



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, December 17, 2020

Conducted Via Remote Participation

Meeting will stream live at: <https://youtu.be/LLrBuowHOW0>

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Opportunity to Address the Board***
4. **Faculty Advisory Committee Bi-Annual Report** – David Blitz and Colena Sesanker
5. **Board of Regents Chair Matt Fleury**
6. **CSCU President Mark E. Ojakian**
7. **Approval of Previous Meeting Minutes** – October 15, 2020 and November 19, 2020
8. **Consent Agenda**
 - a. **Discontinuations**
 - i. Therapeutic Recreation – C2 Certificate – Northwestern CT Community College
 - ii. Therapeutic Recreation – AS – Northwestern CT Community College
 - b. **Accreditation of a Licensed Program**
 - i. Health Care Administration – MS – Charter Oak State College
 - ii. Biotechnology – BS – Southern CT State University
 - iii. Public Utilities Management – AS – Gateway CC and BS in Business Administration – Southern CT State University
 - c. **Modifications**
 - i. Accounting – BS – Central CT State University [Addition of a Hybrid Instructional Modality]
 - ii. Finance – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
 - iii. Management – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
 - iv. Management Information Systems – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]
 - v. Marketing – BS – Central CT State University [Addition of a Hybrid Instructional Modality Modality]

***Opportunity to Address the Board:**

Anyone wishing to address the Board of Regents must sign up at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. Only one sign up per person (one person may not sign up for a group of individuals). A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. 30 minutes in total; in fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, for up to 15 minutes total, followed by up to 15 minutes total for faculty, staff and public. Speakers will be recognized from each list in the order of signing up.

- vi. Gerontology – Official Certificate Program (OCP) – Central CT State University
[Modification of Instructional Modality]
- vii. Bilingual/Bicultural Education and TESOL – Residency Program – MS – Southern CT State University [Addition of a Hybrid Instructional Modality Modality]

d. New Programs

- i. Health Care Administration – AS – Middlesex CC
- ii. Human Nutrition – MS – Western CT State University

e. Refund & Course Withdrawal Policy Recommendation

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

g. Tuition Benefit Renewal -- Bright Horizons/CCSU

h. DC-CAP Scholarship Program approval -- ECSU

i. NEBHE Rate Expansion to NY, NJ

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

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

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

m. 2021 Board of Regents Calendar of Meetings

9. Finance & Infrastructure Committee – Richard J. Balducci, Chair

FY21 Budget Update – Ben Barnes

Action Item - CSCU FY22/FY23 Biennium Operating Fund Baseline and Capital Requests

10. Academic & Student Affairs Committee – Merle Harris, Chair

No Report. No items

11. Audit Committee – Eleese Wright, Chair

No Report. No items

12. Human Resources & Administration Committee – Naomi Cohen, Chair

No Report. No items

13. Executive Committee

No report. No items

14. Special Presentation – Chair Fleury and Regent Harris

15. Adjourn

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I: Report of the Chair, FAC to the BOR

1..Background to the BOR and the CSCU

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: Finance Committee Budget Packet of June 2020

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

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

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

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

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

Source: Budget packet of Oct. 2020

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

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

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

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

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

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

5..Problems with Curriculum Development at the Community Colleges

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

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

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

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

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

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

6..Compromising Shared Governance at the Community Colleges

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

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

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

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

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

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

7..Micromanaging the Universities and Negative Effects

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

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

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

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

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

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

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

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

8..Conclusions and Prospects

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

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

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

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

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

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

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

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

II: Report of the Vice-Chair, FAC to the BOR

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

We believe that there is a risk, which is greater than zero, that the effort to work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again

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

Specifically, the FAC recommends:

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

FAC Remarks to the BOR 12-14-17
[March 2018 SCR, Appendix O](#)

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

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

1..Delays and Cost Overruns

When the SF plan was approved, it was expected that the college catalog would be complete and that students would have started enrolling in programs in the Consolidated College catalog in fall

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

of 2020 [[March 2018 SCR, Appendix U](#)].

Timeline for Academic Program Consolidation

Appendix U

Overview Timeline for One College Consolidation: Academic Programs

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

Page U - 1

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

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

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



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

The projection was later revised to \$2M

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

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

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

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

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

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

2. Consequences of Haste

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

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

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

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

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

3..Governance and Leadership

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

Faculty and staff who, initially, sought to help build and refine the plan have resigned and eleven

colleges have passed resolutions to withdraw all college representatives from consolidation workgroups. The FAC has passed its own resolution in support of those withdrawals.

(resolutions are attached) Having participated in good faith, they discovered that not only would their decisions be subverted but that they might be [asked to resign](#) if they aimed to contribute to any meaningful modification of the design. [All five unions stand in support](#) of their members' withdrawal from participation in the creation of an entity they believe will harm students, with no power to address the problems they see. With that loss of participation came the loss of the opportunity to draw on the experience of veteran program coordinators, senate chairs, content experts, practitioners and other experienced and involved members of our community with the requisite resources to salvage the plan.

4..Use of Evidence

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

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

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

-- The CCS101 proposal boasts ten pages of references but, when we investigated cited sources to understand the evidence in support of its most contentious elements, no such evidence was found. As noted above, one set of authors wrote to the board to make it clear that their research was misused. The FAC's Case Study on CCS101 goes into more detail.

-- Feedback is currently being collected for the ACME draft proposal but, once again, a number of faulty citations have been identified. For example, the very articles cited in support of the corequisite model that it aims to apply to *all* students in gateway math and English courses, do not, in fact support such an application. The article cited in support of using self-reported high school GPAs is not scholarly article, and the peer reviewed sources from which it draws seem to suggest that, at best, that the use of self-reported GPAs is an idea worthy of some investigation- Adopting it for CSCC would set up one of the largest community colleges in the country as an experiment.

These are just a few examples- several thorough analyses of the flawed scholarship in the draft proposal have been produced across the system. The consequences of a misstep at the level of gateway courses could be catastrophic- and the viability of this reform is relevant to financial projections premised upon a resulting jump in retention.

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

5..Moving Forward

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

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

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

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

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

[Students First Organizational Chart,](#)
comparison chart from Blitz Critique Dec 2020

Having run significantly over cost, and unlikely to meet the projected timelines, we ask that you allow us to start putting our colleges back together again. We are fully aware that the plan always required the elimination of our colleges, but we are not convinced that what will replace it is a viable institution of higher education: An institution that does not have faculty in control of the curriculum is not a college. A bureaucracy built on a portrayal of reality that is unsupported

by evidence is bound to fail. It is unacceptable to concede that we cannot provide Connecticut with adequate public colleges, so we will offer them *something else*.

The Dec F&I report includes the following:

“This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students. [12/02/2020 Finance & Infrastructure Agenda Packet Page 18 of 63](#)

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

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

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

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

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

- return to a commitment to the values that underwrite public higher education. Any plan for our system should be fueled by a vision for Connecticut and the ideals of public education, not a concession to the inevitability of the continued defunding of our system. Funding per student has steadily decreased in just the last decade or so
- critically assess the costs and benefits of our current path- It is not obvious that the path we are on *is* the Students First plan. Does the Board approve of a plan that includes tens of millions in transition costs and an increase in operating costs to support Guided Pathways advising in the absence of any account of how that cost will be covered? Is there reason to reconsider its viability when the curricular process that should have been complete today has not yet begun? Three years ago, you approved a plan that had negligible transition costs and would save millions each year in response to financial pressures that - it was claimed - threatened the existence of colleges with budgets smaller

than the annual cost of GP advising.

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

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

1..Background

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

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

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

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

2..Issues

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

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

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

3..Solutions

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

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

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

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

4..Supplemental

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

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

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

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

IV: Our Basic Principles

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

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

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

V. Appendices

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

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

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

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

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

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

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

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

2..Increase in System Office Budget

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	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES
State Universities					
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36,347,779	136,479,064
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,375
Western Connecticut State University	127,370,540	60,940,425	40,852,753	30,495,280	132,288,458
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,352
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,256
Community Colleges					
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,803
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,786
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,492
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,396
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,371
Middlesex Community College	24,746,862	13,156,091	8,931,749	3,577,217	25,665,057
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,929
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,233
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,669
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,991
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,676
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,527
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,766
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,733
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,333
System-wide Additional Reductions					
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,762
Charter Oak State College	18,247,785	8,708,095	6,154,622	3,397,476	18,260,993
Board of Regents	762,329	404,258	358,071	-	762,329
GRAND TOTAL CSCU	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,340

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

41.49 million Subtotal community college
12.76 million CSU System Office

54.25 million Total - System Office

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2.68 million CCC System Office
37.13 million Shared Services (new)
16.52 million CSCC ("one" college)

56.33 million Subtotal community college
12.73 million CSU System Office

69.06 million Total - System Office

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

Total - SO larger than ANY Community College

CC Portion of SO larger than 10 of 12
Community Colleges

highlighting and
comments in
red boxes
added by DBlit

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

10/15/2020

Amendment

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

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

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

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

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

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

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

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

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

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

Not discussed by Finance and Infrastructure Committee of the Board

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

comment in red box added by DBlitz

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

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

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

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

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

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

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

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

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

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

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

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

Therefore be it Resolved:

- **That** the CCSU Faculty Senate requests that application of this amendment be suspended for Spring 2021 term while the amendment is submitted to the Board's Finance and Infrastructure Committee and as well be the subject of consultation with university Presidents, Provosts, and shared governance structures to determine measures not injurious to our students, faculty and staff;

- **That** the CCSU Faculty Senate requests that its FAC ex-officio member of the Board request a special meeting of the Finance Committee to modify the amendment in order to respect our commitment to providing courses to our students, and supporting our graduate and university assistants;

- **That** the CCSU Faculty Senate, in the absence of any corrective measures by the Board, authorizes a direct appeal to the Higher Education committee of the legislature, the New Britain delegation to the legislature, and the Governor of the state.

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

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, OCTOBER 15, 2020
CONDUCTED VIA REMOTE PARTICIPATION**

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

CSCU STAFF:

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

CALL TO ORDER

Chair Fleury called the meeting to order at 10:05 a.m. and, following roll call, declared a quorum present.

ADOPTION OF AGENDA

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

OPPORTUNITY TO ADDRESS THE BOARD

The following individuals addressed the Board:

<u>Name</u>	<u>Dept./Group</u>	<u>Topic/Issue</u>
Dr. Lauren Doninger	Gateway Community College	TAP
Dr. Louise Williams	Central Connecticut State Univ.	Revised Spending Plans
Dr. Meredith Sinclair	Southern Connecticut State Univ.	State Funding Requests
Jamil Harp	Student	BLM and COVID-19 Challenges

BOR CHAIR MATT FLEURY'S REMARKS

- Regents David Jimenez and Felice Gray-Kemp will be members of a Special Committee on Collective Bargaining that will work with the staff on contract renewal negotiations with our labor union leadership.
- Chair Fleury provided an update on the President search process:
 - The BOR search committee has been identified - Co-Chairs Fleury and Wright, along with Regents Jimenez, Balducci, and Ryan. Regent Cohen will sit as an ex officio member of the committee.
 - A message has gone out to the CSCU community to begin the nomination process for the Search Advisory Committee. Chair Fleury is taking recommendations for external stakeholders.
 - Search firms are being interviewed to assist and will be selected by the end of October.
 - Kickoff event with Search Advisory Committee and BOR Committee will be held on November 13th.

CSCU PRESIDENT OJAKIAN'S REMARKS

- COVID Update
 - Last week the universities tested 1369 students with 4 positive cases (all at ECSU which has the greatest number of students living in residence halls). Our positivity rate was .3%. This round of tests included 217 off-campus students with 0 positive cases. Thanks to everyone on the campuses, the presidents, their cabinets, and faculty and staff who have followed all the protocols and encouraged our students to follow protocols. They have worked tirelessly to ensure a safe and complete fall semester.
 - Since the beginning of the semester, we have had 49 resident student cases who have tested positive and been isolated. We still have ample space to manage quarantine and isolating students should the need arise.
 - The community colleges have seen an uptick in positive cases among students, but also faculty and staff. The campuses are working with local public health to support robust contact tracing. We are also reminding everyone that we must adhere to our virus mitigation strategies of mask wearing and physical distancing. All classrooms meet the social distancing requirements.
 - Our institutions are supporting the state's efforts for testing, as well. Both CCSU and Three Rivers have served as testing sites for community outbreaks in New Britain and Norwich. We recently received a request for a pop-up site at Norwalk Community College to support the local community.

- Finance/Budget Updates

- CFO Barnes and Chairman Balducci will provide a detailed presentation outlining our \$69M budget deficit and strategies to address. The schools worked hard to reduce the deficit from the original \$90M and will operate this year on very lean budgets and significant (40% combined) draw down on reserves.
- On the college side, there are substantial cuts to the colleges and CT State Community College totaling nearly \$19M. Though we've made substantial cuts to the budget, we are still building the future college and making investments in Guided Pathways, curriculum alignment and enrollment management at the colleges per our plan submitted to NECHE. President Ojakian stressed the importance of continuing the consolidation efforts.
- In terms of the Connecticut State Community College, the Board has been very clear that this is not the time to halt the consolidation, especially when it comes to efforts around equity and outcomes for students of color. We've had a piecemeal approach in the past that has put us behind all other New England states and among the lowest performing systems nationwide. We need to have a more systemic approach to these efforts. These investments are key to closing the equity gap.
- We are looking at longer term strategies to reduce costs and create efficiencies in the college system. As the Board said at the last meeting, everything is on the table. We have made cuts at the CCCC, but stopping the consolidation efforts is not something that will be entertained.
- At the universities, with a deficit of \$58M, driven by drops in occupancy of \$31M and nearly \$10M in spending in response to the pandemic, \$3.3M in net cuts was identified by the 4 universities. Today, additional cuts will be proposed to operating expenses to diminish the drawdown on reserves to cover the losses related to the residence halls experienced by our campuses.
- We are not just dealing with a short-term issue. The implications of the pandemic will extend into the future and will affect CCCC for the next 3 - 5 years. We're looking for longer term strategies to make sure that all of our campuses remain financially viable.
- We look forward to participating with the Governor and his team as they analyze the employment and retirement projections for state. It will impact our system.
- A hiring freeze has been implemented, and Ben Barnes will get into the details during his presentation. Despite things that may have been articulated, every institution, including CCCC, are subject to this. As is always the case, the hiring freeze does allow some critical positions to be filled under certain circumstances.
- We continue to advocate strongly and tirelessly with the legislature, the Governor and his administration to assist us in addressing not only this budget deficit, but also in understanding the value that the system provides to our students and all Connecticut communities.

- Collective Bargaining

- Very pleased that David Jimenez and Felice Gray-Kemp have agreed to serve on the Special Committee on Collective Bargaining to support the upcoming negotiations.
- We have already started to communicate our needs to the bargaining units as evidenced by the CFO's email to the unions about our budget situation and Andy Kripp's regular meetings with the statewide union leaders. We are also in regular conversations with the administration to understand their bargaining strategy and actions.

- Other items
 - We have been actively engaged with the Governor's Workforce Council, especially the Education Subcommittee. Because of our involvement and strong advocacy, strong recommendations will be made to the Governor and legislature on the value of our institutions and the critical importance of consolidation of our community colleges to the state's workforce efforts, the necessary critical investments in Guided Pathways advising, dual enrollment, and industry partnerships to ensure our institutions are preparing the state's future workforce. The final report will be shared with the BOR and CSCU community. Thanks to Garrett Moran and his team for their partnership and support. We look forward to working together to implement the strategies outlined in their plan.
 - Lastly I want to comment on the President's recent executive order limiting diversity training to entities - like CSCU - that receive federal funding. While we are still working through the legal ramifications and considering our options in response, this is wrong. At a time when our nation is going through a reckoning and many are just beginning to understand the impact of structural racism on the lives of minoritized people and communities, racial sensitivity training is an important tool to look ourselves in the mirror and become better, more understanding people. Embracing our diversity helps our organizations thrive. Recently, the 17 institutions in CSCU were called on to take a hard look at our record on diversity and equity, to showcase the areas of significant progress, and to identify actions to be taken to improve our campus cultures, policies and practices to promote better experiences for our students and employees. Further updates will be provided as the legal ramifications are understood and all options are explored.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Santiago, seconded by Regent Howery, the September 17, 2020 meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

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

A. ACADEMIC PROGRAMS

Discontinuations

CT Parenting Educator Credential (all 4 levels) - C1 Certificate - Charter Oak State College

Certificate in Paraprofessional Studies - C2 Certificate - Charter Oak State College

After School Education Credential - C2 Certificate - Charter Oak State College

Modifications

Instructional Technology Option - MS Education - Western CT State University
[Modification of Instructional Delivery]

Appointment of CSU Professor - Raouf Mama - Eastern CT State University

CSCU Accessibility Policy for Electronic Information and Technology

Gateway Community College - Acceptance of Gifts (General Motors Corporation)

RESOLUTIONS APPROVED ON CONSENT

Discontinuations

CT Parenting Educator Credential (all 4 levels) - C1 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Connecticut Parenting Education Credential Levels 1-4 (CIP Code: 19.0799 / OHE #s 018092, 018093, 018094, 018095) leading to a C1 Certificate at Charter Oak State College.

