe Benefits	1,586,314	1,586,314	-	0%
Total P.S. & Fringe Benefits	22,881,070	23,077,438	196,367	1%
Other Expenses:				
Inst. Financial Aid/Match	822,069	822,069	-	0%
Waivers	200,000	200,000	-	0%
Utilities	374,500	374,500	-	0%
All Other Expenses	2,263,516	2,288,269	24,753	1%
Total Other Expenses	3,660,085	3,684,838	24,753	1%
Total Expenditures	26,541,155	26,762,276	221,120	1%
Addition to (Use of) Funds Before Transfers	(2,246,785)	(2,019,309)	227,476	-10%
Transfers, Additional Funds and Commitments				
Transfer in		14,106	14,106	NA
Transfer out	(1,465,159)	(1,465,159)	-	0%
HEERF Institutional	2,350,178	3,202,422	852,244	36%
Total Transfers, Additional Funds and Commitments	885,019	1,751,369	866,350	98%
Net Change Subtotal	(1,361,766)	(267,940)	1,093,826	-80%
Target savings (PS, FB and OE)	215,705	-	(215,705)	-100%
Net Change	(1,146,061)	(267,940)	878,121	-77%
(267,940.32)				

(267,940.32)

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Naugatuck Valley CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	14,520,945	12,576,056	(1,944,889)	-13%
Fees	6,420,189	5,833,950	(586,239)	-9%
State Appropriations	18,170,465	18,144,527	(25,938)	0%
Addtl State Appropriation (Dev Edu and Outcomes)	964,826	969,445	4,619	1%
GF Fringe Benefits Paid by State	17,510,582	17,170,727	(339,855)	-2%
OF Fringe Benefits Paid by State	2,534,584	6,032,525	3,497,941	138%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	111,049	161,049	50,000	45%
All Other Revenue	(70,500)	(76,941)	(6,441)	9%
Less Contra Revenue	(2,025,372)	(332,577)	1,692,795	-84%
Total Revenue	58,136,768	60,478,761	2,341,993	4%
Expenditures:				
Personnel Services:				
Full Time (601000)	18,116,078	17,905,884	(210,194)	-1%
Continuing Part Time (601100)	129,349	114,335	(15,014)	-12%
Temporary Part Time (601200, 02, 03, 04, 601303)	1,831,570	1,831,570	-	0%
Clinical EA (601201)	1,299,760	1,299,760	-	0%
Contractual PTL (601302)	5,172,799	4,919,799	(253,000)	-5%
Contractual NCL (601300)	320,000	320,000	-	0%
Contractual ECL (601301)	775,610	775,610	-	0%
Student Labor (601400, 01, 02, 601406)	73,096	73,096	-	0%
Overtime (601501, 601502)	200,000	200,000	-	0%
All Other Personnel Services	388,966	388,966	-	0%
Subtotal Personnel Services	28,307,228	27,829,020	(478,208)	-2%
Shared Services Personnel Services	3,776,523	3,776,523	-	0%
Total Personnel Services	32,083,751	31,605,543	(478,208)	-2%
Fringe Benefits	22,585,917	22,166,286	(419,631)	-2%
Shared Services Personnel Fringe Benefits	3,130,481	3,130,481	-	0%
Total P.S. & Fringe Benefits	57,800,149	56,902,310	(897,839)	-2%
Other Expenses:				
Inst. Financial Aid/Match	2,041,868	1,791,541	(250,327)	-12%
Waivers	578,992	578,992	-	0%
Utilities	1,228,070	1,228,070	-	0%
All Other Expenses	2,353,399	2,718,199	364,800	16%
Total Other Expenses	6,202,329	6,316,802	114,473	2%
Total Expenditures	64,002,478	63,219,112	(783,366)	-1%
Addition to (Use of) Funds Before Transfers	(5,865,710)	(2,740,351)	3,125,359	-53%
Transfers, Additional Funds and Commitments				
Transfer in			-	NA
Transfer out	(3,615,185)	(3,615,185)	-	0%
HEERF Institutional	6,183,182	6,355,536	172,354	3%
Total Transfers, Additional Funds and Commitments	2,567,997	2,740,351	172,354	7%
Net Change Subtotal	(3,297,713)	-	3,297,713	-100%
Target savings (PS, FB and OE)	532,917	-	(532,917)	-100%
Net Change	(2,764,796)	-	2,764,796	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Norwalk CC