Certificate in Paraprofessional Studies - C2 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Paraprofessional Studies (CIP Code: 13.1501 / OHE #16817) leading to a C2 Certificate at Charter Oak State College, effective September 2021.

After School Education Credential - C2 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in After School Education (CIP Code: 13.9999 / OHE #15443) leading to a C2 Certificate at Charter Oak State College.

Modifications

Instructional Technology Option - MS Education - Western CT State University
[Modification of Instructional Delivery]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Education: Instructional Technology Option (CIP Code: 13.0101 / OHE# TBD), specifically the replacement of the existing on ground modality with online modality - leading to a Master of Science at Western Connecticut State University.

Appointment of CSU Professor - Raouf Mama - Eastern CT State University

WHEREAS, the faculty at Eastern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Raouf Mama for the title of Connecticut State University Professor; and

WHEREAS, The President of Eastern Connecticut State University, Elsa Nunez, has endorsed the committee's recommendation to award the title to Professor Mama and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Mama, a highly distinguished teacher, prolific scholar and renowned academic with an international reputation, has served Eastern Connecticut State University since 1990 and is currently a tenured Professor of English; and

WHEREAS, Professor Mama has been recognized as a Distinguished Professor at Eastern Connecticut State University and has received international awards for his storytelling of African and Caribbean oral traditions and publications that sustain the cultural heritage of Benin; and

WHEREAS, Professor Mama has published seven books with leading university presses as well as fourteen articles; and

WHEREAS, Professor Mama has been recognized by the Connecticut Commission of the Arts as a Master Teaching Artist; and

WHEREAS, Professor Mama has served as a consultant to the U.S. State Department as a Senior English Specialist; and

WHEREAS, Professor Mama received Benin's Kwabo Trophy of Excellence and Merit in Literature in 2009; and

WHEREAS, Professor Mama in 2019 received the Benin National Teachers of English Association Outstanding Storytelling and Service to English Teaching Award; therefore, be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Raouf Mama of Eastern Connecticut State University effective October 15, 2020, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

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

CSCU Accessibility Policy for Electronic Information and Technology

WHEREAS Connecticut State Colleges and Universities (CSCU) provides equal opportunity to its educational and administrative services, programs and activities in accordance with federal and state law;

WHEREAS CSCU is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources ("electronic information and technology" or "EIT");

WHEREAS Digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Section 508 of the 1973 Rehabilitation Act as amended and the State of Connecticut's Universal Website Accessibility Policy for state websites; and

WHEREAS The purpose of this policy is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws;

NOW, THEREFORE, BE IT RESOLVED: That the Board of Regents for Higher Education approves the CSCU Accessibility Policy for Electronic Information and Technology.

Gateway Community College - Acceptance of Gifts (General Motors Corporation)

WHEREAS, Gateway Community College is the recipient of a generous donation of six (6) General Motors (GM) vehicles 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 diesel technology 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 gifts from General Motors:

Description:

- 2018 Cadillac CTS, VIN: IG6AXX5SX2J0104503, Donation No: GM VEH2020-087, Value \$7,752.06
- 2019 GMC Sierra Denali 1500 4 WD Crew Cab, VIN: IGTU9FET9KZ351422, Donation No: GM VEH2020-140, Value \$20,870.94
- 2019 GMC Sierra 1500 2WD Crew Cab SLE, VIN: 3GTP8BET4KG100333, Donation No: GM VEH2020-141, Value \$20,870.94
- 2019 GMC Sierra 1500 4WD BDL Elevation, VIN: IGTV9CET00KZ343924, Donation No: GM VEH2020-142, Value \$20,870.94
- 2019 Chevrolet Silverado 4WD LT DBL, VIN: IGCVYDET8KZ35430, GM VEH2020-143, Value \$20,870.94
- 2019 Chevrolet Silverado 4WD RST Crew, VIN: 3 GCUYEET4KG100322, GM VEH2020-144, Value \$20,870.94

Total Current Market Value: \$112,106.76

ACADEMIC & STUDENT AFFAIRS COMMITTEE

BOR Vice Chair Harris commented that the CSCU Accessibility Policy for Electronic Information and Technology has been put in place to comply with federal and state mandates. She noted that the Committee recognized that any costs associated with implementing the policy will be constrained and will need to be monitored by the institutions. During COVID-19, it will be key to ensure accessibility to all programs and services regardless of disability (vision/hearing).

AUDIT COMMITTEE

Regent Wright reported that Committee members met on September 29, 2020 and received an update from management on the status of the audits conducted by the State Auditors of Public Accounts. The Connecticut Community College System audit performed by the Auditors of Public Accounts for the Fiscal Years 2016 and 2017 was issued on October 1, 2020.

The content of the report was covered in prior Audit Committee meetings but just recently has been released to the public.

The Audit Committee was then presented with the audit report on expenditures paid under CSCU 2020 capital projects program during the year ended June 30, 2020. The work performed by the firm of CohnReznick resulted in an unmodified opinion. The CSCU 2020 program has been audited annually since its inception in fiscal year 2009 and each audit has resulted in an unmodified opinion.

The Audit Committee also received an update from management and from the firm of Grant Thornton on the status of fieldwork performed on the financial statement audits of the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2020. There are no issues to report to date and management believes they are on track for all draft financial statements to be presented at the December 16th audit committee meeting for review and recommendation to the Board.

Management then gave an update on the Audit, Accounting, and Management Advisory Services RFP that is underway. Prospective firms responded to the RFP on October 5th, and the RFP Committee is currently reviewing each proposal. That Committee expects to recommend a firm for the audit services for fiscal years 2021 through 2026 at the December 16th audit committee meeting.

No other matters were discussed.

FINANCE & INFRASTRUTURE COMMITTEE

Regent Balducci reported that the Finance and Infrastructure Committee met on Wednesday October 7th. The agenda included two action items, one of which was on the consent agenda (accepting gifts from GM for Gateway CC). The other item was proposed budget revisions for the FY21 budget.

Shortfalls in enrollment at the colleges and in residence hall occupancy at the universities have led to steep revenue drops for CSCU. Without revisions to our budget, CSCU faced a deficit this year of about \$90 million. The administration, working with the community college regions and the individual universities, have proposed revisions that are intended to reduce the potential deficit. These revisions would lead to an overall spending deficit of \$68 million, including \$52 million at the universities and \$16 million at the community colleges. Charter Oak has experienced an increase in enrollment and is not impacted by these revenue concerns. In addition to reducing the deficit, the revisions clarify how we present the budgets for the Connecticut State Community College, the system office, and for Shared Services that are provided for the colleges or the universities.

The staff recommendation included some additional across-the-board cuts to the community colleges, recognizing that the colleges have nearly exhausted their reserves. These additional \$4.4 million in cuts are on top of the \$7 million in cuts that were developed by the regional budget staff working with individual campuses and \$12.2 million in federal CARES Act funding that is available to reduce the shortfalls.

The recommended revisions also include a 30% reduction in staff costs for CSCC, cutting \$4.4 million from this part of the budget. This revised budget still includes funding for the roll-out of Guided Pathways, and will put us on a path to meet the accreditation standards for the single college. Of the staff already hired for CSCC, only 3 out of 30 are new hires from outside the system. The remainder are our existing employees, reassigned to the single college.

The resolution presented to the Board requires the administration to seek concessions from our bargaining units and to seek additional support for CSCU from the State of Connecticut. It was noted that unless we take proactive steps to reduce the debt service, the State will be hard-pressed to provide additional support. The resolution also requires that administration undertake a review of academic and student support programs and staffing levels and organization. These efforts will guide any further reductions we need to implement if necessary, and help direct the changes needed to implement the CSCC by the fall of 2023.

The university cuts recommended were less aggressive than those for the colleges because the universities have larger reserves and are able to absorb larger losses this year. However, our universities should preserve as much as possible. Recovery of the demand for residence halls is unknown. The system must be prepared for more COVID-related expenses. The cost to close all four universities for one week is \$4 million.

An amendment to the budget revision was offered by Chairman Balducci. That amendment, which was distributed to the Regents, would reduce the university spending by an additional \$8 million. It would also require the administration to identify areas for privatization, to seek state assistance with our debt service costs during this pandemic, and to examine the University food service agreements for savings throughout consolidation. An additional \$10 million is due from the federal government - \$1.5 million for community college debt service assistance, the remainder will be used to further reduce the \$69 million shortfall. The amendment will limit the use of total university reserves to less than \$45 million. Everyone - faculty, staff, and the Board - will need to work together to find a path through this difficult budget year. The goal remains the same - to provide a top notch education at a reasonable cost to our students. Slashing programs and services is not being considered, just the careful analysis to ensure that the direction we take is a positive one.

Regent Balducci made a motion to adopt the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities. The motion was seconded by Regent Cohen.

Discussion continued.

- President Ojakian recognized the effort of everyone to bring forth the difficult recommendations. The stage needs to be set for future budget deficits given the length and impact the pandemic will have on the State. He will continue to work with the legislature and the Governor's Office to provide bridge funding for CSCU in the short-term. This is a very different dynamic that we are living in. With deaths across the country, unemployment filing in Connecticut, and long lines at food distribution sites, we are acutely aware of the impact of our choices and this budget shortfall on our families and the competing demands for support from the state.
- Ben Barnes presented his Budget Revision PowerPoint (Exhibit C). Since the creation of this presentation, letters have been received from several unions which will hopefully be the basis for meaningful discussions concerning concessions.

- Prof. Sesanker expressed concerns about investment in course redesign for single accreditation.
- Prof. Blitz expressed concerns about the budget for the CSCU System Office and Shared Services. Ben Barnes explained that the Shared Services items reflect the movement/reassignment from individual community college budgets into a centralized budget. Analysis can now be done about the level of efficiency and effectiveness of the non-student facing services.
- A proposal was made by Prof. Blitz to return the budget amendment for discussion at the Finance and Infrastructure Committee. Chair Fleury indicated that as a non-voting member of the Board, Prof. Blitz is unable to bring forth a motion for consideration. No voting members expressed interest in moving Prof. Blitz's proposal. Regent Balducci noted the urgency to move on any and all budget reductions and stressed the Board's fiduciary responsibility to students, faculty, staff, and the system. These actions when enacted would present the State Legislature with evidence of our actions to close the budget gap.
- At Chair Fleury's request, Ben Barnes discussed the CSCU FY21 Revised Budget included in the Board Packet as Attachment A and appears with these minutes as Exhibit D.
- Chair Fleury referenced recent articles in the press echoing what the CSCU team is hearing about concerns and conditions of students and CSCU's need for additional funding from the State. He stressed the need for the Board to take action on all aspects of CSCU's cost structure over which the Board has purview.
- President Ojakian gave an update on advocacy efforts with leaders, appropriations chairs, and members of the Governors administration. He voiced his opposition to delaying the enactment of the Revised Spending Plan and its Amendment.
- Regents Wright and Harris cautioned that if we do not take action, we may lose some of the control over the decisions we make and shorten the time available to implement changes. Regent Harris encouraged administration to move forward with exploration of union concessions alongside budgetary cuts.

Regent Balducci made a motion to adopt the Amendment to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities. The motion was seconded by Regent Cohen.

The amendment was read into the record by Assistant Secretary to the Board of Regents:

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

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

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

NOW THEREFORE BE IT ENACTED that the budget revisions being considered by the Board of Regents be amended by reducing the following budget lines by the following amounts:

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 - That the system will seek further assistance from the State of Connecticut in paying debt service on auxiliary facilities given the reduction in fees associated with these facilities -- residence halls, dining facilities, and student centers - as a result of the pandemic; and
 - That the system will evaluate other ways to reduce costs, including consolidation or renegotiation of food service agreements held by the individual universities.
- Regent Balducci stated that additional review may take place in January when the mid-year budget is examined. Ben Barnes indicated that if shortfalls exist in January, administrative budget transfers can take place to address them and provide flexibility.
 - Regent Ryan agreed that we must move forward knowing there will be an opportunity for review in January. She congratulated Prof. Blitz on his research and concern for the System. Regent Cohen reinforced Pres. Ojakian's message that we will not be going to the State Legislature in a vacuum; others are asking for assistance at the same time.
 - Prof. Sesanker encouraged a less prescriptive approach rather than the line item approach outlined in the Amendment.
 - Pres. Ojakian indicated that any other proposed savings will likely adjust reserves and not replace line item reductions. Ben Barnes indicated that the use of reserves and where they are applied will be determined at Audit. It is the purview of the Board to transfer reserves among any CSCU entity as it sees fit.

- In response to a question by Prof. Sesanker about why continue with the college consolidation, Pres. Ojakian commented that the Students First initiative has been a Board directive since April 2017. The consolidation of community colleges is designed to improve students' success rates, to close the equity gap, and to ensure the financial sustainability of all the community colleges. This is not the time to delay or derail the work being done to ensure single accreditation in 2 years. The investment is designed to create a long-term model of sustainability.
- Chair Fleury stated that we are bounded by obligations, contracts and a cultural tradition that inhibits our ability to adjust for the durational aspect of this crisis. Debt service and staffing levels are two basic elements of a cost structure that we cannot impact or change. He suggested that we need to ask for relief on the debt service associated with CSCU dormitories.

The motion to adopt the Amendment to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities was carried following a unanimous voice vote.

The motion to adopt the Resolution as amended to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities was carried following a unanimous voice vote.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

No Report, No Exhibits

EXECUTIVE COMMITTEE

No Report, No Exhibits

EXECUTIVE SESSION

On a motion by Regent Cohen, seconded by Regent Harris, the Board voted unanimously to go into Executive Session at 12:36 p.m. for discussion concerning the appointment or evaluation of a public officer or employee.

At the request of Chair Fleury, Alice Pritchard and President Ojakian remained with the Board.

The Board came out of Executive Session at 1:32 p.m. at which time Chair Fleury noted there were no votes taken in executive session and that discussion was limited to the appointment of a public officer or employee.

ADJOURNMENT

Chair Fleury declared the meeting adjourned at 1:32 p.m.

Submitted,

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

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A SPECIAL MEETING
THURSDAY, NOVEMBER 19, 2020
CONDUCTED VIA REMOTE PARTICIPATION**

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

CSCU STAFF:

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

CALL TO ORDER

Chair Fleury called the meeting to order at 10:06 a.m. and, following roll call, declared a quorum present.

ADOPTION OF AGENDA

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

EXECUTIVE SESSION

At 10:09 a.m. on a motion by Regent Cohen, seconded by Regent Wright, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed CSCU President Mark Ojakian and Chief of Staff/Board Secretary Alice Pritchard to remain with the Board in Executive Session.

RETURN TO OPEN SESSION

At 10:46 a.m., Chair Fleury announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

Based on the discussions in Executive Session, Chair Fleury made a motion to approve the appointment of Dr. Jane Gates as Interim President for the CSCU System effective January 1, 2021. Regent Harris seconded the motion.

RESOLUTION CONCERNING THE APPOINTMENT OF AN INTERIM PRESIDENT OF THE CONNECTICUT STATE COLLEGE AND UNIVERSITY SYSTEM (CSCU)

WHEREAS, Mark Ojakian, the President of the CSCU System, will retire effective December 31, 2020; and,

WHEREAS, The Board of Regents for Higher Education (BOR) is conducting a national search process to fill the vacancy created by President Ojakian's retirement; and,

WHEREAS, there is a need to appoint an interim System President until the search process is complete and the BOR appoints a new System President; and,

WHEREAS, the BOR has determined that the role and responsibilities of an interim System President can best be filled by a System administrator with knowledge of the Board's academic priorities and the System's programs, operations and policies; and,

WHEREAS, the BOR remains committed to its principles of equity and excellence in selecting highly qualified personnel to serve students and to lead its mission; and,

WHEREAS, the Board seeks an interim CSCU President who is a respected voice for equal educational access for underserved student populations and a champion of student success initiatives; now therefore be it

RESOLVED, that, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, Dr. Gates will not only serve as Interim CSCU President but also continue to perform the duties of her position as CSCU Provost & Senior VP for Academic and Student Affairs; and,

RESOLVED, that Dr. Gates shall receive a bi-weekly differential of \$3,813.67 for her additional responsibilities as Interim CSCU System President; and,

RESOLVED, that the Board expresses its deep appreciation to Dr. Gates for accepting the interim System presidency until the new President is appointed and takes office; and, be it further

RESOLVED, that Dr. Gates will return full-time to her position as Provost & Senior VP for Academic and Student Affairs upon the conclusion of this interim appointment.

Regent Harris made the following comments concerning Dr. Gates' appointment:

- Dr. Gates will bring continuity to the Board of Regent's work.
- Her academic skills and ability to bring national best practices for higher education are helpful to the Academic and Student Affairs Committee and staff when deliberating issues.
- Their monthly meetings demonstrate the collaborative approach she will continue with the BOR Chair and all Regents.
- Dr. Gates is transparent, respects diverse opinions, believes in equity and student success and has a strong, capable team around her.

Regent Harris expressed her pleasure and confidence for Dr. Gates' success moving forward.

President Ojakian noted his pleasure with the resolution presented and with Dr. Gates' willingness and ability to take on this new, additional role. Dr. Gates has the skill set to lead and to make a difference, as well the temperament to be an effective leader - one who listens and makes the decisions that need to be made. Dr. Gates will continue the momentum to reduce the equity gap, to increase student success, and to continue the progress of the Students First initiative, thus ensuring the continuity of our world-class institutions in Connecticut. He expressed his personal thanks and best wishes.