			FY22 Rev Budget vs. Original	
Account Name	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	13,339,825	11,303,636	(2,036,189)	-15%
Fees	5,974,878	5,234,647	(740,231)	-12%
State Appropriations	14,220,712	13,556,557	(664,155)	-5%
Addtl State Appropriation (Dev Edu and Outcomes)	856,270	860,370	4,100	1%
GF Fringe Benefits Paid by State	13,014,037	12,960,258	(53,779)	0%
OF Fringe Benefits Paid by State	1,575,691	3,274,976	1,699,285	108%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	155,000	155,000	-	0%
All Other Revenue	262,609	254,109	(8,500)	-3%
Less Contra Revenue	(1,213,387)	(284,000)	929,387	-77%
Total Revenue	48,185,635	47,315,553	(870,082)	-2%
Expenditures:				
Personnel Services:				
Full Time (601000)	15,403,951	15,060,124	(343,827)	-2%
Continuing Part Time (601100)	173,815	170,794	(3,021)	-2%
Temporary Part Time (601200, 02, 03, 04, 601303)	650,437	650,437	-	0%
Clinical EA (601201)	840,000	840,000	-	0%
Contractual PTL (601302)	4,233,672	3,806,106	(427,566)	-10%
Contractual NCL (601300)	575,674	539,244	(36,430)	-6%
Contractual ECL (601301)	880,142	773,718	(106,424)	-12%
Student Labor (601400, 01, 02, 601406)	332,000	332,000	-	0%
Overtime (601501, 601502)	80,000	80,000	-	0%
All Other Personnel Services	1,077,305	1,177,305	100,000	9%
Subtotal Personnel Services	24,246,996	23,429,728	(817,268)	-3%
Shared Services Personnel Services	2,664,359	2,664,359	-	0%
Total Personnel Services	26,911,355	26,094,087	(817,268)	-3%
Fringe Benefits	14,902,107	14,479,931	(422,176)	-3%
Shared Services Personnel Fringe Benefits	2,197,689	2,197,689	-	0%
Total P.S. & Fringe Benefits	44,011,151	42,771,707	(1,239,444)	-3%
Other Expenses:				
Inst. Financial Aid/Match	1,876,730	1,571,302	(305,428)	-16%
Waivers	544,291	544,291	-	0%
Utilities	1,235,000	1,235,000	-	0%
All Other Expenses	4,349,175	4,518,641	169,466	4%
Total Other Expenses	8,005,196	7,869,234	(135,962)	-2%
Total Expenditures	52,016,347	50,640,941	(1,375,406)	-3%
Addition to (Use of) Funds Before Transfers	(3,830,712)	(3,325,388)	505,324	-13%
Transfers, Additional Funds and Commitments				
Transfer in	-	-	-	NA
Transfer out	(3,188,126)	(3,188,126)	-	0%
HEERF Institutional	4,791,991	6,513,514	1,721,523	36%
Total Transfers, Additional Funds and Commitments	1,603,865	3,325,388	1,721,523	107%
Net Change Subtotal	(2,226,847)	-	2,226,847	-100%
Target savings (PS, FB and OE)	441,010	-	(441,010)	-100%
Net Change	(1,785,837)	-	1,785,837	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Northwestern CT CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	3,404,798	3,082,039	(322,759)	-10%
Fees	1,296,543	1,149,334	(147,209)	-11%
State Appropriations	6,275,839	6,652,548	376,709	6%
Addtl State Appropriation (Dev Edu and Outcomes)	184,424	185,307	883	1%
GF Fringe Benefits Paid by State	5,337,378	5,519,591	182,213	3%
OF Fringe Benefits Paid by State	357,096	943,259	586,163	164%
Private Gifts, Grants and Contracts	111,000	111,000	-	0%
Sales of Educational Activities	-	-	-	NA
All Other Revenue	25,810	25,810	0	0%
Less Contra Revenue	(289,788)	(40,047)	249,741	-86%
Total Revenue	16,703,099	17,628,841	925,742	6%
Expenditures:				
Personnel Services:				
Full Time (601000)	5,396,940	5,383,907	(13,032)	0%
Continuing Part Time (601100)	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	169,884	169,884	-	0%
Clinical EA (601201)	270,827	270,827	(0)	0%
Contractual PTL (601302)	1,382,715	1,303,935	(78,780)	-6%
Contractual NCL (601300)	40,599	30,000	(10,599)	-26%
Contractual ECL (601301)	138,503	115,297	(23,206)	-17%
Student Labor (601400, 01, 02, 601406)	11,444	11,444	-	0%
Overtime (601501, 601502)	20,000	20,000	-	0%
All Other Personnel Services	388,892	388,892	(0)	0%
Subtotal Personnel Services	7,819,804	7,694,186	(125,618)	-2%
Shared Services Personnel Services	1,171,070	1,171,070	-	0%
Total Personnel Services	8,990,874	8,865,256	(125,618)	-1%
Fringe Benefits	6,066,604	5,921,372	(145,232)	-2%
Shared Services Personnel Fringe Benefits	987,027	987,027	-	0%
Total P.S. & Fringe Benefits	16,044,505	15,773,655	(270,850)	-2%
Other Expenses:				
Inst. Financial Aid/Match	238,947	238,947	0	0%
Waivers	256,219	236,219	(20,001)	-8%
Utilities	494,278	494,278	-	0%
All Other Expenses	652,847	738,347	85,500	13%
Total Other Expenses	1,642,291	1,707,791	65,499	4%
Total Expenditures	17,686,796	17,481,446	(205,351)	-1%
Addition to (Use of) Funds Before Transfers	(983,697)	147,395	1,131,093	-115%
Transfers, Additional Funds and Commitments				
Transfer in		15,500	15,500	NA
Transfer out	(726,271)	(726,271)	-	0%
HEERF Institutional	552,770	563,376	10,606	2%
Total Transfers, Additional Funds and Commitments	(173,501)	(147,395)	26,106	-15%
Net Change Subtotal	(1,157,198)	-	1,157,198	-100%
Target savings (PS, FB and OE)	145,232	-	(145,232)	-100%
Net Change	(1,011,966)	-	1,011,966	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Quinebaug CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget		FY22 Rev Budget	
	Dollars (\$)	Dollars (\$)	Inc(Dec)	
			Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	3,381,080	2,823,424	(557,656)	-17%
Fees	1,834,023	1,358,170	(475,853)	-26%
State Appropriations	6,146,464	6,354,205	207,741	3%
Addtl State Appropriation (Dev Edu and Outcomes)	244,785	245,957	1,172	1%
GF Fringe Benefits Paid by State	5,655,510	5,753,152	97,642	2%
OF Fringe Benefits Paid by State	271,496	883,351	611,855	225%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	-	-	-	NA
All Other Revenue	458,161	115,262	(342,899)	-75%
Less Contra Revenue	(1,109,540)	(62,091)	1,047,449	-94%
Total Revenue	16,881,979	17,471,430	589,451	4%
Expenditures:				
Personnel Services:				
Full Time (601000)	5,809,489	5,308,101	(501,387)	-9%
Continuing Part Time (601100)	221,956	181,721	(40,235)	-18%
Temporary Part Time (601200, 02, 03, 04, 601303)	397,419	386,318	(11,101)	-3%
Clinical EA (601201)	-	-	-	NA
Contractual PTL (601302)	1,391,903	1,594,081	202,178	15%
Contractual NCL (601300)	143,511	143,511	-	0%
Contractual ECL (601301)	112,911	152,988	40,077	36%
Student Labor (601400, 01, 02, 601406)	14,885	14,885	-	0%
Overtime (601501, 601502)	37,500	37,500	-	0%
All Other Personnel Services	179,236	337,684	158,448	88%
Subtotal Personnel Services	8,308,810	8,156,789	(152,021)	-2%
Shared Services Personnel Services	1,082,601	1,082,601	-	0%
Total Personnel Services	9,391,411	9,239,390	(152,021)	-2%
Fringe Benefits	6,361,334	6,199,160	(162,174)	-3%
Shared Services Personnel Fringe Benefits	902,859	902,859	-	0%
Total P.S. & Fringe Benefits	16,655,604	16,341,409	(314,195)	-2%
Other Expenses:				
Inst. Financial Aid/Match	414,697	414,697	-	0%
Waivers	51,782	51,782	-	0%
Utilities	262,500	262,500	-	0%
All Other Expenses	1,178,056	1,305,813	127,757	11%
Total Other Expenses	1,907,035	2,034,792	127,757	7%
Total Expenditures	18,562,639	18,376,201	(186,438)	-1%
Addition to (Use of) Funds Before Transfers	(1,680,660)	(904,771)	775,889	-46%
Transfers, Additional Funds and Commitments				
Transfer in		91,792	91,792	NA
Transfer out	(809,712)	(809,712)	-	0%
HEERF Institutional	1,259,760	1,622,691	362,931	29%
Total Transfers, Additional Funds and Commitments	450,048	904,771	454,723	101%
Net Change Subtotal	(1,230,612)	-	1,230,612	-100%
Target savings (PS, FB and OE)	155,038	-	(155,038)	-100%
Net Change	(1,075,574)	-	1,075,574	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Three Rivers CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	8,771,142	7,884,668	(886,474)	-10%
Fees	4,857,973	4,599,545	(258,428)	-5%
State Appropriations	10,866,230	10,714,293	(151,937)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	601,703	604,584	2,881	1%
GF Fringe Benefits Paid by State	10,009,557	9,997,257	(12,300)	0%
OF Fringe Benefits Paid by State	1,308,121	2,562,092	1,253,971	96%
Private Gifts, Grants and Contracts	-	-	-	NA
Sales of Educational Activities	-	-	-	NA
All Other Revenue	520,000	648,725	128,725	25%
Less Contra Revenue	(979,131)	(169,840)	809,291	-83%
Total Revenue	35,955,595	36,841,324	885,729	3%
Expenditures:				
Personnel Services:				
Full Time (601000)	9,841,959	9,910,289	68,330	1%
Continuing Part Time (601100)	-	-	-	NA
Temporary Part Time (601200, 02, 03, 04, 601303)	798,150	798,150	-	0%
Clinical EA (601201)	559,612	559,612	-	0%
Contractual PTL (601302)	3,969,445	3,827,690	(141,755)	-4%
Contractual NCL (601300)	387,459	387,459	-	0%
Contractual ECL (601301)	636,273	636,273	-	0%
Student Labor (601400, 01, 02, 601406)	205,000	190,000	(15,000)	-7%
Overtime (601501, 601502)	10,000	-	(10,000)	-100%
All Other Personnel Services	638,494	533,249	(105,245)	-17%
Subtotal Personnel Services	17,046,391	16,842,721	(203,670)	-1%
Shared Services Personnel Services	2,202,140	2,202,140	-	0%
Total Personnel Services	19,248,531	19,044,861	(203,670)	-1%
Fringe Benefits	11,221,453	11,143,989	(77,464)	-1%
Shared Services Personnel Fringe Benefits	1,824,328	1,824,328	-	0%
Total P.S. & Fringe Benefits	32,294,312	32,013,178	(281,134)	-1%
Other Expenses:				
Inst. Financial Aid/Match	1,257,297	1,257,297	-	0%
Waivers	208,000	108,000	(100,000)	-48%
Utilities	855,000	855,000	-	0%
All Other Expenses	2,788,980	3,006,506	217,526	8%
Total Other Expenses	5,109,277	5,226,803	117,526	2%
Total Expenditures	37,403,589	37,239,981	(163,608)	0%
Addition to (Use of) Funds Before Transfers	(1,447,994)	(398,657)	1,049,337	-73%
Transfers, Additional Funds and Commitments				
Transfer in	-	-	-	NA
Transfer out	(2,243,387)	(2,243,387)	-	0%
HEERF Institutional	2,539,134	2,642,044	102,910	4%
Total Transfers, Additional Funds and Commitments	295,747	398,657	102,910	35%
Net Change Subtotal	(1,152,247)	-	1,152,247	-100%
Target savings (PS, FB and OE)	312,159	-	(312,159)	-100%
Net Change	(840,088)	-	840,088	-100%