Regent Howery indicated her happiness with the resolution. She noted the challenging times for CSCU and appreciated Dr. Gates's willingness to step and her willingness to keep CSCU moving forward. She heartily endorsed the appointment.

When discussion concluded, **the resolution was put to a vote and was carried unanimously.**

Dr. Gates made the following comments in accepting this new role:

“I am honored. I appreciate the confidence of the Board of Regents and the opportunity to serve the CSCU system during this transition. I look forward to continuing to advocate, to work with the presidents, CEOs, faculty, staff, and most importantly our students. I express my deep gratitude to President Mark Ojakian who has demonstrated remarkable capabilities, commitment, and vision to fulfill the mission of the CSCU system during unprecedented times. While I realize this is a major challenge, but with the support of the System, the support of the Board of Regents, I am confident that we will be able to not only maintain the momentum, but advance the resiliency of this wonderful CSCU System.”

Chair Fleury thanked Dr. Gates, President Ojakian, the System Office team, and the world-class leadership team at the System Regional and campus level.

ADJOURNMENT

On a motion by Chair Fleury, seconded by Regent Cohen, Chair Fleury declared the meeting adjourned at 11:01 a.m.

Submitted,

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 17, 2020

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

A True Copy:

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

ITEM

Discontinuation of a program in Therapeutic Recreation leading to a C2 Certificate at Northwestern Connecticut Community College, effective June 1, 2022.

BACKGROUND

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation C2 Certificate due to low and declining enrollment. Current enrollment is 9 students, down from 12 in 2015.

This program leads to employment that has a low starting pay (\$36,900 with a bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural area. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.

Phase out: Two years (4 semesters)

Therapeutic Recreation courses will continue to be offered for the next four semesters and/or any current students can be referred to Manchester Community College or Middlesex Community College to complete their studies. Both Manchester and Middlesex offer Therapeutic Recreation. Manchester offers both the Associate Degree and the Certificate. Middlesex offers the Certificate.

There is no cost associated with closing this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 17, 2020

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

A True Copy:

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

ITEM

Discontinuation of a program in Therapeutic Recreation leading to an Associate of Science at Northwestern Connecticut Community College, effective June 1, 2022.

BACKGROUND

Northwestern Connecticut Community College is recommending the discontinuation of the Therapeutic Recreation Associate of Science due to low and declining enrollment. Current enrollment is 9 students, down from 12 in 2015.

This program leads to employment that has a low starting pay (\$36,900 with a bachelor's degree) and job availability in this sector is in decline according to Jobs EQ. This makes it difficult to recruit students, especially in a rural area. With other community colleges offering the program, this will "right size" the number of programs offered in on ground and online formats in the State of Connecticut.

Phase out: Two years (4 semesters)

Therapeutic Recreation courses will continue to be offered for the next four semesters and/or any current students can be referred to Manchester Community College or Middlesex Community College to complete their studies. Both Manchester and Middlesex offer Therapeutic Recreation. Manchester offers both the Associate Degree and the Certificate. Middlesex offers the Certificate.

There is no cost associated with closing this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

December 17, 2020

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

A True Copy:

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

ITEM

Accreditation of a licensed program in Health Care Administration leading to a Master of Science at Charter Oak State College for a period of seven semesters.

BACKGROUND

The program was approved in 2017, but COSC delayed the start of the program until spring 2020. 26 students are enrolled in the program. COSC is seeking early accreditation of the program and will return after 7 semesters to request continued accreditation. There is strong interest in the program, including from a number of veterans. However, in order for veterans to be able to use Veterans Benefits to pay for the program, it needs to be accredited. COSC is marketing the program both within CT and nationally. There is also interest in a dual degree program with the proposed MS in Health Care Administration and the MS in Health Informatics.

PERFORMANCE INDICATORSStudent Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 2: 31.7

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

Difference: N/A

Cost Effectiveness

Total Revenue generated by program during its Year 3: N/A

Total Expenditures apportioned to program in its Year 3: N/A

Difference: N/A

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 17, 2020

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

A True Copy:

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

ITEM

Accreditation of a licensed program in Biotechnology leading to a Bachelor of Science at Southern Connecticut State University.

BACKGROUND

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

PERFORMANCE INDICATORSStudent Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 32

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 30.17

Difference: (1.83)

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$181,790

Total Expenditures apportioned to program in its Year 3: \$29,559

Difference: \$152,231

Learning Outcomes

SCSU has not performed an assessment of only the B.S. Biotechnology majors in the upper level courses since the total number of B.S. Biotech students who have taken these courses is low. Most of the B.S. Biotechnology majors are freshman and sophomores. The department has aggregated assessment data for the entry level courses BIO103 'Biology II' and BIO220 'Genetics' for both Biology and Biotechnology majors, as well as from a faculty assessment of upper level lab reports. These data indicate that the students are meeting the L.O.'s for the department. On average, the B.S. Biotechnology Majors have a higher GPA (3.12) compared to the B.S. Biology majors (2.96).

PROGRAM CHANGES

No curricular changes have been made to the program since licensure.

ADDITIONAL INFORMATION

There is a growing need for a BioScience workforce in Connecticut. The following statistics were prepared for the Governor's Workforce Council by Peter Dimoulas (SCSU), Christine Broadbridge (SCSU), Dawn Hocevar (BioCT), and David Allon (GWC Bioscience consultant)

- BioScience Workforce in Connecticut
 - The BioScience (or Life Sciences) sector is growing rapidly in Connecticut, with approximately 23,000 employees and 1,300 companies, not including college and university labs.
 - BioScience growth from 2016 (to 2018): 18% increase in number of establishments and 7.2% increase in employment compared with average private sector growth in establishments at 3.1% and employment at 3.3%

- The average annual Life Sciences salary in CT is \$127,000 compared to the general private sector average of \$68,000. Key employers include: Alexion, Arvinas, Biohaven, Boehringer Ingelheim, Jackson Labs, Medtronic, Pfizer, Isoplexis and Sema4.
- While CT has a highly ranked secondary education system, not enough students acquire applied STEM skills and relevant work experience required by Life Sciences companies.
- CT Life Sciences employment could grow by 5,000+ jobs over the next five years.

From 2014-2019, nearly 3,000 students from community colleges to university graduate degree programs graduated in certain Life Sciences majors. With continued growth in the sector, and an average of 500 graduates per year, shortfalls could approach 50%.

The program coordinator, Dr. Edgington, began conversations with faculty in the Biotechnology programs at Capital and Middlesex Community Colleges in the fall of 2019. In light of the proposed merger of the community colleges, which may include a merger of these two programs, we decided to wait to formalize a transfer articulation agreement.

We also examined the TAP pathways in both Biology and Biochemistry. The TAP Associate's degree in Biology provides a seamless transfer into the Biotechnology degree, and so we formalized pathway documents for our four largest feeder institutions (Gateway, Housatonic, Norwalk, and Naugatuck Valley).

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

December 17, 2020

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

A True Copy:

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

ITEM

Accreditation of a licensed program for a Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University through fall 2022, at which time the institutions may return to apply for continued accreditation. The pathway includes an Associate of Science in Public Utilities Management at Gateway Community College and a Public Utilities Management specialization within the Bachelor of Science in Business Administration at Southern Connecticut State University.

BACKGROUND

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

PERFORMANCE INDICATORS

Gateway Community College:

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 5

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 2.8

Difference: (2.20)

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$18,000

Total Expenditures apportioned to program in its Year 3: \$50,424

Difference: (\$32,424)

Southern Connecticut State University:

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: SCSU began accepting students in the program in fall 2019. Thus, we are just beginning the second year of the program. There were no projections for this particular milestone in our original application, but at this point we would expect 8-10 PUM students.

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: SCSU began accepting students in the program in fall 2019. At the beginning of this second year of the program there are currently 9 PUM students.

Difference: 0

Cost Effectiveness

Total Revenue generated by program during its Year 3:

Total Expenditures apportioned to program in its Year 3:

Difference:

Southern began accepting students in the program in Fall 2019. Thus, we are just beginning the second year of the program. At Southern, the program is administered in a very cost-effective manner as well. Dr. Minjae Lee is the Program Coordinator, and he has not received any reassigned time for his duties.

We have hired a part-time retired executive from the utilities industry, James Flynn, who oversees program recruitment, marketing, curricular consulting, and industry relations. In addition, the School of Business has raised over \$375,000 from corporate partners in support of the program. These funds have been used to support student scholarships, experiences, trips, and an Employer Leadership Advisory Board.

Learning Outcomes

Gateway Community College: In year three, the program featured seven students enrolled in the PUM program. Each of the students is in good academic standing and are on track for graduation in 2021-2022. Two students graduated prior to 2020; one transferred to the BS PUM pathway option in SCSU's School of Business and the other graduate secured employment as a utility manager in a Connecticut water utility

Southern Connecticut State University:

Students enrolled in the PUM program are assessed by School wide learning outcomes. At the end of program's Year 3 (year 1 at Southern Connecticut State University), there were three seniors, two juniors, and one freshman in the program. At the start of year 2 there are 9 students. All students in the program were in good academic standing. All senior students have been in good academic standing, which demonstrates proficiency via application of concepts and demonstration of increasing skill with progression through courses, simulations and projects that build upon concepts covered in the courses, and case studies/portfolio that include concepts and skills from all courses

ADDITIONAL INFORMATION

Gateway Community College is in discussions with Southern Connecticut State University to develop an Articulation Agreement to formalize the seamless transfer of all courses and credits taken at the Gateway to fulfill the requirements of an A.S. Degree in Public Utility Management to B.S. Degree in Business Administration with a specialization in Public Utility Management at Southern Connecticut State University.

Industry demand for PUM graduates, from both the AS and BS levels continues to be strong among utility companies. The following four industry leaders sent letters of support undergirding the needs of the program:

- Mr. Larry Bingaman, President and CEO, South Central Regional Water Authority, New Haven, CT
- Mr. Jeffrey LeMay, Plant Supervisor, Town of South Windsor Water Pollution Control Facility, South Windsor, CT.
- Mr. Gerald McDermott, Board Chair, Connecticut Section of the American Water Works Association, New Haven, CT

In addition the Connecticut legislature on July 8, 2019 approved Public Act 19-150 requiring each CT technical education and career school to collaborate with leaders of the public utility industry, plan and assess workforce needs, and implement curriculum commensurate with these objectives.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program through fall 2022. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/04/2020 – BOR Academic & Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Accounting (CIP Code: 52.0301 / OHE# 00036), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Finance (CIP Code: 52.0801 / OHE# 02650), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Management (CIP Code: 52.0201 / OHE# 00037), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Management Information Systems (CIP Code: 52.1201 / OHE# 02380), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Marketing (CIP Code: 52.1401 / OHE# 00039), specifically the addition of hybrid modality to traditional program delivery, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Having introduced online classes in 2009, the School of Business was one of the early adopters of distance learning at CCSU, and its faculty and staff members are forerunners in the development of online teaching and learning best practices, training, and evaluation.

Over the past decade, the School has responded to student demand and faculty appreciation for distance learning by continuing to expand the portfolio of online courses. The proposed hybrid programs target working adult learners (post-traditional), millennials, and Gen Z—a constituency of learners that seeks accessible and flexible learning opportunities. Given an anticipated 25% reduction in the number of traditional high school graduates by 2031, we need to increase our market both within and beyond the State of Connecticut.

The School of Business faculty members who teach online courses are trained in Quality Matters and are well-equipped to teach online courses. Furthermore, CCSU has the necessary infrastructure to train educators and effectively deliver online courses.

The School of Business received its prestigious AACSB accreditation in 2013, giving it a competitive advantage over other schools in Connecticut. We strongly believe that a hybrid program will help us serve our current students while improving our future enrollment figures because:

- Hybrid programs will enable us to compete more effectively with our competitors, including SNHU, UMass, ASU, SNHU, Purdue Global, and Penn State World Campus, many of which already offer online Business programs to Connecticut students.
- Transfer students—especially those with Associate’s degrees—may find it preferable to complete most if not all of their remaining courses online.
- Many students, including working adult learners (post-traditional), millennials, and Gen Z, are exhibiting greater preference for online courses.
- Our external accreditation body, AACSB, is promoting online business education.

Offering this hybrid program could serve to grow enrollment and consequently revenue. No additional expense will be incurred. The School will utilize the current resources and development opportunities available via CCSU’s Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Program modification to a program in Gerontology, specifically the addition of hybrid modality – leading to a Post-Baccalaureate Certificate at Central Connecticut State University.

BACKGROUND

Based on a recent market analysis by Hanover Research, most gerontology programs are geared towards working professionals. Offering the hybrid option allows more flexibility for working students. Further, the majority of benchmarked OCPs are offered online; transitioning at least half of our courses to online delivery makes our program more competitive.

Indeed, the transition to online during the pandemic has resulted in a modest uptick in headcount enrollment (increase of 4 students from fall 2019) and has demonstrated the potential of offering more classes online. The hybrid option allows us to offer our core required classes online yet maintain some flexibility for electives and students seeking the on-campus experience and in-person connection.

Offering the hybrid option would hopefully increase enrollment and therefore revenue. No additional instructional expenses are expected, except those driven by increasing enrollments. Currently, most courses have the capacity to accommodate approximately a doubling of enrollment. Program faculty will utilize the current resources and development opportunities available via CCSU's Information Technology Department, Center for Teaching and Faculty Development, and Instructional Design and Technology Resource Center.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 17, 2020

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

A True Copy:

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

ITEM

Modification of a degree program in Bilingual / Bicultural Education and TESOL (CIP Code: 13.0201 / OHE# 000602), specifically the addition of hybrid modality to traditional program delivery, leading to a Master of Science at Southern Connecticut State University.

BACKGROUND

In order to attract out of state graduate students, the MS in Bilingual/Multicultural Education and TESOL needs to offer online courses during fall and spring semesters. The program will continue offering on ground classes during summer sessions when teachers from neighboring states can reside on campus or easily travel to SCSU campus. No financial change is expected.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 17, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Care Administration (CIP Code: 51.0701 OHE# TBD) – leading to an Associate in Science at Middlesex Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in Health Care Administration at Middlesex Community College.

BACKGROUND

There is current demand in Health Care Administration in Connecticut with demand at the associated degree level consisting of primarily practice management roles in smaller organizations. A search of Indeed.com for practice manager jobs in Connecticut on 6/1/2020 yielded 60 results. Within these results, 20 postings listed a bachelor's degree as required and 9 listed a bachelor's degree as preferred. Applicants with an associate degree would be eligible for the remaining 31 job openings. One posting listed the CPPM certification as required.

Demand is expected to remain strong long-term. The Bureau of Labor Statistics reports a growth projection for 11-9110 medical and Health Services Managers of 17.6% from 2018-2028. The BLS reports that for physician offices, the demand increases as "offices of physicians utilizes broader team structures which will require increased use of specialized management."

Health Care Administration is a field that combines knowledge of healthcare delivery with business skills. Middlesex Community College offers strong Business and Health Careers programs whose faculty can contribute to delivering a Health Care Administration program. Middlesex Community College is centrally located for those students who would like to take courses in person. Middlesex Community College faculty are experienced in online education which will enable the College to offer this program in an online format to serve those living at a distance as this will be the only associate degree level program in the CSCU system.

CSCU program offerings were queried and no associate degree programs for Health Care Administration currently exist in the system. Western Connecticut State University offers a master's degree. Charter Oak State College offers a bachelor's degree and a master's degree.

The program was developed with consideration of the Charter Oak State College Health Care Administration bachelor's degree program requirements. Middlesex Community College will develop an articulation agreement for students to continue to the bachelor degree level at Charter Oak State College.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 17, 2020

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

A True Copy:

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

ITEM

Establishment of a new program leading to a Master of Science in Human Nutrition at Western Connecticut State University.

BACKGROUND

The MS in Human Nutrition will enable WCSU undergraduates in the Health Promotion Studies major (200+ students) to move seamlessly into a graduate program, which would prepare them for leadership, entrepreneurial, and/or academic roles in the rapidly growing area of nutrition and wellness. The proposed program would also benefit adults currently working in related fields who hold a bachelor's degree in Nutrition, Exercise Science, Public Health, Education, Psychology, Business, and any science or associated fields by allowing them to advance their skills to assume greater responsibility in their careers or continue onto any number of specialized terminal degrees. Coursework is aligned with the requirements for earning a credential as a Board Certified Nutrition Specialist. This credential is required for licensing as a practicing "Certified Dietitian-Nutritionist" with the state of Connecticut.

This degree focuses on training students in empirically validated and peer-reviewed research-centered advanced study of metabolic physiology, etiology of disease, best-practice assessment, and nutrition-based intervention strategies for treatment and prevention. The rigorous emphasis on evidence-based treatment, participation in peer-reviewed research, and subsequent dissemination of findings are the basis of this program and will be supported by faculty in the department.

As the job demand in healthcare continues to grow due to the aging baby boomer population and new access to medical and public health services through the Affordable Care Act increases, the outlook for job growth in the healthcare industry is strong. With the medical and public health communities continuing to trend toward integrated and preventative healthcare interventions, one of the fastest growing fields in healthcare is nutrition.

The latest Bureau of Labor Statistics analyses expect the demand for nutritionists and dietitians to grow at a rate of 21 % through 2022. Employment for nutritionists and dietitians in physicians' offices, particularly, is expected to grow by 29.2 % over the same period. In addition, elderly and disabled services expect an increase of 63.9 % and careers in nutrition-related outpatient care centers expect employment opportunities to increase 68 %.

The development of an MS in Human Nutrition will provide students at WCSU with advanced training in nutrition through both course work and research – advanced training as most professions encourage at least a master level education. The research areas are varied and will guide students to pursue areas of interest such as community nutrition, diet and behavior change, public health and food policy, and health and wellness. Successful completion of the M.S. in Nutrition will enable students to continue their graduate or professional education or pursue employment in academia, the government, or private industry.

Enrollment in the Human Nutrition program is estimated to begin with a class of approximately 12 students with the goal of maintaining this regular acceptance through years 1 and 2 and increasing to 14 in year 3. As the program grows, WCSU plans to add at least one new full-time faculty member to the department. WCSU has adequate staff and facilities to begin without any financial investment beyond the cost of part-time faculty to take over some undergraduate courses. Analysis of the budget, based on 12-14 students per cohort, shows more than sufficient funds to support this program.

While there is no specific transfer opportunity from another graduate degree, there is potential to create pathways from CC health programs through graduate education. There are no similar programs in existence at any of the current CSU institutions.

RECOMMENDATION

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

12/04/2020 – BOR -Academic and Student Affairs Committee

12/17/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Refund and Course Withdrawal Policy

December 2, 2020

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

A True Copy:

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

**CONNECTICUT STATE COMMUNITY COLLEGES:
REFUND AND COURSE WITHDRAWAL POLICY – DRAFT**

This proposed policy seeks to update the refund policy for community college students in full-semester courses (fall and spring) and abbreviated terms (i.e. summer, winter, late-start, or other variable terms). Additionally, this policy will further define the add/drop and withdrawal dates for full-semester courses and abbreviated terms. These recommendations are specific to the twelve Connecticut State Connecticut Community Colleges (“CSCC”) and to the future Connecticut State Community College.

BACKGROUND

In September 2017, the twelve community colleges adjusted their census date from the second week of the semester to the third to better align with the practices of the four state universities. However, the standing refund policy was never adjusted to align with the new census date.

In April 2020, the Board of Regents approved the Grading, Notations, and Academic Engagement Policy (20.052) to more accurately depict official student enrollment at the time of census. It became evident that the current community college policies on course withdrawals and refunds should be reviewed to ensure consistency in approaching both the active engagement of a student in their registered coursework, as well as the policies surrounding a student’s ability to add/drop courses and/or withdraw from coursework.

Combined, these policies will confirm a student’s active engagement in their registered coursework prior to each 15-week semester census, and provides a uniform framework for refunding during the add/drop period through the end of the semester.

RECOMMENDATION

To provide for the equal treatment of all students, regardless of their method of payment for applicable course-related charges, it is recommended that the Board of Regents revise its refund policy for all community college students. These recommendations seek to correct the punitive nature of the current refund policy which impacts our students both financially and in terms of their persistence rates and student success.

The policy is designed to remove the existing financial disincentives for early registration which charge a student for adjusting a class schedule. Further, our students who have the most need will be allowed to adjust courses at the start of term without accruing a financial penalty they cannot afford. This modification to the current policy also provides the opportunity for students to test the various instructional modalities without fear of penalty during the first seven calendar days of full-term semester courses.

This recommendation incorporates a new fee, the Late Drop Fee, to be assigned to students who drop any coursework under the definitions below. Students assigned a registration status of Not Participating (NP) shall have the Late Drop Fee assessed to each applicable course. This fee will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.

Lastly, this recommendation looks to refine course withdrawal dates to better align with the majority of the four Connecticut State Universities.

A chart detailing the proposed tuition and fee structure is reflected in **Exhibit A** of this report.

CSCC REFUNDS (full-semester courses):

REFUNDS FOR FULL-TERM COURSES (SUMMARY)

Note: students may drop courses through the census date (by end of business day); courses dropped during this period would not appear on a transcript. Courses can only be added up to calendar day seven of a full, 15-week term.

No course withdrawals will be accepted once 80% of the semester has passed. For a typical 15-week term, 80% of the term is considered the last day of the twelfth week of the term. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.
- Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.
- After census and until 80% of the term: drops are considered a course withdrawal and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

REFUNDS FOR ABBREVIATED TERMS (SUMMARY)

Summer, Winter, Late Start or Other Variable Terms

Note: students may drop a course through the first 20% of an abbreviated term length; courses dropped during this period would not appear on a transcript. Courses can only be added up to the first 10% of the abbreviated term length.

No course withdrawals will be accepted once 80% of the term has passed. For abbreviated terms, 80% of the semester is considered the last day of the business week of that period. A student may appeal the course withdrawal deadline due to mitigating circumstances.

- Prior to the start of the term through 10% of the term length: 100% of tuition and fees will be refunded.
- Between 10% of the term length and 20% of the term length: 100% of tuition and fees will be refunded. For students that drop a course during this period, a “Late Drop Fee” will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.
- After 20% of the term length through 80% of the term: drops are considered a course withdrawal, and will be noted as a “W” on the transcript. No tuition or fees will be refunded.

REFUNDS OF TITLE IV AND OTHER FINANCIAL ASSISTANCE

This policy excludes the effect of the Return of Title IV Aid calculation for student aid recipients.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for Title IV grant or loan recipients who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60% of a payment period or period of enrollment unless otherwise noted by the US Department of Education. This includes “unofficial withdrawals,” which are defined as students who stop attending their classes but do not follow college policy and officially withdraw from class(es). Federal law requires that the student’s federal aid eligibility be recalculated in these situations and Title IV aid not earned by the student be returned to the US Department of Education.

It is recommended that students receiving financial assistance should consult with the Financial Aid Office prior to withdrawal in order to determine the financial impact that the Return of Title IV funds calculation will have.

Funds not earned by the student are required to be returned to the appropriate federal program in the following order:

1. Unsubsidized Federal Direct Stafford Loans
2. Subsidized Federal Direct Stafford Loans
3. Federal Direct PLUS received on behalf of the student
4. Federal Pell Grants
5. Federal Supplemental Educational Opportunity Grants
6. Other grant or loan assistance authorized by Title IV of the Higher Education Act

Although not required under federal regulation at the time of this policy, after federal return obligations are satisfied, any remaining funding shall then be returned to the following programs at the discretion of the policy associated with that funding source:

7. Other State, Institutional, or Private financial assistance
8. Student

REFUNDS TO VETERANS

Students entering the armed services; being relocated by the military; or deployed, before earning degree credit will have 100% of term charges cancelled upon submitting notice in writing and a certified copy of enlistment papers.

APPEAL FOR REFUNDS OF TUITION AND FEES

Common policies and procedures will be implemented across the twelve Connecticut State Community Colleges to ensure that students are treated equitably across each of the colleges. This process will include the following: a single Refund Appeals Form for use at each college, a common procedure for forming a committee to review appeals, common criteria for consideration in the review process, a common timeframe for students to submit appeals, and a common policy for retaining documentation when the appeal is received.

Appeals must fall under one of the following categories to be considered: military relocation or deployment, medical situations, or mis-advisement. No appeals will be considered or accepted once the term for which they appeal is being made has finished.

**EXHIBIT A: CURRENT REFUND STRUCTURE VS.
PROPOSED REFUND STRUCTURE**

TUITION/FEE	TIME DUE	CCC REFUND (current)	CSCC REFUND (proposed)
Full-time & Part-time Tuition (full-term courses)	Tuition is due by the tuition due date at each college, which shall be not earlier than six weeks nor later than three weeks before the first day of classes unless a deferred payment plan is in place.	<p>*Upon withdrawal from the College course up to, but not including, the first day of the term, as defined by the published academic calendar, 100% of term charges will be cancelled;</p> <p>*Withdrawal on the first day of the term and through the fourteenth calendar day of that term, 50% of term charges will be cancelled.</p> <p>*A reduction in load on the first day of the term and through the fourteenth calendar day of that term, 50% of applicable term charges will be cancelled.</p> <p>*No cancellation of charges after the fourteenth calendar day of the term.</p>	<p>*Prior to the start of the term through calendar day seven of the term: 100% of tuition and fees will be refunded.</p> <p>*Between the calendar day eight and census (20% of the term): 100% of tuition and fees will be refunded. A “Late Drop Fee” (no more than \$75 per course or \$200 per term) will be assessed to students who drop a course during this period.</p> <p>*After census, no tuition or fees will be refunded.</p>
Late Drop Fee <i>(proposed new fee)</i>	Due upon time of assessment. The fee will be assessed at \$75 per course, but will not exceed the total amount of \$200 per term.	n/a	Non-refundable.
Application/ Program Enrollment Fee	Upon Submission of Application. A program enrollment fee shall be charged to all students applying for matriculation into an academic program, except that this fee is	Non-refundable.	<i>Recommend removal of this fee from the chart. This fee was eliminated in March 2019.</i>

	not applicable if the student has previously paid the application fee.		
Late Registration Fee	After the deadline prescribed by the college for regular registration	Non-refundable.	<i>Recommend removal of this fee from the chart (not currently assessed at the community colleges).</i>
Supplemental Course Level 1 & 2	Due date established by college.	Non-refundable.	Same as tuition.
Clinical Fees/Allied Health Fees	Due date established by college.	Non-refundable.	Same as tuition.
Nursing Media Fee	Due date established by college.	Non-refundable.	Same as tuition.
Nursing Program-Learning Support & Assessment	Due date established by college.	Non-refundable.	Same as tuition.
Manufacturing Fee	Due date established by college.	Non-refundable.	Same as tuition.
College Services and Student Activity Fees	Due date established by college.	Non-refundable except when course sections are cancelled by the college.	Same as tuition.
Transportation Fee	Due date established by college.	Non-refundable.	Same as tuition.
Materials Fee	Due date established by college.	Non-refundable.	Same as tuition.
Replacement ID Fee	Due date established by college.	Non-refundable.	Non-refundable.
Academic Evaluation Fee	Due date established by college.	Non-refundable.	Non-refundable
Portfolio Fee	Due date established by college.	Non-refundable.	Non-refundable.

Exhibit B: Financial Impact of Policy Implementation

Fall 2020 Data: Parameters Used

- Students with a drop or withdrawal code up until 9/25/20
- Students with a fall 2020 balance due as of 10/19/20

Fall 2020, Outstanding Balances as of 10/19/20: \$598,983.
(for students with drop codes from the first 2 weeks of classes)

Potential costs: \$589,720.
(if 100% refund was issued in fall 2020 for drops in the first two weeks of classes)

Fall 2020 students that could have benefitted from a change in policy: approx. 1600*
**some of this number may be duplicated if students dropped more than one course*

These potential costs are offset by the following considerations:

- Potential revenue from Late Drop Fee: \$120,000
- Outstanding bills to students who withdraw are an impediment to enrollment in a future semester.

Exhibit C: Persistence Data (In Relation to Tuition Balances and Dropped Courses)

The Office of Research & System Effectiveness compiled data for students in the academic years 2018-2019 and 2019-2020. Data addressed student persistence in relation to factors such as tuition balances due, and the date that a course was dropped (pre/post census).

The following findings are noted:

- The average fall-to-spring retention rate across the sector *for all students regardless of type or seniority* is 60%.
- Students without a balance due were retained at double the rate of those who had a balance due at the end of term.
- Students who drop a course in fall are only slightly more likely not to re-enroll in the spring, and taken as a group, droppers are not noticeably more or less likely to persist depending on the timeframe during which they dropped. However:
 - Students who dropped due to nonpayment or nonparticipation were far less likely to persist.
 - Students who dropped with a partial refund were slightly less likely to persist.
 - Students who dropped for more traditional reasons (excluding nonpayment, nonparticipation, cancellations, withdrawals and partial refunds) were less likely to persist if that drop occurred after the census date.

Fall to Spring Retention: All Students

School	AY 2018-19	AY 2019-20
<i>All CCC</i>	62%	60%
Asnuntuck	53%	55%
Capital	61%	59%
Gateway	65%	65%
Housatonic	64%	63%
Manchester	57%	54%
Middlesex	65%	62%
Naugatuck Valley	64%	63%
Northwestern CT	63%	64%
Norwalk	65%	62%
Quinebaug Valley	64%	60%
Three Rivers	66%	62%
Tunxis	52%	52%

Fall to Spring Retention: All Students AY1819

School	No Balance Due	Balance Due
<i>Grand Total</i>	66%	33%
Asnuntuck	55%	29%
Capital	66%	31%
Gateway	71%	38%
Housatonic	70%	28%
Manchester	61%	31%
Middlesex	68%	41%
Naugatuck Valley	69%	37%
Northwestern CT	65%	21%
Norwalk	66%	36%
Quinebaug Valley	66%	35%
Three Rivers	71%	27%
Tunxis	54%	28%

Fall to Spring Retention: Students who Dropped Courses

Drop Type	Timeframe	AY 2018-19	AY 2019-20
<i>Any Drop</i>	<i>Up to Census Date</i>	57%	56%
	<i>After Census Date</i>	56%	54%
Regular/Other	Up to Census Date	61%	60%
	After Census Date	43%	40%
Nonpayment/Nonparticipating	Up to Census Date	34%	29%
	After Census Date	27%	22%
Drop with Partial Refund	Up to Census Date	51%	48%
	After Census Date	50%	50%
Withdrawn	Up to Census Date	45%	49%
	After Census Date	61%	58%
Cancellation	Up to Census Date	70%	67%
	After Census Date	38%	25%

Exhibit D: Withdrawal Deadlines, Connecticut State Universities

Three of the four state universities use week 12 as the deadline to withdraw from a course.

Central Connecticut State University

Full-term courses: end of week 12

<https://www.ccsu.edu/registrar/policies.html>

Eastern Connecticut State University

Full-term courses: end of week 10

<https://www.easternct.edu/registrar/forms/withdrawal-from-courses.html>

Southern Connecticut State University

Full-term courses: end of week 12

<https://www.southernct.edu/sites/default/files/a/inside-southern/arts-sciences/students/Late%20Course%20Withdrawal%20Form.pdf>

Western Connecticut State University

Full-term course: end of week 12

<https://www.wcsu.edu/registrar/forms/course-withdrawal/>

Exhibit E: Withdrawal Deadlines, Comparable Colleges/Systems:*Community College of Philadelphia*

Full-term course: end of week 11

<https://www.myccp.online/enrollment-information-guide/withdrawal-datesinformation>

Community College of Rhode Island

Course withdrawals are not permitted after week 10 or two-thirds the length of the course.

<https://www.ccri.edu/catalog/current/acad.html#drop>

The College System of Tennessee

Course withdrawals may occur after the last day to add or drop a class without a penalty, and not later than two-thirds into the part-of-term.

<https://policies.tbr.edu/policies/undergraduate-academic-retention-standards>

Virginia Community Colleges

Course withdrawals occur after the add/drop period, but prior to completion of 60% of a session.

<https://go.boarddocs.com/va/vccs/Board.nsf/Public#>

RESOLUTION

concerning

Increasing Authority to Use Community College System Reserves to fund Pledge to Advance Connecticut (PACT) to \$6 million through Spring 2021

December 17, 2020

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

A True Copy:

Alice Prichard, Secretary of the
Board of Regents for Higher Education



State of Connecticut
GENERAL ASSEMBLY
STATE CAPITOL
HARTFORD, CONNECTICUT 06106-1591

October 23, 2020

Mark E. Ojakian, President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian,

Thank you for your recent correspondence regarding funding for the PACT program, which provides free community college tuition and fees for first-time, full-time students. We are encouraged by the 3,000 Connecticut students who enrolled in this new program this fall, and we appreciate that these students were a bright spot in a year in which enrollments dropped in the face of the pandemic, lost jobs, and closed schools. We are writing to commit to securing funding to both reimburse CSCU for the \$3 million in reserve funding it spent to get this program started this fall semester and to secure an additional \$3 million to fund students currently enrolled in PACT moving forward into spring 2021. We also understand that an additional appropriation of \$6 million will be required to fund the program for the school year beginning in the fall of 2021 to allow students currently enrolled to continue into their second year.

While funding for the PACT program has been a challenge, it is clear that the program is meeting a real need for affordable college tuition, and we acknowledge the risk that the Board of Regents took by funding it this fall. We also recognize that the pandemic has hit CSCU very hard, with steep drops in enrollment, half-full dormitories, and new costs to bear as you adapt to remote and hybrid teaching. In light of these budget issues you face, we understand that our community colleges cannot afford to continue to fund this program without the state after this semester.

While we have not been able to amend the biennial budget this year because of COVID, we remain committed to identifying and appropriating funds for the PACT program for the current school year and beyond. This commitment includes \$12 million, which would cover this current year, next year, and the next biennium. We understand that you will need to make financial aid offers to those PACT students for the spring very soon. We hope you will be able to find a way to extend those offers, with the understanding that the state will include support for those offers when we take action on the state budget in 2021.

Sincerely,

A handwritten signature in blue ink that reads "Martin Looney".

Martin Looney
Senate President Pro Tempore, 11th District

A handwritten signature in black ink that reads "Matt Ritter".