Connecticut Community Colleges
Expenditure Plan General & Operating Funds
FY22 Revised Budget vs. Original

Attachment C

College: Tunxis CC

Account Name	FY22 Rev Budget vs. Original			
	FY22 Budget	FY22 Rev Budget	Inc(Dec)	
	Dollars (\$)	Dollars (\$)	Dollars (\$)	Percent (%)
Revenue:				
Tuition (Gross)	9,635,685	8,926,355	(709,330)	-7%
Fees	4,888,667	5,278,782	390,115	8%
State Appropriations	11,270,379	11,127,260	(143,119)	-1%
Addtl State Appropriation (Dev Edu and Outcomes)	584,526	587,325	2,799	1%
GF Fringe Benefits Paid by State	10,755,259	10,657,387	(97,872)	-1%
OF Fringe Benefits Paid by State	1,279,716	3,011,298	1,731,582	135%
Private Gifts, Grants and Contracts	500	500	-	0%
Sales of Educational Activities	100,000	125,000	25,000	25%
All Other Revenue	183,332	214,974	31,642	17%
Less Contra Revenue	(1,654,845)	(200,000)	1,454,845	-88%
Total Revenue	37,043,219	39,728,881	2,685,662	7%
Expenditures:				
Personnel Services:				
Full Time (601000)	11,396,897	11,132,837	(264,060)	-2%
Continuing Part Time (601100)	130,136	130,136	-	0%
Temporary Part Time (601200, 02, 03, 04, 601303)	442,683	557,914	115,231	26%
Clinical EA (601201)	351,144	351,144	-	0%
Contractual PTL (601302)	3,671,208	3,407,219	(263,989)	-7%
Contractual NCL (601300)	509,145	509,145	-	0%
Contractual ECL (601301)	725,678	766,021	40,343	6%
Student Labor (601400, 01, 02, 601406)	102,207	102,207	-	0%
Overtime (601501, 601502)	18,200	18,200	-	0%
All Other Personnel Services	233,315	254,384	21,069	9%
Subtotal Personnel Services	17,580,613	17,229,207	(351,406)	-2%
Shared Services Personnel Services	2,227,704	2,227,704	-	0%
Total Personnel Services	19,808,317	19,456,911	(351,406)	-2%
Fringe Benefits	12,949,947	12,753,189	(196,758)	-2%
Shared Services Personnel Fringe Benefits	1,840,683	1,840,683	-	0%
Total P.S. & Fringe Benefits	34,598,947	34,050,783	(548,164)	-2%
Other Expenses:				
Inst. Financial Aid/Match	1,390,603	1,284,203	(106,400)	-8%
Waivers	165,000	165,000	-	0%
Utilities	834,500	834,500	-	0%
All Other Expenses	2,730,515	2,847,888	117,373	4%
Total Other Expenses	5,120,618	5,131,591	10,973	0%
Total Expenditures	39,719,565	39,182,374	(537,191)	-1%
Addition to (Use of) Funds Before Transfers	(2,676,346)	546,507	3,222,853	-120%
Transfers, Additional Funds and Commitments				
Transfer in	167,000	167,000	-	0%
Transfer out	(2,255,937)	(2,255,937)	-	0%
HEERF Institutional	4,794,361	1,542,430	(3,251,932)	-68%
Total Transfers, Additional Funds and Commitments	2,705,424	(546,507)	(3,251,932)	-120%
Net Change Subtotal	29,078	0	(29,078)	-100%
Target savings (PS, FB and OE)	333,427	-	(333,427)	-100%
Net Change	362,505	0	(362,505)	-100%

CONNECTICUT STATE COLLEGES and UNIVERSITIES

ENROLLMENT - HEADCOUNT & FTE

FY22 Revised Budget vs. Original

ATTACHMENT D

	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY22 Revised Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
HEADCOUNT Enrollment												
Undergraduate												
State Universities	19,137	4,722	23,859	17,839	4,446	22,284	(1,298)	-6.8%	(277)	-5.9%	(1,575)	-6.6%
Community Colleges	12,528	27,391	39,919	11,226	24,586	35,812	(1,302)	-10.4%	(2,806)	-10.2%	(4,108)	-10.3%
Charter Oak	411	1,138	1,549	411	1,138	1,549	-	0.0%	-	0.0%	-	0.0%
Total Undergraduate	32,076	33,251	65,327	29,476	30,169	59,645	(2,600)	-8.1%	(3,082)	-9.3%	(5,682)	-8.7%
Graduate												
State Universities Graduate	1,595	3,354	4,949	1,361	3,304	4,664	(234)	-14.7%	(51)	-1.5%	(285)	-5.8%
Charter Oak	10	88	98	10	88	98	-	0.0%	-	0.0%	-	0.0%
Total Graduate	1,605	3,442	5,047	1,371	3,392	4,762	(234)	-14.6%	(51)	-1.5%	(285)	-5.6%
Total Undergraduate & Graduate												
State Universities	20,732	8,076	28,808	19,199	7,749	26,948	(1,533)	-7.4%	(327)	-4.0%	(1,860)	-6.5%
Community Colleges	12,528	27,391	39,919	11,226	24,586	35,812	(1,302)	-10.4%	(2,806)	-10.2%	(4,108)	-10.3%
Charter Oak	421	1,226	1,647	421	1,226	1,647	-	0.0%	-	0.0%	-	0.0%
Total Headcount	33,681	36,693	70,374	30,846	33,561	64,407	(2,834)	-8.4%	(3,133)	-8.5%	(5,967)	-8.5%

	FTE - Avg Fall and Spring Semesters						FTE FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
FTE Enrollment												
Undergraduate												
State Universities	18,567	2,072	20,639	17,268	1,926	19,194	(1,299)	-7.0%	(146)	-7.1%	(1,445)	-7.0%
Community Colleges	11,177	11,544	22,721	9,981	10,314	20,295	(1,196)	-10.7%	(1,230)	-10.7%	(2,426)	-10.7%
Charter Oak	345	441	786	345	441	786	-	0.0%	-	0.0%	-	0.0%
Total Undergraduate	30,089	14,057	44,146	27,594	12,681	40,275	(2,494)	-8.3%	(1,377)	-9.8%	(3,871)	-8.8%
Graduate												
State Universities Graduate	1,432	1,387	2,819	1,235	1,366	2,601	(197)	-13.8%	(21)	-1.5%	(218)	-7.7%
Charter Oak	8	40	48	8	40	48	-	0.0%	-	0.0%	-	0.0%
Total Graduate	1,440	1,427	2,867	1,243	1,406	2,649	(197)	-13.7%	(21)	-1.5%	(218)	-7.6%
Total Undergraduate & Graduate												
State Universities	19,999	3,459	23,458	18,503	3,292	21,795	(1,496)	-7.5%	(167)	-4.8%	(1,663)	-7.1%
Community Colleges	11,177	11,544	22,721	9,981	10,314	20,295	(1,196)	-10.7%	(1,230)	-10.7%	(2,426)	-10.7%
Charter Oak	353	481	834	353	481	834	-	0.0%	-	0.0%	-	0.0%
Total FTE	31,529	15,484	47,013	28,837	14,087	42,924	(2,691)	-8.5%	(1,398)	-9.0%	(4,089)	-8.7%