Matt Ritter
House Majority Leader, 1st District



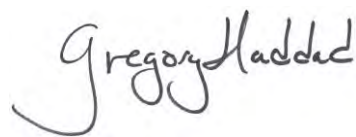
Will Haskell
State Senator, 26th District



Cathy Osten
State Senator, 19th District



Mae Flexer
State Senator, 29th District



Gregg Haddad
State Representative, 54th District



Toni Walker
State Representative, 93rd District



Gary Turco
State Representative, 27th District

ACTION ITEM

Increase authority to use System Reserves for PACT through Spring 2021

BACKGROUND

In the 2019 session of the Connecticut General Assembly, Public Act 19-117 was passed including the establishment of a last-dollar scholarship program intended to ensure that Connecticut high school graduates who are attending college for the first time will be able to attend a Connecticut community college without any out-of-pocket charges for tuition or mandatory fees. This program was implemented by the Board of Regents on December 19, 2019 as PACT, the Pledge to Advance CT.

In June, 2020, the Board of Regents elected to dedicate \$3 million of Community College System Office reserves to support PACT students in the fall of 2020 because the pandemic had prevented the legislature from acting on an appropriation for the program. Moreover, analysis of existing enrollment of students who met eligibility criteria showed that there is potential to attract new students, including students eligible for PELL assistance. These new students would offset the costs of the program with new revenue, reducing the cost, while building up enrollment.

Finally, we requested that the state appropriate funds to reimburse for the scholarships in the fall and to continue the program thereafter. On October 23, 2020, we received a letter from the Democratic leadership of both chambers, including chairs of Appropriations and Higher Education, committing to fund \$12 million to support the program. These funds would be sufficient to fund the students who enrolled in the Fall of 2020 through their eligibility, including reimbursement to CSCU for reserves used for the fall, along with those requested here.

The PACT program made awards to 3,040 students as of October 25, as shown below.

College	Count Min Award (\$250)	Paid Min Award	Count Balance Award	Paid Balance Award	Total Count	Sum Paid
Asnuntuck	54	\$ 13,500.00	46	\$ 82,545.00	100	\$ 96,045.00
Capital	58	\$ 14,500.00	28	\$ 58,834.00	86	\$ 73,334.00
Gateway	265	\$ 66,250.00	100	\$ 205,589.00	365	\$271,839.00
Housatonic	180	\$ 45,000.00	71	\$ 136,441.50	251	\$181,441.50
Manchester	196	\$ 49,000.00	204	\$ 447,503.25	400	\$496,503.25
Middlesex	90	\$ 22,500.00	88	\$ 189,239.50	178	\$211,739.50
Naugatuck	259	\$ 64,750.00	246	\$ 502,676.00	505	\$567,426.00
Northwestern	74	\$ 18,500.00	98	\$ 192,801.00	172	\$211,301.00
Norwalk	106	\$ 26,500.00	74	\$ 154,732.50	180	\$181,232.50
Quinebaug	82	\$ 20,500.00	74	\$ 143,952.00	156	\$164,452.00
Three Rivers	182	\$ 45,500.00	128	\$ 277,340.50	310	\$322,840.50
Tunxis	191	\$ 47,750.00	146	\$ 328,056.50	337	\$375,806.50
All	1,737	\$ 434,250	1,303	\$ 2,719,711	3,040	\$ 3,153,961

Note that the system stopped making awards in mid-August once funding had been fully committed. Students who did not apply in time to receive an award, but are otherwise eligible, may be eligible to receive an award in the future when there is funding available.

REQUEST

The Board of Regents is requested to amend the original budget by increasing the amount of Community College System Office Reserves authorized to be used to pay scholarships under the PACT program from \$3 million to \$6 million.

This change will allow the system to make awards to existing PACT students in the spring, and may allow some of the students who missed the funding cut-off to receive help in the spring as well.

While CSCU has received direct assurances that the legislature will find funding to reimburse our expenses to maintain this program, this is not guaranteed. It is highly unlikely that we will receive such an appropriation before the spring semester is well underway or even after it has finished, given the legislature's planned adjournment in early June.

ATTACHMENTS

- a. October 23 letter from Legislative Leaders
- b. Resolution

12/2/2020 Finance and Infrastructure Committee
12/17/2020 Board of Regents

RESOLUTION

concerning

Bright Horizons Family Solutions LLC,
EdAssist Solutions Tuition Benefit Program

December 17, 2020

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

Pilot, for up to an additional six years through classes which commence prior to December 31, 2026.

A True Certified Copy:

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

ITEM

Bright Horizons Family Solutions LLC tuition benefit program including Raytheon Technologies, Carrier and Otis Educational Pilot Program

BACKGROUND

The Board pursuant to its statutory authority – Section 10a-99 of the Connecticut General Statutes (“CGS”) – “...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university...” Tuition and fee waivers are provided to qualified students under certain conditions. Certain tuition waivers are reflected in Section 10a-99 of the CGS. Other tuition and fee waivers are authorized by Board action.

ANALYSIS

The Connecticut State Universities (“CSU”) request approval from the Board of Regents to extend the pilot for 5 percent tuition reduction for another six years through classes which commence prior to December 31, 2026. The original pilot agreement was with United Technology Corporation (“UTC”); however, in 2019 UTC merged with Raytheon Technologies (“RTX”), and the merger required the spinoff of Carrier and Otis as separate entities. All three corporations have entered into client agreements with Bright Horizons Family Solutions LLC (“Bright Horizons”) to manage the EdAssist Solutions tuition benefit program for their employees.

The CSU terms and conditions of the agreement with Bright Horizons would be similar to the terms and conditions, which are in place in the current UTC agreement and will expire on December 31, 2020. Under the terms of the proposed agreement with Bright Horizons, CSU will continue to be a preferred provider of higher education for RTX, Carrier and Otis employees, for whom the corporations pay all tuition costs the majority of the time. Bright Horizons provides each eligible employee with a voucher, which identifies the value of the voucher that is presented to the applicable CSU Bursar’s Office to place the credit memo on the student’s account in anticipation of payment.

CSU offers the eligible employees a 5 percent discount on tuition, which equates to a total discount of between 2 to 3 percent off tuition and fees. In FY 2020, there was a discount of approximately \$37 per undergraduate and \$61 per graduate three-credit course. It is important to note that while CSU would provide a discount, there would be minimal risk of student no-shows, non-payment of tuition, collection activities, and bad debt expenses. There is also a favorable impact on the 15 percent set-aside for financial aid that each CSU budgets, as this population would contribute to but not utilize the 15 percent set aside, as the respective employer, through Bright Horizons, funds in most cases 100 percent of their tuition and fees.

Additionally, each of our institutions is afforded the opportunity to have a landing page and be listed as a Bright Horizons Education Network participating provider in respective Bright Horizons’ Tuition Program Management Client portal; participate in education events as opportunities arise (i.e. Education Fairs); receive feedback from Bright Horizons Education Coaching team on student demand on an ongoing basis; receive marketing support of new programs and benefits through Bright Horizons’ distribution channels; and

have exclusive access to Bright Horizons leadership webinars, industry research and case studies.

The total revenue has experienced an increased growth of 117 percent or \$187,735 when comparing FY 2013 revenues versus FY 2020. The cost of offering the discount during this time was approximately \$17,077. The increased revenue is attributed to the additional exposure CSU enjoys as a result of participating as a preferred provider in the EdAssist Solutions tuition benefit program.

We continue to believe that entering into the Bright Horizons agreement represents a sound business decision and a unique opportunity that can help to bolster non-traditional student enrollments at the CSU, particularly graduate enrollment at a time when the pool of prospective non-traditional students is projected to continue decreasing.

In the past, CSU have cultivated a strong relationship with UTC, and currently RTX, Carrier and Otis, where many CSU alumni are currently employed. We believe that continuation of these relationships through Bright Horizons will continue to help CSU remain competitive in attracting non-traditional students in Connecticut.

RECOMMENDATION

We recommend that the Finance & Infrastructure Committee approve the 5 percent tuition reduction and to continue the established and successful employee tuition reduction program through Bright Horizons.

12/2/20 Finance & Infrastructure Committee
12/17/20 Board of Regents

RESOLUTION

Concerning

Authorizing a Scholarship Opportunity at Eastern Connecticut State University

December 17, 2020

WHEREAS, Eastern Connecticut State University has been offered a unique opportunity to participate in a scholarship program sponsored by the District of Columbia College Access Program (DC-CAP); and

WHEREAS, DC-CAP, a privately funded nonprofit organization dedicated to encouraging DC public high school students to enroll in and graduate from college, would select 25 high school graduates each year who will receive a DC-CAP scholarship and Eastern institutional aid to attend Eastern as a DC-CAP/Eastern Scholar; and

WHEREAS, This program will provide benefits to Eastern, CSCU, and the state of Connecticut, including attracting students from the District of Columbia to Connecticut, where some will stay after graduation and join the workforce, increasing enrollment and the number of students in Eastern's residence halls, providing additional revenue and further increasing the diversity of Eastern's residential campus; therefore, be it

RESOLVED, That the Board of Regents does hereby approve a cohort rate so that the total cost to each student under this program would be \$25,000, which would include tuition, fees, room, and board.

A True Copy:

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

Proposal for a Scholarship Opportunity at Eastern Connecticut State University

Proposal:

Eastern Connecticut State University has been offered a unique opportunity to participate in a scholarship program sponsored by the District of Columbia College Access Program (DC-CAP). DC-CAP is a privately funded nonprofit organization dedicated to encouraging DC public high school students to enroll in and graduate from college. DC-CAP will select 25 high school graduates each year who will receive a DC-CAP scholarship and Eastern institutional aid to attend Eastern as a DC-CAP/Eastern Scholar. To be eligible, the student must have at least a 3.4 high school GPA and achieve a minimum score of 1100 on the SAT or 23 on the ACT. This proposal is requesting that the CSCU Board of Regents approve a cohort rate so that the total cost to each student under this program would be \$25,000, which would include tuition, fees, room, and board.

This program will provide the following benefits to Eastern, CSCU, and the state of Connecticut:

- attract students from the District of Columbia to Connecticut, where some will stay after graduation and join the workforce;
- increase enrollment and the number of students in Eastern's residence halls, providing additional revenue and further increasing the diversity of Eastern's residential campus.

To date, only four other institutions have entered into a similar agreement with DC-CAP. They are the University of Massachusetts, Lowell; State University of New York, Oswego; Delaware State University; and George Mason University. All institutions, including Eastern, were chosen because of their relatively high retention and graduation rates for students of color. Under this agreement, additional support will be provided to these students by Eastern and DC-CAP to maximize the likelihood of each student's success.

Discussion:

Under the funding model proposed here, DC-CAP/Eastern Scholars would be charged \$25,000 for tuition, fees, room, and board. DC-CAP would provide \$21,345 through a DC Tuition Assistance Grant (DCTAG), a DC-CAP scholarship, and the equivalent of a federal Pell Grant. Eastern would provide \$3,655 in institutional aid to each student (see Table 1).

Table 1: Costs and Funding for DC-CAP/Eastern Scholars Program

DC-CAP/Eastern Direct Costs (Tuition, Fees, Room, & Board)	\$25,000
DCTAG Funding	-\$10,000
DC-CAP Funding	-\$5,000
Federal Pell Grant, Loan, Private Scholarship, and/or Family Contribution	-\$6,345
Eastern Gift Aid	<u>-\$3,655</u>
Total Scholarship	\$25,000

The majority of the funds to cover the costs of these students will come from external sources. The largest amount will come through a District of Columbia Tuition Assistance Grant (DCTAG). This program was created by Congress in 1999 to expand the higher education

choices for DC residents who do not have an “in-state” college or university to attend. The DC-CAP agreement will also provide full Pell Grant funding. If a student’s Expected Family Contribution is sufficiently high so the student does not qualify for a Pell Grant or does not qualify for the full Pell amount, the difference will be made up through a private scholarship, the family’s contribution, or a subsidized student loan. Finally, all DC-CAP/Eastern Scholars will receive \$5,000 from DC-CAP. The cost to Eastern for each student will only be \$3,655 in need-based aid. In return, Eastern will receive \$21,345 in annual revenue for each student, guaranteed for five years. If the amount of the Pell Grant, DCTAG, or DC-CAP grants are increased, those monies will be used to reduce the need-based aid provided by Eastern.

Conclusion:

If approved, this program will provide benefits to Eastern, the state of Connecticut, and the students themselves. Eastern and Connecticut will benefit from bringing high achieving DC residents to the state for their college education, and the students will benefit from having the opportunity to earn a high quality, yet affordable, college degree.

12/2/20 Finance & Infrastructure Committee
12/17/20 Board of Regents

RESOLUTION

Concerning

Authorizing Discount Tuition and Fees to Increase Student Enrollment from New York and New Jersey at Connecticut State Universities

December 17, 2020

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

A True Copy:

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

Proposal to Discount Tuition and Fees to Increase Student Enrollment from New York and New Jersey at Eastern Connecticut State University

November 2020

Proposal:

Beginning in fall 2021, Eastern proposes to charge residents of New York and New Jersey discounted tuition and fees equal to what students from New England states currently pay under the New England Regional Student Program through the New England Board of Higher Education (NEBHE). Eastern's tuition and fees for an in-state student in AY 2020/21 are \$12,304. The rate that New England students will pay under NEBHE, and the rate this proposal seeks to charge New York and New Jersey students, is \$15,386. No discounts are being proposed for room and board. Western Connecticut State University has been charging in-state tuition and fees to students from New York and New Jersey since 2018. Central Connecticut State University and Southern Connecticut State University should have the option of joining this program if they choose to do so, but this request is solely for Eastern.

This program will provide the following benefits to Eastern, CSU, and the state of Connecticut:

- attract students from the neighboring states of New York and New Jersey to Connecticut, where some will stay after graduation and join the workforce;
- increase enrollment at Eastern, which has been declining over the last four years;
- increase the number of students in the residence halls, providing additional revenue and increasing the geographic diversity of Eastern's residential campus.

It should be made clear that this program will not reduce the opportunity for Connecticut residents to attend Eastern as either first year or transfer students. With the declining numbers of students graduating from Connecticut's high schools and increasing competition for these students among the numerous institutions of higher education in New England, Eastern must effectively expand its recruiting into neighboring states to ensure financial stability and sufficient enrollment across all academic programs.

Discussion:

As the state's only public liberal arts institution and member of the Council of Public Liberal Arts Colleges (COPLAC), Eastern has historically recruited students from across the state of Connecticut. This strategy was necessary given its location in the more rural eastern part of the state and proximity to the University of Connecticut. However, this strategy has become increasingly difficult given the declining number of potential students graduating from Connecticut high schools. As Table 1 shows, the number of Connecticut high school graduates has been declining for the last decade and is projected to continue to decline for at least the next ten years. The numbers are also declining in Massachusetts and Rhode Island, Eastern's other primary feeder states.

While Eastern's enrollment had remained stable through fall 2016, it began to decline in 2017, dropping 6 percent even before the effects of COVID-19 on enrollment this fall. This decline is due in part to smaller incoming classes of first year students, but more so due to a 36 percent decline in transfer students. Almost all colleges and universities in Connecticut have faced declining enrollments in recent years as a result of these demographic trends. For Eastern

to reverse this trend, recruitment must be expanded into new markets. As can also be seen from Table 1, New York and New Jersey produce significantly more high school graduates than Connecticut, Massachusetts, and Rhode Island combined. This program should allow Eastern to effectively tap into the larger populations of potential students in New York and New Jersey.

Table 1: Projections of High School Graduates in the Northeast, 2010 – 2037

Year	Connecticut	Massachusetts (NEBHE)	Rhode Island (NEBHE)	New York	New Jersey
2010-11	44,813	74,858	11,743	213,200	108,165
2011-12	44,495	75,369	11,834	212,474	107,257
2012-13	44,365	76,452	11,705	211,640	108,975
2013-14	42,968	74,792	11,774	212,185	106,594
2014-15	41,956	74,490	11,788	210,288	106,475
2015-16	41,580	75,204	11,294	203,560	105,062
2016-17	41,529	73,335	10,158	201,290	103,175
2017-18	40,782	73,992	10,464	206,830	103,597
2018-19	40,055	73,563	11,039	205,026	103,091
2019-20	39,050	72,534	11,063	203,793	101,372
2020-21	39,602	72,867	10,986	205,831	101,312
2021-22	38,497	72,444	11,189	204,822	101,356
2022-23	37,991	71,223	10,799	205,601	99,865
2023-24	37,586	72,282	10,807	210,768	101,611
2024-25	37,880	73,421	11,011	214,488	102,914
2025-26	36,799	71,632	10,489	209,022	99,266
2026-27	35,370	69,787	9,974	207,265	97,248
2027-28	34,246	67,870	9,739	204,766	94,292
2028-29	33,833	68,225	9,583	202,472	93,452
2029-30	33,201	67,586	9,563	202,074	91,999

Source: Western Interstate Commission for Higher Education

Expanding recruitment into out-of-state markets has proven more difficult in recent years as out-of-state tuition and fees have increased significantly, effectively pricing Eastern out of the market for out-of-state students. Since tuition and fees for in-state and out-of-state students increase by the same percentage each year, the difference between in-state and out-of-state costs has grown wider over time. When the cost of room and board is also included, an out-of-state student will pay over \$40,000 to attend Eastern this fall (see Table 2). The discounted tuition and fees rate of \$15,386 in this proposal offers a reasonable compromise between the relatively low in-state rate charged to Connecticut residents and the increasingly high rate for out-of-state students. When room and board are included, a New York or New Jersey student under this program would pay \$29,820 to attend Eastern. This amount is more competitive with the total cost of attendance at the COPLAC institutions in each of those states. This fall, in-state students at SUNY, Geneseo are charged \$22,933 and those at Ramapo College of New Jersey are charged \$29,852.

Table 2: Tuition/Fees and Room/Board at Eastern, 2011 – 2020

Year	In-State Tuition/Fees	In-State Tuition/Fees Room & Board	Out-of-State Tuition/Fees	Out-of-State Tuition/Fees Room & Board
2011-12	\$8,645	\$18,984	\$19,179	\$29,518
2012-13	\$8,911	\$19,585	\$19,943	\$30,617
2013-14	\$9,376	\$20,584	\$20,881	\$32,089
2014-15	\$9,560	\$21,210	\$21,295	\$32,945
2015-16	\$10,016	\$22,124	\$22,286	\$34,394
2016-17	\$10,500	\$23,059	\$23,361	\$35,920
2017-18	\$10,919	\$24,424	\$23,608	\$37,113
2018-19	\$11,356	\$24,916	\$23,864	\$37,424
2019-20	\$11,846	\$25,794	\$24,806	\$38,754
2020-21	\$12,304	\$26,738	\$25,708	\$40,142

Eastern has been able to effectively recruit out-of-state students when those students are offered competitive tuition rates. The NEBHE rate was applied to all students from all six New England states beginning in fall 2014. As can be seen in Table 3, the number of incoming students from those states doubled by fall 2015. The data in that table also show the steady decline in non-New England out-of-state students as Eastern's cost of attendance for those students consistently grew. It is expected that applying the same New England tuition discount to New York and New Jersey students will lead to similar increased enrollment of students from those states. Since almost all of these students would live on campus for at least their first two years, revenue from housing should increase as well.

Table 3: Total Out-of-State and NEBHE Students Enrolled, 2011 – 2020

	Out-of-State Students	New England States Students
2011-12	218	59
2012-13	171	67
2013-14	158	73
2014-15	102	114*
2015-16	109	146
2016-17	112	158
2017-18	115	172
2018-19	123	192
2019-20	113	177
2020-21	85	159

*The NEBHE tuition and fee rate was applied to all students from New England in Fall 2014.

Breakeven Analysis for the First Year

There are currently thirty-five students from New York and New Jersey matriculated at Eastern, ten of which are seniors. If all thirty-five students return next fall and this proposal is approved, they will be included in this program and have their tuition and fees reduced by \$10,322. This will cause a loss of \$361,270 in revenue. Assuming incoming students recruited under this program would live on campus for their first year, each student will pay \$29,820 in tuition, fees, room and board. Thus, thirteen new students will generate \$387,660, covering the revenues lost by discounting the tuition of the current students. It is anticipated that this new

program will bring in at least twenty-five new students in the first year alone, generating an additional \$745,500 in revenue.

Impacts on other CSUs

This program is unlikely to have a negative effect on WCSU's ability to recruit in New York and New Jersey, as WCSU has been charging the lower in-state rate to these students for the last three years. CCSU and SCSU should be allowed to participate in this program if they wish.

Conclusion

This proposed program is a central piece of a larger plan to expand Eastern's recruiting efforts in New York and New Jersey, which is necessary to increase enrollment and address the increasing financial challenges the University is facing. The revenue this plan is expected to generate should more than cover the costs imposed and help Eastern return to fiscal stability.

12/2/20 Finance & Infrastructure Committee

12/17/20 Board of Regents

RESOLUTION

concerning

REALLOCATION OF CHARTER OAK STATE COLLEGE TO
AND
CARE AND CUSTODY OF
185 MAIN STREET, NEW BRITAIN
December 17, 2020

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

A True Copy:

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

ITEM

Approval of the Charter Oak State College office relocation and Care and Custody at 185 Main Street, New Britain

BACKGROUND

Charter Oak State College was established in 1973 by the State legislature and has developed into Connecticut's only public online college. In 1999 Charter Oak took occupancy of a new 24,460 gross square foot (14,570 assignable square feet) facility at 55 Paul J. Manafort Drive, New Britain. This site was acquired through a land use MOU with Central Connecticut State University. Charter Oak quickly outgrew its' space and in 2002 obtained supplemental leased space of 10,027 assignable square feet at 85 Alumni Road, Newington.

ANALYSIS

Charter Oak has maintained long term plans to consolidate its' operations from two physical locations to one, increase efficiencies and decrease operating expenses. In 2004 Charter Oak completed a needs assessment to document ongoing and projected space requirements. Based from the assessment Charter Oak requested state bond funds to support its' mission. Subsequently, Public Act 09-2 Sec 27(e) authorized \$2.5M of state bond funds for Charter Oak to conduct preconstruction design services for a new facility. In July, 2012, the State Bond Commission allocated those funds. In FY 2017 the CSCU had legislation approved that includes design and renovations of an existing CSCU facility for this project.

Central's Institute of Technology and Business Development building (ITBD), located two-miles off Central's main campus at 185 Main Street, New Britain, was constructed in 1989 and acquired for Central in 1993. The facility contains 109,312 gross square feet of space on four levels, including a basement for general building storage. A 74 vehicle parking garage is located beneath part of the building and a public garage is located to the rear of the building.

The ITBD building was purchased as a University-based technology outreach function of Central dedicated to building the Connecticut economy by providing competitive advantages to business and industry through access to technical training, skill development, industrial modernization, marketing and financial and networking opportunities. It also served as a learning center for Central students with academic classes. Over recent years many of Central's programs hosted at the ITBD building have migrated back to Central's main campus and/or are conducted through other means. Central's space utilization at the building is low with limited revenue gain for the entire building. Central has expressed a desire to minimize its' operating expense at this location and is interested in transitioning the facility to other CSCU uses.

The relocation of Charter Oak's two locations to ITBD building space has been identified. As a preliminary effort a design consultant was retained to confirm programming requirements, develop a design and establish a cost estimate. Current program requirements for Charter Oak at the ITBD building display an efficient use of space consolidating Charter Oak's operations into approximately 26,000 assignable square feet across two building levels. Planning also incorporates hoteling opportunities for approximately 250 faculty members and some staff

STAFF REPORT**FINANCE & INFRASTRUCTURE COMMITTEE**

providing non-dedicated seating options for those who do not need to report to the office on a daily basis. Based from Charter Oak's current operating budget and prorated costs based from Central's building operating expenses, the relocation and consolidation is estimated to reduce Charter Oak's annual facility operating expense from \$275,000,000 to \$188,000.

The estimated total cost of Charter Oak's relocation and renovations to the first and second floors of the ITBD building are estimated at \$5.5M. Current available bond funds budgeted for this project are PA 09-2 design and construction for Charter Oak's relocation (\$2.5M), PA 15-1 sec 2, university based code compliance/infrastructure improvement funds for general building infrastructure improvements (up to \$1M), PA 15-1 sec 2, college new and replacement equipment funds (\$2M). Limited onsite parking of 30 vehicle parking spaces for Charter Oak will be available. As part of the college operating budget, the CSCU will work with the City of New Britain to negotiate a more favorable parking rate than the current \$42.54 monthly rate in the adjacent public parking garage. This project is scheduled to bid for construction in Spring, 2021, with occupancy in late 2021.

Pending BOR approval, the CSCU will work to transition Care and Custody for the BOR of 185 Main St, New Britain, from Central to Charter Oak State College and the College Office (pending a separate BOR approval). A Memo of Understanding between Charter Oak and the College Office (pending a separate BOR approval) will also be executed for their colocation and shared prorated expenses in this facility. Building naming will be submitted in the future for BOR approval.

RECOMMENDATION

Approve Charter Oak State College to renovate 26,000 assignable square feet and relocate to 185 Main Street, New Britain funded with existing bond funds.

Approve the CSCU to transition Care and Custody for the BOR of 185 Main St, New Britain, from Central to both Charter Oak State College and the College Office (College Office pending separate BOR approval). A Memo of Understanding between Charter Oak and the College Office will also be executed for their co-location in this facility.

12/2/20 Finance & Infrastructure Committee
12/17/20 Board of Regents

RESOLUTION

concerning

REALLOCATION OF THE COLLEGE OFFICE TO
AND
CARE AND CUSTODY OF
185 MAIN STREET, NEW BRITAIN
December 17, 2020

- WHEREAS, The Board of Regents Students First Plan merges the 12 separately accredited colleges into a single accredited college; and
- WHEREAS, A single accredited college projection achieves fiscal sustainability, in part, by providing back-office functions through an efficient, shared services model; and
- WHEREAS, The College Office is currently co-located with the CSCU System Office at 61 Woodland Street; and
- WHEREAS, The New England Commission of Higher Education (NECHE), Standards for Accreditation, require a clear division of responsibility in multi-campus systems organized under a single governing board; and
- WHEREAS, To fulfill part of this requirement the College Office seeks approval to relocate into the third and fourth floor space at Central Connecticut State Universities ITBD Building located at, 185 Main St., New Britain; and
- WHEREAS, College Office occupancy of 185 Main Street will occur in phases as funding allows; and
- WHEREAS, Care and Custody of 185 Main Street for the Board of Regents will be transferred to the College Office and Charter Oak State College (Charter Oak pending Board approval as a separate request); and
- WHEREAS, \$3M in new bond funds is requested in the FY2022 – FY2023 biennium for fourth floor renovation; therefore be it
- RESOLVED, The College Office will relocate to (as funding allows) and share in the Care and Custody of 185 Main St., New Britain.

A True Copy:

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

ITEM

Approval of the Connecticut State Community College Office location and Care and Custody at 185 Main St., New Britain.

BACKGROUND

The Board of Regents Student First plan promotes opportunities of more efficiently delivering services within available resources and as demands require. One aspect of improving services while decreasing expenses is through centralizing shared services.

ANALYSIS

As the Board of Regents (BOR) recognized in 2017, Connecticut community colleges are challenged by fiscal instability, declining enrollments, and undesirable student outcomes. The Students First Plan merges the 12 separately accredited colleges into a single accredited college which achieves fiscal sustainability by: providing back-office functions through an efficient, shared services model; and by creating a strong administration that can be effective in enrollment management and improving student outcomes. At the May 14, 2020, meeting of the BOR the future college was named the Connecticut State Community College and its interim leadership team was appointed with Dr. David Levinson being selected to serve as Interim College President. These actions enable the merged college to begin to stand separate and apart from the Connecticut State Colleges and Universities (CSCU) System Office where its initial planning was conducted.

The New England Commission of Higher Education (NECHE), Standards for Accreditation, item 3.6 states, “In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered.” To fulfill this requirement, the CSCU has been working to identify an office space for the College Office as a physical separation from the CSCU System Office.

Central’s Institute of Technology and Business Development Building (ITBD), located at 185 Main Street, New Britain, was constructed in 1989 and acquired for Central in 1993. The facility contains 109,312 gross square feet with 4 active business levels, a basement with building storage and a 74 space vehicle parking garage located beneath part of the building. The facility acquisition initiated a University-based technology outreach function of Central dedicated to building the Connecticut economy by providing competitive advantages to business and industry through access to technical training, skill development, industrial modernization, marketing and financial and networking opportunities. It also served as a learning center for Central students with academic classes. Over recent years many of Central’s programs hosted at the ITBD building have migrated back to Central’s main campus and/or are conducted through other means. Central’s physical presence in the building is low. The fourth floor of this facility consists of multi-tenant office suites with tenants on month to month leases. The third floor consists of several large training rooms that typically rent as support space for the adjacent

courthouse. Third and fourth floor revenue is limited. Both floors total approximately 43,000 gross square feet. As a separate CSCU space consolidation effort, pending BOR approval, Charter Oak State College will relocate from their current locations to a fully renovated first and second floor. Central has expressed a desire to minimize its' operating expense at this location and is interested in transitioning the facility to other CSCU uses.

College Office operations are currently co-located with the CSCU System Office at 61 Woodland St. This facility is under care and control of the Department of Administrative Services (DAS). With an undetermined timeframe, DAS senior management have expressed interests of closing 61 Woodland St. due to costly operating expenses of an old inefficient facility.

An opportunity of establishing the College Office at 185 Main St., New Britain, has been identified. The existing fourth floor layout can accommodate up to 50 staff. The College Office projects 30-40 staff required to initially work out of its' new location. Though not ideal, the fourth floor current configuration can be functional for initial College Office operations. \$3M of funding for fourth floor improvements, furnishings, equipment and minor modifications is included in the FY2022 - FY2023 biennial budget request. Third floor building improvements will occur as staffing levels increase and as funding allows. Building operating expenses will be prorated for the College Office use of the building. Based from historic Central building expenses the College Office annual share of the operating expenses is projected at \$312,000. Building occupancy is planned for late Fall, 2021. Limited onsite parking of 44 parking spaces for the College Office will be available. As part of the operating budget, the CSCU will work with the City of New Britain to negotiate a more favorable parking rate than the current \$42.54 monthly rate in their adjacent public parking garage.

Pending BOR approval, the CSCU will work to transition Care and Custody of 185 Main St, New Britain, from Central to both the College Office and Charter Oak State College (pending a separate BOR approval). A Memo of Understanding between the College Office and Charter Oak (pending a separate BOR approval) will also be executed for their co-location and prorated shared expenses of this facility. Building naming will be submitted in the future for BOR approval.

RECOMMENDATION

Approve the College Office to establish business operations in the third and fourth floor of 185 Main St., New Britain. Initial renovations and modifications to the fourth floor will be funded from future bond funds.

Approve the CSCU to transition Care and Custody for the BOR of 185 Main St, New Britain, from Central to both the College Office and Charter Oak (Charter Oak pending approval of a separate Board request). A Memo of Understanding between Charter Oak and the College Office will also be executed for their co-location in this facility.

RESOLUTION

concerning

CARE & CUSTODY
OF

55 PAUL J. MANAFORT DRIVE, NEW BRITAIN
December 17, 2020

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

A True Copy:

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

ITEM

Authorization of Central Connecticut State University to assume care and custody of 55 Paul J. Manafort Drive, New Britain.

BACKGROUND

Central Connecticut State University spans across 164 acres at its' main campus with Paul J. Manafort Drive defining its' southern campus border. In 1999 Charter Oak State College took occupancy of a new 24,460 gross square foot facility located on approximately 3 acres at 55 Paul J. Manafort Drive, New Britain. Charter Oak's use of the site on Central Connecticut State University's campus was authorized through a land use Memo of Understanding between Charter Oak and Central.

ANALYSIS

As part of a separate request, Charter Oak seeks Board of Regents approval to relocate from their Paul J. Manafort Dr. location to the ITBD building located at 185 Main St., New Britain. Charter Oak's relocation, projected for late 2021, will leave 55 Paul J. Manafort Dr. as a vacant facility on Central's campus.

Central's Master Plan Study in 2009 and reinforced in the 2012 Master Plan update identifies a need for a conveniently located Admissions and Welcoming Center in a prominent campus location. The Center will proactively function as a greeting and information resource for individual and groups of prospective students. A strategically located facility will assist initiating an organized method of receiving visitors while reinforcing positive first time experiences at Central. The positive experiences will assist in maintaining robust new student enrollments. Admissions is currently located in Davidson Hall it is not conveniently located for visitors to access, does not have an arrival point or convenient parking and does not enhance a progressive first time experience. The current arrival point for organizing prospective students and groups is across campus from Admissions in the Student Center.

As 55 Paul J. Manafort Dr. becomes available it offers an excellent opportunity to transition into Central's new Admissions and Welcoming Center. Located at the edge of the campus it logistically offers convenient access for first time visitors, a convenient bus arrival point and vehicle parking. As the Admissions and Welcoming Center, the facility can house all of Admissions functions, provide kiosks and attractive areas for informative displays and handouts as well as provide space for group presentations. This facility will promote comfortable and welcoming first time experiences. This long term vision for Central will become more focused as the facility becomes available.

Initial building improvements will be limited to cosmetic improvements, equipment purchases and minor space modifications with anticipated costs currently not projected to be more than \$500,000. Building improvements and equipment will be funded through Central's existing Facility Bond Funds.

RECOMMENDATION

Approve Care and Custody of 185 Paul J. Manafort Drive to transition from Charter Oak State College to Central Connecticut State University after Charter Oak vacates the facility.

12/2/20 Finance & Infrastructure Committee
12/17/20 Board of Regents

Board of Regents for Higher Education

DRAFT 2021 Meeting Schedule

Board of Regents 2021 Meeting Schedule

Student Advisory Committee 10 am Fridays unless otherwise noted	Faculty Advisory Committee 1 pm Fridays unless otherwise noted	Academic and Student Affairs 9:30 am Fridays unless otherwise noted	Audit 10 am Tuesdays unless otherwise noted	HR & Administration 1 pm Thursdays unless otherwise noted	Finance & Infrastructure 10 am Wednesdays unless otherwise noted	COMMITTEE MEETING DATES SHOULD NOT EXTEND PAST DATES LISTED BELOW	Executive Committee 10 am Thursdays	Board of Regents 10 am Thursdays unless otherwise noted
January 29	January 29		January 26		January 27		January 14	
February 26	February 12	February 5		February 4	February 17	February 11		February 18
March 26	March 12	March 12		March 11	March 10	March 18		March 25
April 30	April 9	April 9	April 6	April 8		April 15	April 1	April 22
May 28	May 14	May 7		May 6	May 5	May 13		May 20
	June 11	June 11		June 10	June 9	June 17		June 24
July 2	July 9		July 13					
August 27	August 20						August 19	
	September 10	September 10		September 9	September 15	September 16		September 23
October 1	October 15	October 8	October 5	October 7		October 14		October 21
November 5	November 12						November 18	
	December 10	December 3		December 2	December 8	December 9		December 16

DISCUSSION ITEM

FY 2021 CSCU Budget Update

New Federal Funding

On November 17 CCSU was notified by OPM that we would be awarded an additional \$20 million in Coronavirus Relief Funds (CRF). In addition, the federal government has changed their guidance for this category of funds and can now reimburse states or public higher education systems for refunds issued to resident students for residence hall closures prompted by COVID-related public health orders. This new revenue potentially will allow the system to limit its losses in the current year to \$30 million.