CONNECTICUT STATE UNIVERSITIES

ENROLLMENT - HEADCOUNT & FTE

FY22 Revised Budget vs. Original

HEADCOUNT - Avg Fall and Spring Semesters							Headcount FY22 Rev Budget vs. Original					
FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total		
Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	
HEADCOUNT Enrollment Undergraduate												
CCSU	6,488	1,821	8,309	5,783	1,768	7,551	(706)	-10.9%	(53)	-2.9%	(759)	-9.1%
ECSU	3,493	774	4,267	3,318	737	4,055	(175)	-5.0%	(37)	-4.8%	(212)	-5.0%
SCSU	5,415	1,321	6,736	5,418	1,185	6,603	3	0.1%	(137)	-10.3%	(134)	-2.0%
WCSU	3,741	806	4,547	3,320	756	4,076	(421)	-11.3%	(50)	-6.2%	(471)	-10.4%
CSU Total Undergraduate	19,137	4,722	23,859	17,839	4,446	22,284	(1,298)	-6.8%	(277)	-5.9%	(1,575)	-6.6%
Graduate												
CCSU	535	1,508	2,043	421	1,460	1,880	(115)	-21.4%	(49)	-3.2%	(163)	-8.0%
ECSU	91	82	173	79	91	170	(12)	-13.1%	9	10.4%	(3)	-2.0%
SCSU	886	1,233	2,119	777	1,215	1,992	(109)	-12.3%	(19)	-1.5%	(128)	-6.0%
WCSU	83	531	614	84	539	623	1	1.2%	8	1.5%	9	1.5%
CSU Total Graduate	1,595	3,354	4,949	1,361	3,304	4,664	(234)	-14.7%	(51)	-1.5%	(285)	-5.8%
Total												
CCSU	7,023	3,329	10,352	6,203	3,228	9,431	(820)	-11.7%	(102)	-3.0%	(922)	-8.9%
ECSU	3,584	856	4,440	3,397	828	4,225	(187)	-5.2%	(29)	-3.3%	(215)	-4.8%
SCSU	6,301	2,554	8,855	6,195	2,399	8,594	(106)	-1.7%	(155)	-6.1%	(261)	-2.9%
WCSU	3,824	1,337	5,161	3,404	1,295	4,699	(420)	-11.0%	(42)	-3.1%	(462)	-9.0%
CSU Total Headcount	20,732	8,076	28,808	19,199	7,749	26,948	(1,533)	-7.4%	(327)	-4.0%	(1,860)	-6.5%

	FTE - Avg Fall and Spring Semesters						FTE FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
FTE Enrollment												
<u>Undergraduate</u>												
CCSU	6,265	821	7,086	5,553	810	6,363	(712)	-11.4%	(11)	-1.3%	(723)	-10.2%
ECSU	3,449	242	3,691	3,276	219	3,495	(173)	-5.0%	(23)	-9.5%	(196)	-5.3%
SCSU	5,213	664	5,877	5,213	558	5,771	(0)	0.0%	(106)	-16.0%	(106)	-1.8%
WCSU	3,640	345	3,985	3,228	338	3,566	(413)	-11.3%	(7)	-2.0%	(420)	-10.5%
CSU Total Undergraduate	18,567	2,072	20,639	17,268	1,926	19,194	(1,299)	-7.0%	(146)	-7.1%	(1,445)	-7.0%
<u>Graduate</u>												
CCSU	467	593	1,060	368	579	947	(99)	-21.1%	(14)	-2.4%	(113)	-10.6%
ECSU	82	32	114	71	37	107	(11)	-13.9%	5	15.0%	(7)	-5.8%
SCSU	800	521	1,321	713	504	1,218	(87)	-10.8%	(17)	-3.2%	(103)	-7.8%
WCSU	83	241	324	83	246	329	(1)	-0.6%	5	2.1%	5	1.4%
CSU Total Graduate	1,432	1,387	2,819	1,235	1,366	2,601	(197)	-13.8%	(21)	-1.5%	(218)	-7.7%
<u>Total</u>												
CCSU	6,732	1,414	8,146	5,921	1,389	7,310	(811)	-12.0%	(25)	-1.7%	(836)	-10.3%
ECSU	3,531	274	3,805	3,346	256	3,602	(185)	-5.2%	(18)	-6.6%	(203)	-5.3%
SCSU	6,013	1,185	7,198	5,926	1,062	6,989	(87)	-1.4%	(123)	-10.3%	(209)	-2.9%
WCSU	3,723	586	4,309	3,310	584	3,894	(413)	-11.1%	(2)	-0.3%	(415)	-9.6%
CSU Total FTE	19,999	3,459	23,458	18,503	3,292	21,795	(1,496)	-7.5%	(167)	-4.8%	(1,663)	-7.1%

CONNECTICUT COMMUNITY COLLEGES

ENROLLMENT - HEADCOUNT & FTE

FY22 Revised Budget vs. Original

HEADCOUNT Enrollment	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
Asnuntuck	551	1,125	1,675	395	845	1,240	(156)	-28.2%	(280)	-24.9%	(435)	-26.0%
Capital	509	2,253	2,762	459	1,943	2,402	(50)	-9.7%	(311)	-13.8%	(360)	-13.0%
Gateway	1,753	4,056	5,809	1,665	3,918	5,583	(88)	-5.0%	(138)	-3.4%	(226)	-3.9%
Housatonic	1,335	2,681	4,016	1,077	2,326	3,403	(258)	-19.3%	(355)	-13.2%	(613)	-15.3%
Manchester	1,451	3,253	4,704	1,313	2,979	4,291	(139)	-9.5%	(274)	-8.4%	(413)	-8.8%
Middlesex	719	1,361	2,080	666	1,246	1,912	(53)	-7.4%	(115)	-8.4%	(168)	-8.1%
Naugatuck Valley	1,705	3,418	5,124	1,698	3,106	4,804	(7)	-0.4%	(312)	-9.1%	(320)	-6.2%
Northwestern	416	805	1,221	384	719	1,103	(32)	-7.8%	(86)	-10.7%	(118)	-9.7%
Norwalk	1,356	3,258	4,613	1,110	2,820	3,930	(246)	-18.1%	(438)	-13.4%	(683)	-14.8%
Quinebaug Valley	455	761	1,216	371	686	1,057	(84)	-18.5%	(76)	-10.0%	(160)	-13.1%
Three Rivers	987	2,191	3,178	925	1,984	2,909	(63)	-6.3%	(207)	-9.5%	(270)	-8.5%
Tunxis	1,293	2,231	3,523	1,165	2,016	3,181	(128)	-9.9%	(215)	-9.7%	(343)	-9.7%
CCC Total Headcount	12,528	27,391	39,919	11,226	24,586	35,812	(1,302)	-10.4%	(2,806)	-10.2%	(4,108)	-10.3%