Budget Actions and CRF Allocations: Impact on CSCU Deficit, FY 2021 (\$millions)			
	Community Colleges	State Universities	Total
FY 2021 budget deficit as of 6/20	(14.95)	(33.00)	(47.96)
Change in Deficit from October Budget revisions	(1.49)	(19.33)	(20.82)
Additional savings from 10/15 Budget Amendment	-	8.00	8.00
Savings from original CRF allocations	1.94	8.54	10.48
Estimated Savings from additional \$20 m in CRF	3.54	4.70	8.24
Recommended use of CC Reserves for PACT	(3.00)		
Deficit Today	(13.96)	(31.08)	(42.05)
Actions impacting FY 2020			
Apply CRF to FY 2020 Housing/M meal refunds		11.76	
Projected Reserves as of 6/30/21	\$ 18.14	\$ 119.19	\$ 128.57

While this new federal assistance is certainly welcome, there will remain a significant deficit in both the community colleges and the universities. This in turn will reduce our combined reserves to \$140 million, down from \$180 million. It remains critical that CSCU maintain robust reserves for the following purposes:

- Provide budget support during downturns impacting enrollment or state support. We are projecting the use of nearly \$40 million for this purpose this year.
- Ensuring adequate cash in the operating fund. Reserves serve to strengthen the system's cash position, ensuring our ability to meet obligations in a timely way in the future.
- Providing a source of funds for Board-approved one-time activities, such as capital expenditures, start-up or transition costs for new initiatives, or funds to assist struggling institutions. The recommended funding for PACT in the spring is an example of this.

In the current environment, it is especially important that the Board preserve reserves to meet budget needs of the system over the next several years, as described below.

Continuing COVID Risks for Spring

In the short run, recent increases in COVID19 transmission in Connecticut are adding to uncertainty around CSCU revenues. The revised budget for FY2021 assumes that enrollment and occupancy of residence halls will shrink slightly from the low levels in the fall, based on historical averages. There is a significant possibility – perhaps a likelihood – that the strength of the pandemic will change student choices and lead to fewer enrollments and room occupancies. Or, there remains the possibility that public health authorities may require closures or use restrictions during the spring that will compel payment of refunds or otherwise reduce revenue.

In the Community Colleges, we could see a further drop-off in enrollment, particularly if there are further closures of public K-12 schools or other businesses that result in logistical or financial obstacles to enrollment and success. After nearly a year of pandemic, student willingness for remote learning may fade.

The Universities have already begun to field inquiries from students seeking to break housing commitments for the spring, as students enroll for classes that remain predominantly on-line or hybrid. The Universities in total must collect over \$30 million in housing and meal fees this spring, or else their deficits will grow further. A week of mandated closure of residence halls would reduce revenue by nearly \$2 million.

Budgeted Housing and Meal Revenue Outstanding, Spring 2021				
(\$millions)				
	Housing Revenue	Food Revenue	Spring Total	Value per week
CCSU	3.81	2.53	6.34	0.40
ECSU	8.09	2.64	10.73	0.67
SCSU	5.22	3.22	8.44	0.53
WCSU	3.32	1.77	5.09	0.32
Total	\$ 20.45	\$ 10.16	\$ 30.61	\$ 1.91

Longer Term Risks and Biennial Budget Outlook

In addition to risks this spring, CSCU faces a number of longer term risks related to our recovery from COVID. Elsewhere on this agenda, the Board is considering the CSCU budget submissions to the state budget office, including a baseline projection through the upcoming biennium. This projection shows deficits totaling \$74 million and \$87 million in the two upcoming years, assuming that enrollment and housing occupancy will return to pre-pandemic levels over two years.

The significant deficits that are projected, even as we assume enrollment recovery, are a reminder that the CSCU system faces underlying financial challenges that we must continue to confront even as we address the immediate needs to respond to the pandemic. For instance, the current services projection assume that no raises will be awarded to any of the employees of CSCU. Note that the collective bargaining raises given out this year cost the system over \$20 million, accounting for half of the deficit even after applying federal aid and imposing spending reductions across CSCU. If we are required to pay similar raises next year and the year after, we would face deficits across CSCU exceeding \$100 million.

The projection provided to OPM also assumes that there will be no tuition and fee increases for FY 2022. Since a 1% hike in tuition and fees would produce about \$5 million across CSCU, it would be impossible to close these deficits through tuition hikes alone because the increases would be prohibitively large.

The projections include small increases in state aid based on the current practice for determining block grant amounts. We have requested that the state increase these grants to cover the deficit in each year of the biennium, but it will be very difficult for the state to make such a change given the spending cap and the revenue shortfalls that the pandemic has produced.

While we intended to be a conservative in making assumptions about our enrollment recovery from COVID19, it remains unknown whether the pandemic will leave lasting changes to student preferences and behavior which will delay this recovery.

In the Community Colleges one would expect, based on history, that enrollment would grow strongly during an economic recovery as dislocated workers and value-conscious students arrived at our doors. However, it would take an extraordinary surge of more than 20% in enrollment to produce enough revenue to eliminate the projected deficit next year. It is difficult to imagine robust enrollment growth occurring so quickly, particularly if uncertainty about COVID19 continues into the summer and fall of 2021.

The Universities face similar questions about their housing programs and enrollment as we emerge from the pandemic and its associated recession. These questions may temporarily mask the underlying enrollment and cost issues faced by the Universities, which have struggled to maintain balanced budgets. The last two years saw enrollment drops prompting difficult

budget decisions. As a result, it will be difficult to deal with further enrollment or housing drops over the next several years without turning to reserves.

Implementation of Budget Revisions

The system also faces some risks this coming spring on the spending side of their budgets, as they have been charged with finding reductions to meet \$4.7 million in cuts to Part-time lecturers adopted at the November meeting of the Board of Regents, including \$2 million for the CSUs and \$2.7 million for the colleges. Both the Colleges and the Universities have been given flexibility to identify savings outside the originally identified budget lines in order to avoid harming students, including graduate assistants. However, declining enrollment across CSCU should allow for these reductions. Any alternatives will be identified during the mid-year budget review, along with other new COVID-related spending requirements.

One issue that has been raised in regards to the cuts is that reductions to adjunct or Part Time Faculty budgets will necessarily harm our lowest-paid employees and disrupt class schedules for students. In fact, the data show that the vast majority of faculty – including 64% of full time University Faculty -- also are paid for part-time teaching at one of the universities, colleges, or Charter Oak. The vast majority of these additional assignments are at their home university. Furthermore, more than one quarter of all those paid for part time teaching at the universities are full time faculty. This strongly suggests that there is capacity to cover more sections with full time faculty within their contractual workload than is currently the case, producing savings in adjunct budgets. This data is summarized below.

CSCU Faculty, FY 2020		PART TIME				% of FT Faculty
Faculty Category	Count	CSU - PT	CCC - PT	COSC - PT	TOTAL - PT	Teaching PT at CSCU
CCC FT Faculty	810	26	636	17	679	84%
CSU FT Faculty	1,401	863	23	14	900	64%
NOT FT	5,896	2,352	3,562	232	6,146	n/a
Grand Total	8,107	3,241	4,221	263	7,725	n/a
Share of PT Faculty Assignments held by FT CSCU Faculty		27%	16%	12%	20%	

Hiring Freeze

On September 18, the CSCU President imposed a hiring freeze to reduce spending in response to revenue drops experienced that month. A process was established for certain exceptions to be authorized, with appropriate approvals required to ensure compliance. The table at right shows the number of exceptions approved through October. Most of this activity (298 out of 381) were part time student workers or adjunct faculty.

Hiring Freeze Exceptions: Sept & October, 2020

by Exception:	Full-time	Part-time	Total
Adjunct		115	115
Budgeted	4		4
Good Faith Offers	14	4	18
Health and Safety	5	2	7
Students, Fed		90	90
Students, local		83	83
Transfers	2		2
UA / EA		62	62
Total	25	356	381

Mid-Year Spending Plan Review Schedule

Campuses are providing mid-year reports on January 29, in order to have better information about enrollment and residence hall occupancy at the universities. The colleges will still have ongoing registration activity as of that date, but some preliminary information about spring enrollment can inform the projections.

This in turn will allow the System office to prepare the reports and analysis for the Finance Committee on February 12 in advance of a meeting to be scheduled in the days before the February 18 of the full Board of Regents.

by Campus:			
ACC		2	2
CCC		12	12
CSCU	2	50	52
ECSU	2	29	31
GCC		7	7
HCC		7	7
MCC		18	18
MxCC	1	21	22
NCCC	1	5	6
NKCC		59	59
NVCC	1	20	21
QVCC		15	15
SCSU	14	31	45
TRCC		22	22
TxCC	1	8	9
WCSU	1	50	51
SO	2		2
Total	25	356	381

RESOLUTION

Concerning

CSCU FY22/FY23 Biennium Operating Fund Baseline and Capital Requests

December 17, 2020

WHEREAS, The Board of Regents under its statutory authority reviews and approves the consolidated CSCU Biennium budget submittal to the Secretary of the Office of Policy and Management (OPM); and

WHEREAS, Based on instructions from OPM, CSCU projected the FY22/FY23 operating budget based on FY21 revised budget using assumptions for enrollment, tuition and fees, personnel cost and other operating expenses.; and

WHEREAS, The state has not made significant progress in funding CSCU's capital budget priorities because of the pandemic so our priorities remain largely the same as last year; therefore, be it

RESOLVED, That the Board of Regents does hereby approve the FY22/FY23 Biennium Baseline Operating Fund and Capital Requests as presented.

A True Copy:

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

ITEM

CSCU – FY22/FY23 Biennium Baseline Operating Budget and Capital Budget

BACKGROUND

The Board of Regents under its statutory authority reviews and approves the consolidated CSCU Biennium budget submittal to the Secretary of the Office of Policy and Management (OPM).

Per OPM's instructions, CSCU projected the FY22/FY23 operating budget based on FY21 revised budget using assumptions for enrollment, tuition and fees, personnel cost and other operating expenses.

The key assumptions used for projection the FY22/FY23 operating budget includes the following:

	<u>FY22</u>	<u>FY23</u>	<u>Origin</u>
Key Assumptions:			
Enrollment (Colleges/Universities/Charter Oak)	4% / 2% / 2%	4% / 2% / 2%	CSCU
Tuition & Fees increase (Colleges/Universities/Charter C	0.0%	2% / 0% / 0%	CSCU
Housing	-1.5%	3.5%	CSCU
Food services	-1.5%	3.6%	CSCU
Inflation rate	0.0%	0.0%	OPM
Personnel Costs			
Personnel Services Increases	0.0%	0.0%	OPM
Fringe Benefits	5.0%	5.0%	CSCU

Attachment A presents a summary of FY22/FY23 biennium budget created under the above assumptions. Note, at the end of FY21, all collective bargaining agreements for wage provisions are scheduled to expire. The guidance received for the submittal includes no wage increases however, OPM will adjust for wage increases for employees on the General Fund roster if required, pending on bargaining unit negotiations. The expectation was that the biennium General Fund appropriation request will be equal to current year General Fund appropriation including technical adjustments. Based on current funding, the total State Appropriations includes annualization of partial year funding in FY22, the 27th payroll coming up in FY23 and technical adjustments for operating costs of new facilities coming online during biennium; \$3.5 million in FY22 and \$7.4million in FY23.

\$ millions	<u>FY22 Request</u>	<u>FY23 Request</u>
State Appropriations	311.2	326.6
Fringe Benefits Paid by State	294.9	313.9
State Appropriations for Developmental Education	8.9	8.9
State Appropriations for Outcomes-Based Funding	1.2	1.2
Institute for Municipal and Regional Policy	0.4	0.4
Workers' Compensation Claims	3.3	3.3
Operating Fund Fringe Benefits Paid by State	36.6	36.6
Total Baseline Budget Request	<u>656.4</u>	<u>690.7</u>

Not included in the above are the additional technical budget requests for funding beyond the General Fund Allocation are CSCC initiatives to implement Governor's Workforce Council Strategy for Guided Pathways Advising and Debt Free College Program Pursuant to PA 19-117, as follows:

\$ millions	FY22 Request	FY23 Request
Guided Pathways Advising	2.8	8.0
Debt Free College Program (PA 19-117)	16.8	29.9
	19.6	37.9

FY22/FY23 biennium budget was based on FY21 revised spending plan with approved reductions and identified assumptions for projecting the next two years operating budget. The breakdown of revenue, expenditures and projected losses for CSCU constituent units are detailed on Attachment A and summarized below.

CONNECTICUT STATE COLLEGES & UNIVERSITIES

FY22/FY23 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	Rev Budget	Baseline Operating Budget	
	FY21	FY22	FY23
Total Revenue	1,222.4	1,263.7	1,311.1
Expenditures:			
Personal Services	598.3	599.6	619.0
Fringe Benefits	408.9	430.1	465.5
Total Personal Services & Fringe Benefits	1,007.2	1,029.8	1,084.5
Other Expenses	266.4	277.9	283.1
Transfers	9.5	30.2	30.2
Total Expenditures/transfers	1,283.1	1,337.8	1,397.8
Net Change	(60.8)	(74.1)	(86.8)

Budget Options CSCU request to cover projected deficits for FY22/FY23 based on current services budget is outlined on Attachment B.

CAPITAL BUDGET REQUEST

Under this Biennium Capital Request, we are asking the State to support requirements totaling \$166.2 million and \$219.6 million for FY22 and FY23, respectively (\$385.9 million total fund request).

The primary requirements for the System in this capital request are to continue our programs of Code Compliance and Infrastructure Improvements in order to maintain our sizeable investment in state assets. The near term priorities of the system are not to increase capacity, but rather modify use of existing facilities or replace and upgrade those that cannot be modified, when possible. Notable exceptions that will increase instructional space and promote student needs are; Eastern's Sport Center, Central's Stem Building (Phase 1), Gateway's Automotive Program and Southern's Police Facility. Major modifications and space improvements include; Naugatuck's Kinney Hall renovations, Asnuntuck phase 1 improvements, and renovations and additions to Western's Berkshire Hall for a new Entrepreneurial Innovation Center. All project funding requests are consistent with each institutions most current Master Plan.

Other than an annual general bond fund request of Code Compliance/Infrastructure Improvement funds for Auxiliary Service facilities, this funding request excludes all other Auxiliary Service requests that are funded through CHEFA revenue bonds.

In addition, as part of the CSCU Code Compliance/Infrastructure Improvement Program, we continue to request modest sums in each year to continue to enhance safety features of our buildings in accordance with the recommendations of our safety experts.

Details presented on Attachment C and Attachment D

RECOMMENDATION

Approve the FY22/FY23 Biennium Baseline Operating Fund and Capital Requests as presented.