FTE Enrollment	FTE - Avg Fall and Spring Semesters						FTE FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
Asnuntuck	518	424	942	368	312	680	(150)	-29.0%	(112)	-26.4%	(262)	-27.8%
Capital	450	983	1,433	405	857	1,262	(45)	-10.0%	(127)	-12.9%	(172)	-12.0%
Gateway	1,533	1,725	3,258	1,462	1,671	3,133	(71)	-4.6%	(54)	-3.1%	(125)	-3.8%
Housatonic	1,178	1,087	2,265	949	922	1,870	(229)	-19.4%	(166)	-15.2%	(395)	-17.4%
Manchester	1,304	1,366	2,670	1,180	1,237	2,417	(125)	-9.5%	(129)	-9.4%	(254)	-9.5%
Middlesex	654	557	1,211	603	515	1,118	(51)	-7.7%	(43)	-7.6%	(93)	-7.7%
Naugatuck Valley	1,516	1,479	2,995	1,505	1,344	2,849	(11)	-0.8%	(135)	-9.1%	(146)	-4.9%
Northwestern	379	340	719	347	307	654	(32)	-8.5%	(33)	-9.7%	(65)	-9.0%
Norwalk	1,204	1,411	2,614	986	1,209	2,194	(218)	-18.1%	(202)	-14.3%	(420)	-16.1%
Quinebaug Valley	403	307	711	331	273	603	(73)	-18.0%	(35)	-11.3%	(107)	-15.1%
Three Rivers	895	948	1,843	831	845	1,675	(64)	-7.2%	(104)	-10.9%	(168)	-9.1%
Tunxis	1,143	918	2,061	1,016	825	1,841	(127)	-11.1%	(93)	-10.1%	(220)	-10.7%
CCC Total FTE	11,177	11,544	22,721	9,981	10,314	20,295	(1,196)	-10.7%	(1,230)	-10.7%	(2,426)	-10.7%

CHARTER OAK STATE COLLEGE

ENROLLMENT - HEADCOUNT & FTE

FY22 Revised Budget vs. Original

HEADCOUNT Enrollment	HEADCOUNT - Avg Fall and Spring Semesters						Headcount FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
<u>Undergraduate</u>												
Charter Oak	411	1,138	1,549	411	1,138	1,549	-	0.0%	-	0.0%	-	0.0%
<u>Graduate</u>												
Charter Oak	10	88	98	10	88	98	-	0.0%	-	0.0%	-	0.0%

FTE Enrollment	FTE - Avg Fall and Spring Semesters						FTE FY22 Rev Budget vs. Original					
	FY22 Original Budget			FY22 Revised Budget			Full Time		Part Time		Total	
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)
College												
<u>Undergraduate</u>												
Charter Oak	345	441	786	345	441	786	-	0.0%	-	0.0%	-	0.0%
<u>Graduate</u>												
Charter Oak	8	40	48	8	40	48	-	0.0%	-	0.0%	-	0.0%

ACTION ITEM

The Connecticut State Colleges & Universities (CSCU) System Office considers telecommuting to be a viable alternative work arrangement for certain non-represented Management/Confidential (M/C) Professional Employees when it is determined to be in the best interest of CSCU and will contribute to enhanced work efficiencies and employee productivity. Telecommuting enables an M/C employee to work from home or another approved remote location. Many job requirements performed by M/C employees are conducive to remote work involving the online sharing of work documents that can be effectively accomplished without the necessity of an in-person office presence.

BACKGROUND

As a result of the COVID-19 pandemic, CSCU quickly pivoted to an all-remote work environment for its employees for their safety and well-being and for all those they may encounter. Over time, CSCU leadership determined the positive association of telecommuting with job performance in many circumstances. CSCU leadership is confident that enabling certain M/C employees to continue working remotely post-pandemic will result in sustained high-quality work output and performance. This is with the understanding that in-person collaboration at the work site continues to also prove beneficial in fostering strong and productive teams and will remain a viable work environment option.

RECOMMENDATION

CSCU leadership recommends approval of the Telecommuting Policy for Management/Confidential Professional Employees in accordance with the attached Policy.

CT BOARD OF REGENTS FOR HIGHER EDUCATION
RESOLUTION

Concerning a Telecommuting Policy for Management/Confidential Professional Employees

October 21, 2021

WHEREAS, the Connecticut State Colleges and Universities sets forth a policy governing the telecommuting of its Management/Confidential Professional Personnel who are not represented by a bargaining unit; and

WHEREAS, the scope, guidelines, action steps, and eligibility criteria outlined in the attached policy document establish a framework for a telecommuting work option that contributes to work efficiencies and high productivity; and now therefore be it

RESOLVED, that the Board of Regents for Higher Education hereby approves the attached policy for telecommuting by certain non-represented Management/Confidential Professional Employees of the State Universities, the Community Colleges, Charter Oak State College, the CSCU System Office, and CT State.

A True Copy:

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

TELECOMMUTING POLICY FOR CSCU MANAGEMENT AND CONFIDENTIAL PROFESSIONAL EMPLOYEES

Policy & Purpose

This policy describes and establishes guidelines for telecommuting arrangements for non-represented Management and Confidential (M/C) employees of the Connecticut State Colleges and Universities (CSCU) in accordance with relevant state statute(s) and in keeping with CSCU practices. This policy is designed to maintain employee efficiency and productivity.

Telecommuting as defined by this policy is the voluntary and approved, flexible work arrangement in which some or all the employee's work is performed away from their official work site at an alternate work site such as the employee's home or satellite location for all or a portion of the workweek.

Telecommuting is not an employee benefit, nor intended to be available to all employees. Not all job roles or department functions are suitable for telecommuting. The remote work policy does not apply to temporary or occasional work arrangements such as dependent care, recovery from an illness, caring for an ill family member, or other circumstances where an employee is assigned to work at home. Telecommuting should not be used as a substitute for normal absences from work.

Management/Confidential employees approved for telecommuting will continue to work from their approved alternate work site during periods of inclement weather which may impact normal operations at their official work site.

Approval for participation in the telecommuting program is at the discretion of the employee's supervisor, and the next level of management when appropriate. Approval of a telecommuting assignment may be granted only when it is determined to follow the guidelines developed under this policy. Any assignment shall be on a temporary basis only and may be terminated as required by agency operating needs.

Generally, work suitable for telecommuting will have defined tasks with clearly measurable results, tasks requiring concentration when the employee works independently and minimal requirements for frequent access to hard copy files or special equipment.

Telecommuting may also be suitable for those occasions when employees must attend off-site CSCU meetings or events during portions of the day that make travel to their normal duty station impractical during the balance of the workday.

Employees best suited for telecommuting are self-motivated, self-disciplined, have a proven ability to perform, and a desire to make telecommuting work.

In order to participate, an employee's regular duties must be such that they can be accomplished via telecommuting. Employees whose regular duties necessitate their presence at their official work site may not telecommute.

The guidelines for participation, eligibility criteria, application process, and the termination clause may be subject to change when it is determined to be in the best interest of CSCU and will contribute to enhanced work efficiency and employee productivity.

Scope

This policy applies to full-time non-represented M/C Management/Confidential employees at the CSCU constituent units who have been performing their current job duties for at least one year.

References:

- CT Department of Administrative Services Interim Telework Guidelines
- Charter Oak State College Telecommuting Policy
- CSCU Electronic Communication Policy

- CSCU Acceptable Use Policy
- CSCU Information Security Policy

Definitions

Official Work Site – The employee’s CSCU-provided on-campus or office workstation. This is the employee’s usual and customary work address.

Alternate Work Site – A specific location away from the CSCU-provided official work site where the employee is authorized to work. This location must meet all criteria outlined in the Telecommuting Procedures and be approved in advance by the telecommuter’s immediate supervisor, and next level of management when appropriate. Any changes in the location of the Alternate Work Site must be approved in advance.

Scheduled Telecommuting Arrangement – Agreed-upon and approved regular telework schedule for up to 3 days per week in accordance with Management/Confidential Professional Employees Telecommuting Procedures.

Intermittent Telecommuting Arrangement - Agreed-upon and approved sporadic telework schedule based on unique or short-term work requirements that are not conducive for a regular longer term telecommuting schedule.

ITEM

Search Policy and Process for appointment of the President of Connecticut State Community College.

BACKGROUND

In November 2013, the Board approved a policy (4.2 University and College Presidential Search Policy) governing the search process for the selection and appointment of university and college presidents. The Board's intent was to create procedures providing for open, competitive, and inclusive search processes. In 2015, the Board approved a minor amendment allowing the Board Chair to select a member of the Board to serve as the Board's Search Committee chair.

In September 2018, the Board approved search process procedures for the selection of the Community College Regional Presidents. The document indicated that "in selecting the President for the singly accredited Community College of Connecticut, the Board's existing Policy 4.2 will be in place. This item is modeled after that policy and the CSCU System President search process. Additional details have been added to clarify roles and responsibilities.

The Board of Regents (BOR) is responsible for the governance of the CSCU system and the selection of the President of Connecticut State Community College. The search process for this position will be implemented by a BOR Search Committee and a Search Advisory Committee. The search process will represent college-wide constituencies, as well as external stakeholders that depend on CSCU institutions for educated citizens and an innovative and knowledgeable workforce.

The search for this position is intended to start in November 2021 and take approximately 4 – 5 months.

The BOR Search Committee

The BOR Chair shall determine the size and membership of the BOR Search Committee. The Search Committee shall be chaired by the BOR Chair or the Chair's designee. The BOR Chair may also appoint a Co-Chair. The BOR Search Committee shall establish the criteria and processes for the selection of the President of CT State Community College. The processes shall include developing the position profile with input from the Search Advisory Committee and conducting interviews of semi-finalists and finalists with representatives of the Search Advisory Committee. The BOR Search Committee may engage an independent consultant to assist in the search, may convene stakeholder sessions and may conduct such other due diligence review as the BOR Chair deems appropriate. The BOR Search Committee will solicit feedback from the Search Advisory Committee Chairperson(s) following semi-finalist and finalist interviews. The BOR Search Committee shall make its recommendation to the full Board of Regents for the appointment of the President of CT State Community College.

Search Advisory Committee Membership

The BOR Chair shall determine the size and membership of the Search Advisory Committee. The Search Advisory Committee provides valuable input into the search process. Members participate in providing input on the position profile, reviewing resumes of applicants and recommending candidates to the BOR Search Committee for consideration, designating representatives to participate in interviews with semi-finalists and finalists, and providing input to the BOR Search Committee regarding candidates to be considered for the appointment. Each campus shall nominate to their Regional President one representative for each constituent group listed herein to serve on this committee. Using these nominations, the Regional Presidents will provide a recommended slate from across the campuses representing faculty, staff, students, union leadership, and foundation representatives; members should represent the diversity of the CSCU Community College community. The recommended list of members shall be submitted to the BOR Chair for formal appointment to the Search Advisory Committee. In the case of the external stakeholders, the BOR Chair will appoint leaders from business, workforce, community organizations, and secondary education to serve as representatives on the

Search Advisory Committee. The chair and co-chair of the Search Advisory Committee shall be elected by its members.

Search Advisory Committee Membership:

For the specific matter at hand, the proposed Search Advisory Committee will be comprised of 30 members. These members shall represent the diversity of campus and community populations.

Search Advisory Committee Representation by Constituent Unit/Stakeholder Group

Constituency	Number from Each Region	Total
Faculty	2	6
Campus administration (Regional Presidents, CEO's, M/C campus leaders)	1	3
Union-represented campus staff	2	6
Student leaders	2	6
Foundation representatives	1	3
External partners (business leaders/workforce agencies, secondary education partners, community organizations)		3
	TOTAL	27

Additional Information:

- The search will be confidential. Each member of the BOR Search Committee and Search Advisory Committee will be required to sign a Confidentiality Statement.
- Members of the BOR Search Committee and Search Advisory Committee will be required to attend a Search Kickoff Meeting (Charge) which will include a session to address “Unconscious Assumptions or Bias in the Evaluation Process.”
- First round interviews will be conducted in-person or virtually, as determined the BOR Chair with representatives from the Search Advisory and Board Search committees.
- Semi-finalist interviews will be conducted in-person and will consist of a series of stakeholder sessions with the Search Advisory Committee as well as:
 - Regional Presidents and Campus CEOs
 - the full Board of Regents
 - the CT State leadership team
 - external constituents including foundation leaders
 - system office executive staff

RECOMMENDATION

Adopt the attached policy for appointing the President of CT State Community College.

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

concerning

Policy for the Appointment of a CT State Community College President

October 21, 2021

- WHEREAS,** The University and College Presidential Search Policy (“Policy”) sets forth a policy governing the search process and procedures for the selection and appointment of university and college presidents based on open, competitive and inclusive search processes; and
- WHEREAS,** The process delineated in said Policy does not include a process to govern the search process and procedures for the selection and appointment of the CT State President; and
- WHEREAS,** Consistent with the inclusiveness of said Policy and responsive to input received from the Board’s Human Resources & Administration Committee in support of that Policy, the attached policy sets forth the general procedures for the search process for a CT State President; and now therefore be it
- RESOLVED,** That the Board of Regents for Higher Education hereby approves the attached policy for the Appointment of a CT State President; and
- RESOLVED,** That the Board of Regents reserves the right to amend the attached policy to improve the interview and selection process; and
- RESOLVED,** That there be established a Board of Regents Search Committee and a Search Advisory Committee to be composed of a diversity of college and external stakeholder groups as presented in the staff report.

A True Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education

Policy for the Appointment of a CT State Community College President

The Board of Regents (BOR) is responsible for the governance of the CSCU system and the selection of a CT State President to be the chief executive officer of CT State Community College. The search process to select the President shall be implemented by a BOR Search Committee and a Search Advisory Committee. The search process will represent college-wide constituencies, as well as external stakeholders that depend on CSCU institutions for educated citizens and an innovative and knowledgeable workforce.

The BOR Search Committee

The BOR Chair shall determine the size and membership of the BOR Search Committee. The Search Committee shall be chaired by the BOR Chair or the Chair's designee. The BOR Chair may also appoint a Co-Chair. The BOR Search Committee shall establish the criteria and processes for the selection of the President. The processes shall include developing the position profile with input from the Search Advisory Committee and conducting interviews of semi-finalists and finalists with representatives of the Search Advisory Committee. The BOR Search Committee may engage an independent consultant to assist in the search, may convene stakeholder sessions and also may conduct such other due diligence review as the BOR Chair deems appropriate. The BOR Search Committee will solicit feedback from the Search Advisory Committee following semi-finalist and finalist interviews. The BOR Search Committee shall make its recommendation to the full Board of Regents for the appointment of the President.

Search Advisory Committee Membership

The BOR Chair shall determine the size and membership of the Search Advisory Committee. The Search Advisory Committee provides valuable input into the search process. Members participate in providing input on the position profile, reviewing resumes of applicants and recommending candidates to the BOR Search Committee for consideration, designating representatives to participate in interviews with semi-finalists and finalists, and providing input to the BOR Search Committee regarding candidates to be considered for the appointment. Each constituent group, in accordance with the representation outlined below, shall nominate representatives from its campus to serve on this committee and the members should represent the diversity of the campus community. The Regional Presidents will provide a recommended slate from across the campuses representing faculty, staff, students, union leadership, and foundation representatives. The chair and co-chair of the Search Advisory Committee shall be elected by its members. The recommended list of members shall be submitted to the BOR Chair for formal appointment to the Search Advisory Committee. In the case of the external stakeholders, the BOR Chair will appoint leaders from business, workforce, community organizations, secondary education, state agencies and government to serve as representatives on the Search Advisory Committee.

Administration of the Search

1. The BOR Search Committee shall establish and provide criteria and processes for the search. The search shall proceed according to the Affirmative Action Policy of the Board of Regents.
2. Complete confidentiality of all proceedings shall be maintained. The disclosure of candidates prior to selection can result in the loss of the best candidates, as well as grave injustices to candidates. Names of all candidates under consideration and any other information and/or material related to the search process shall be held in strict confidence by all persons having access to such information. All members of the Search Committee and the Search Advisory Committee shall sign a confidentiality agreement before its first committee meetings.
3. The BOR Chair or the Chair's designee shall be responsible for the administration of the search, including the keeping of official records of the BOR Search Committee. The BOR Chair or Chair's designee shall meet with the finalists and have the sole and exclusive responsibility for contacting candidates under consideration as recommended by the BOR Search Committee.

4. Members of the BOR Search Committee and the Search Advisory Committee shall have access to the resumes and such other information as is available for those candidates.
5. Semi-finalists will be interviewed by representatives of the BOR Search and Search Advisory Committees, in-person or virtually, as determined the BOR Chair, and in accordance with the BOR Search Committee processes.
6. Finalists shall meet with administrators, students, faculty, staff, community leaders, and other stakeholders. The BOR Search Committee shall seek comments following the meetings from the Search Advisory Committee Chairperson(s).
7. The process shall include an opportunity for all members of the BOR, all CEOs/Regional Presidents and CT State and system office executive staff to meet with the finalists and share input with the BOR Search Committee.
8. The Board will meet to receive the BOR Search Committee's recommendation and indicate its consensus to the Board Chair to act on its behalf. The Chair or the Chair's designee may contact finalists and conduct negotiations as appropriate.
9. The BOR shall, by majority vote, appoint the CT State President at a regular or special meeting called for that purpose.
10. Candidates for the position will remain confidential. No public announcement of the semi-finalists or finalists will be made. The Board of Regents will determine the method and timing of the announcement of the candidate selected.