12/2/20 Finance & Infrastructure Committee
12/17/20 Board of Regents

CONNECTICUT STATE COLLEGES & UNIVERSITIES

FY22/FY23 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	FY21 Rev Budget	Baseline Operating Budget		FY22 vs. FY21 Rev Bud Inc (Dec)		FY23 vs. FY22 Inc (Dec)	
		FY22 Budget	FY23 Budget				
Revenue							
Tuition (Gross)	283.9	291.2	298.7	7.2	2.6%	7.5	2.6%
Student Fees	227.7	230.7	233.8	3.0	1.3%	3.1	1.3%
State Appropriations	304.4	311.2	326.6	6.8	2.2%	15.4	4.9%
Fringe Benefits Paid By State	284.0	294.9	313.9	10.9	3.8%	19.0	6.4%
OF Fringe Benefits Paid by State	36.6	36.6	36.6				
State Appropriation Dev Education & Outcome	10.4	10.4	10.4				
Housing	43.0	51.1	52.9	8.2	19.0%	1.8	3.5%
Food	20.6	25.8	26.8	5.3	25.6%	0.9	3.6%
All Other Revenue	21.2	21.2	21.2				
Less: Contra Revenue	(9.4)	(9.4)	(9.7)				
Total Revenue	1,222.4	1,263.7	1,311.1	41.4	3.4%	47.3	3.7%
Personal Services	598.3	599.6	619.0	1.3	0.2%	19.4	3.2%
Fringe Benefits	408.9	430.1	465.5	21.2	5.2%	35.4	8.2%
Total Personal Services & Fringe Benefits	1,007.2	1,029.8	1,084.5	22.5	2.2%	54.8	5.3%
Other Expenses	266.4	277.9	283.1	11.5	4.3%	5.2	1.9%
Total Expenditures	1,273.6	1,307.6	1,367.6	34.0	2.7%	60.0	4.6%
Addition to (Use of) Funds Before Adjustments	(51.2)	(43.9)	(56.6)	7.4	-14.4%	(12.7)	28.9%
CSU Net Transfers	(21.8)	(30.2)	(30.2)	(8.4)	38.4%	-	0.0%
CCC Net Transfers	15.3	-	-	(15.3)			
Net Change	(60.8)	(74.1)	(86.8)	(13.3)		(12.7)	

CONNECTICUT STATE UNIVERSITIES

FY22/FY23 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	FY21 Rev Budget	Baseline Operating Budget		FY22 vs. FY21 Rev Bud Inc (Dec)		FY23 vs. FY22 Inc (Dec)	
		FY22 Budget	FY23 Budget				
Revenue							
Tuition (Gross)	167.7	170.5	173.4	2.8	1.7%	2.9	1.7%
Student Fees	177.7	178.7	179.7	1.0	0.6%	1.0	0.6%
State Appropriations	152.2	158.0	167.6	5.8	3.8%	9.6	6.1%
Fringe Benefits Paid By State	146.1	149.2	155.4	3.1	2.1%	6.2	4.2%
State Appropriation Dev Education	1.9	1.9	1.9				
Housing	43.0	51.1	52.9	8.2	19.0%	1.8	3.5%
Food	20.6	25.8	26.8	5.3	25.6%	0.9	3.6%
All Other Revenue	17.9	17.9	17.9				
Less: Contra Revenue	(7.1)	(7.1)	(7.4)				
Total Revenue	719.9	746.0	768.2	26.1	3.6%	22.2	3.0%
Personal Services	337.2	338.1	350.1	0.9	0.3%	12.0	3.5%
Fringe Benefits	225.9	237.7	258.4	11.9	5.3%	20.6	8.7%
Total Personal Services & Fringe Benefits	563.1	575.9	608.5	12.8	2.3%	32.6	5.7%
Other Expenses	179.3	187.2	191.8	7.9	4.4%	4.6	2.5%
Total Expenditures	742.4	763.1	800.3	20.7	2.8%	37.2	4.9%
Addition to (Use of) Funds Before Adjustments	(22.5)	(17.1)	(32.1)	5.4	-24.0%	(15.0)	87.9%
CSU Transfers Per Policies							
Debt Service CHEFA Transfer	(20.7)	(20.7)	(20.7)	-	0.0%	-	0.0%
Debt Service Residence Halls	(5.9)	(5.9)	(5.9)				
Debt Service Parking Garage	(3.6)	(3.6)	(3.6)				
CSU Designated Transfers	-	-	-				
CSU Use of (Set Aside to) Reserves/Foundation	0.2	-	-				
CARES Act Funding	8.1	-	-				
Total CSU Transfers	(21.8)	(30.2)	(30.2)	(8.4)	38.4%	-	0.0%
Net Change	(44.3)	(47.3)	(62.3)	(3.0)		(15.0)	

CONNECTICUT COMMUNITY COLLEGES

FY22/FY23 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	FY21 Rev Budget	Baseline Operating Budget		FY22 vs. FY21 Rev Bud Inc (Dec)		FY23 vs. FY22 Inc (Dec)	
		FY22 Budget	FY23 Budget				
Revenue							
Tuition (Gross)	105.7	110.0	114.4	4.2	4.0%	4.4	4.0%
Student Fees	49.5	51.5	53.5	2.0	4.0%	2.1	4.0%
State Appropriations	148.5	149.6	155.1	1.0	0.7%	5.6	3.7%
Fringe Benefits Paid By State	134.3	142.0	154.3	7.6	5.7%	12.4	8.7%
OF Fringe Benefits Paid by State	36.6	36.6	36.6				
State Appropriation Dev Education & Outcome	8.5	8.5	8.5				
All Other Revenue	2.6	2.6	2.6				
Total Revenue	483.4	498.3	522.8	14.9	3.1%	24.4	4.9%
Personal Services	252.0	252.4	259.6	0.4	0.2%	7.2	2.8%
Fringe Benefits	176.5	185.6	199.8	9.0	5.1%	14.2	7.7%
Total Personal Services & Fringe Benefits	428.5	438.0	459.4	9.5	2.2%	21.4	4.9%
Other Expenses	83.7	87.3	87.9	3.6	4.3%	0.6	0.7%
Total Expenditures	512.2	525.2	547.2	13.1	2.5%	22.0	4.2%
Addition to (Use of) Funds Before Adjustments	(28.7)	(26.9)	(24.4)	1.8	-6.4%	2.4	-9.1%
CCC Transfers Per Policies							
Transfer in	23.8	22.8	22.8	(1.0)	-4.3%	-	NA
Transfer out	(22.8)	(22.8)	(22.8)			-	0.0%
CARES Act Funding	14.2	-	-			-	NA
CCC Net Transfers	15.3	-	-	(15.3)	-100.0%	-	NA
Net Change	(16.4)	(26.9)	(24.4)	(10.4)		2.4	

CHARTER OAK STATE COLLEGE

FY22/FY23 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	FY21 Rev Budget	Baseline Operating Budget		FY22 vs. FY21 Rev Bud Inc (Dec)		FY23 vs. FY22 Inc (Dec)	
		FY22 Budget	FY23 Budget				
Revenue							
Tuition (Gross)	10.5	10.7	10.9	0.2	2.0%	0.2	2.0%
Student Fees	0.5	0.6	0.6	0.0	2.0%	0.0	2.0%
State Appropriations	3.3	3.3	3.4	0.0	0.2%	0.1	3.8%
Fringe Benefits Paid By State	3.2	3.4	3.7	0.2	5.2%	0.3	9.0%
All Other Revenue	0.7	0.7	0.7				
Total Revenue	18.2	18.6	19.3	0.4	2.2%	0.7	3.5%
Personal Services	8.7	8.7	8.9	(0.0)	-0.3%	0.2	2.7%
Fringe Benefits	6.2	6.4	7.0	0.3	4.7%	0.5	7.9%
Total Personal Services & Fringe Benefits	14.9	15.1	15.9	0.3	1.8%	0.7	4.9%
Other Expenses	3.4	3.4	3.4	0.0	0.5%	0.0	0.5%
Total Expenditures	18.3	18.5	19.3	0.3	1.6%	0.8	4.1%
Net Change	(0.0)	0.1	(0.0)	0.1		(0.1)	

BOARD OF REGENTS**FY22/FY23 Biennium Submittal - Baseline Operating Budget**

\$ millions

Account Name	FY21 Rev Budget	Baseline Operating Budget		FY22 vs. FY21 Rev Bud Inc (Dec)		FY23 vs. FY22 Inc (Dec)	
		FY22 Budget	FY23 Budget	Inc (Dec)		Inc (Dec)	
Revenue							
State Appropriations	0.4	0.4	0.4	0.0	1.2%	0.0	3.8%
Fringe Benefits Paid By State	0.4	0.4	0.4	0.0	6.3%	0.0	9.0%
Total Revenue	0.8	0.8	0.8	0.0	3.6%	0.1	6.3%
Personal Services	0.4	0.4	0.4	0.0	1.2%	0.0	3.8%
Fringe Benefits	0.4	0.4	0.4	0.0	6.3%	0.0	9.0%
Total Personal Services & Fringe Benefits	0.8	0.8	0.8	0.0	3.6%	0.1	6.3%
Other Expenses	-	-	-				
Total Expenditures	0.8	0.8	0.8	0.0	3.6%	0.1	6.3%
Net Change	-	-	-	-		-	

Budget Options:

CSCU request to cover projected deficits for FY2022 and FY2023 based on current services budget.

Connecticut State Colleges and Universities request additional funds to cover anticipated deficits due to COVID-19 pandemic that caused a significant gap in revenue due to lower enrollment and increase in pay for all union employees per 2017 SEBAC agreement. Based on recent projections, in FY2022 and in FY2023 deficits are as follows:

		FY22 Deficit	FY23 Deficit
State Universities		\$ (47,300,532)	\$ (62,338,766)
Community Colleges		(26,877,121)	(24,437,067)
Charter Oak State College Shortfall		-	(3,401)
Total Request		\$ (74,177,653)	\$ (86,779,234)

The additional funds are required to fund current services and operations at Connecticut State Colleges and Universities. The global pandemic created a fiscal crisis in Higher Education and our Connecticut State Colleges and Universities are experiencing this acutely. In the current year budget, our CSCU institutions have deeply cut costs, implemented a hiring freeze, and have been tasked by the Board of Regents to review academic and student support programs, to identify more back-office savings, and to review staffing levels at all our institutions and the system office. Unfortunately, the scale of these solutions will not be able to compensate for our prospective deficits in the coming biennium.

Raising tuition and fees is not a viable option now as CSCU strives to maintain affordability while attracting more students to restore our enrollment levels. The deficits are so great that normal inflationary increases would barely reduce deficits, while increases that might begin to meaningfully mitigate our deficits would be punitive to our beleaguered students and their families. Moreover, reserve levels for both the colleges and universities are very low and would not be able to absorb deficits of the scale anticipated for more than a few months in the case of the colleges, or a year or two in the case of the universities.

The Board of Regents has been fully committed to solving its budget woes through reforms, particularly consolidation of the community colleges and implementation of shared services throughout CSCU, since it adopted the Students First plan in 2017. Unfortunately, this time period has coincided with the job security protections included in the 2017 SEBAC concessions agreement, making it difficult to restructure quickly. The progress we have made has had to rely on attrition, staff reassignments, and gradualism. Our progress has also been slowed because of the complexity of navigating the accreditation standards of NECHE, our accreditor, and the need to address concerns about the process from members of our community.

This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students. In the absence of such additional support, CSCU will be required to undertake major restructuring during 2021, including potentially declaring fiscal exigency, noticing and laying off staff, and resizing our expenses to best meet the needs of students within our diminished revenues. This will inevitably limit our ability to enhance student success through initiatives such as Guided Pathways, debt-free college, and expansion of vocational programming such as manufacturing and allied health.

CSCU FY 2022 - FY 2023
October 13, 2020

Attachment C

Project Title (a)	Universities & Colleges	Priority	Total Estimated Project Cost	Previously Authorized Funds	REVISED FY22-FY23 BIENNIUM REQUEST		Biennium Request Total
					FY 2022	FY 2023	
College & University Program Funding							
	Colleges/Charter Oak/System Office	1	\$ 40,303,710		\$ 19,903,067	\$ 20,400,643	\$ 40,303,710
Code Compliance/Infrastructure Improvements							
Asnuntuck Community College					\$ 1,378,434	\$ 1,412,895	\$ 2,791,329
Capital Community College					\$ 1,276,509	\$ 1,308,421	\$ 2,584,930
Gateway Community College					\$ 1,453,796	\$ 1,490,141	\$ 2,943,938
Housatonic Community College					\$ 1,704,578	\$ 1,747,192	\$ 3,451,770
Manchester Community College					\$ 1,937,830	\$ 1,986,276	\$ 3,924,105
Middlesex Community College					\$ 1,813,159	\$ 1,858,488	\$ 3,671,647
Naugatuck Valley Community College					\$ 3,041,031	\$ 3,117,057	\$ 6,158,088
Northwestern Community College					\$ 1,089,659	\$ 1,116,901	\$ 2,206,560
Norwalk Community College					\$ 2,251,840	\$ 2,308,136	\$ 4,559,976
Quinebaug Community College					\$ 1,030,795	\$ 1,056,565	\$ 2,087,360
Three Rivers Community College					\$ 1,258,989	\$ 1,290,463	\$ 2,549,452
Tunxis Community College					\$ 1,358,701	\$ 1,392,668	\$ 2,751,369
Charter Oak					\$ 74,333	\$ 76,192	\$ 150,525
System Offices					\$ 233,412	\$ 239,248	\$ 472,660
Code Compliance/Infrastructure Improvements	Universities	2	\$ 45,462,093		\$ 22,450,416	\$ 23,011,677	\$ 45,462,093
Central Connecticut State University					\$ 7,300,393	\$ 7,482,903	\$ 14,783,296
Eastern Connecticut State University					\$ 3,317,508	\$ 3,400,445	\$ 6,717,953
Southern Connecticut State University					\$ 6,332,129	\$ 6,490,432	\$ 12,822,561
Western Connecticut State University					\$ 5,500,387	\$ 5,637,897	\$ 11,138,283
Telecommunications Infrastructure Upgrade	System	3	\$ 24,050,000		\$ 15,050,000	\$ 9,000,000	\$ 24,050,000
Wireless Upgrade					\$ 3,000,000		\$ 3,000,000
ISE Upgrade					\$ 150,000		\$ 150,000
VDI Infrastructure					\$ 1,000,000		\$ 1,000,000
Server/Storage Infrastructure					\$ 450,000		\$ 450,000
Backup Infrastructure/Cloud Storage					\$ 200,000		\$ 200,000
Campus Switching Upgrade					\$ 8,000,000	\$ 8,000,000	\$ 16,000,000
Data Center Switching Upgrade					\$ 1,000,000	\$ 1,000,000	\$ 2,000,000
Voice Upgrade					\$ 875,000		
Protective Enclave/PAW Infrastructure					\$ 250,000		
VPN, Firewall Management Devices					\$ 125,000		
Projected aNnual Budget (projects TBD)							\$ -
New & Replacement Equipment Program	Colleges/Charter Oak/System Office	4	\$ 21,465,000		\$ 10,600,000	10,865,000	\$ 21,465,000
Charter Oak					\$ 600,000	615,000	\$ 1,215,000
Community Colleges					\$ 10,000,000	10,250,000	\$ 20,250,000
New & Replacement Equipment Program	Universities	5	\$ 24,300,000		\$ 12,000,000	12,300,000	\$ 24,300,000
Security Improvements Program	Colleges/Charter Oak/System Office	6	\$ 5,000,000		\$ 2,500,000	\$ 2,500,000	\$ 5,000,000
Advanced Manufacturing Program	Colleges	7	\$ 6,075,000		\$ 3,000,000	3,075,000	\$ 6,075,000
Property Acquisition Program	System	8	\$ 3,000,000			\$ 3,000,000	\$ -
College & University Infrastructure Improvement Programs							\$ 3,000,000
Subtotals			\$ 169,655,803	\$ -	\$ 85,503,483	\$ 84,152,320	\$ 169,655,803
College Capital Project Funding							
Kinney Hall Renovations	Naugatuck	1	\$ 63,941,757	\$ 6,000,000		\$ 57,941,757	\$ 57,941,757
One College Office	New Britian	2	\$ 2,900,000		\$ 2,900,000		\$ 2,900,000
Gateway Autiomotive Program	Gateway	3	\$ 5,549,250			\$ 5,549,250	\$ 5,549,250
Renovations, Improvement - Phase 1	Asnuntuck	4	\$ 37,155,809	\$ 3,800,000		\$ 33,355,809	\$ 33,355,809
Campus ADA Improvements	Naugatuck	5	\$ 10,000,000	\$ 5,000,000	\$ 5,000,000		\$ 5,000,000
New Maintenance and Office Building	Quinebaug	8	\$ 4,188,080	\$ 476,088	\$ 3,711,992		\$ 3,711,992
Capital Central Plant & Infrastructure Improvements	Capital	9	\$ 19,240,897		\$ 19,240,897		\$ 19,240,897
Campus Window & Roof Replacement	Northwestern	10	\$ 2,000,000		\$ 2,000,000		\$ 2,000,000
Campus Wide Facility Improvements	Norwalk	11	\$ 4,500,000		\$ 4,500,000		\$ 4,500,000
College Capital Improvement Program Subtotals			\$ 149,475,793	\$ 15,276,088	\$ 37,352,889	\$ 96,846,816	\$ 134,199,705

CSCU FY 2022 - FY 2023
October 13, 2020

Attachment C

Project Title (a)	Universities & Colleges	Priority	Total Estimated Project Cost	Previously Authorized Funds	REVISED FY22-FY23 BIENNIIUM REQUEST		Biennium Request Total
					FY 2022	FY 2023	
University Capital Project Funding							
Auxiliary Service Projects	Universities	1	\$ 15,150,000		\$ 7,500,000	\$ 7,650,000	\$ 15,150,000
Moore Field House Mechanical/Electrical Renovations	Southern	2	\$ 9,038,571		\$ 1,571,933	\$ 7,466,637	\$ 9,038,571
Lyman Hall & Earl Hall Mechanical/Electrical & Facade Renovations	Southern	3	\$ 3,324,006		\$ 3,324,006		\$ 3,324,006
Campus-Wide Infrastructure Improvements	Western	4	\$ 5,000,000		\$ 5,000,000		\$ 5,000,000
Campus-Wide Infrastructure Improvements	Central	5	\$ 7,500,000		\$ 7,500,000		\$ 7,500,000
Sports Center	Eastern	6	\$ 9,897,411		\$ 9,897,411		\$ 9,897,411
Plant Improvements - Phase 1	Eastern	7	\$ 12,166,301		\$ 3,570,000	\$ 8,596,301	\$ 12,166,301
University Energy Efficiency Program	Universities	8	\$ 5,000,000		\$ 5,000,000		\$ 5,000,000
Berkshire Hall Innovation Center - Phase 2	Western	9	\$ 6,866,800			\$ 6,866,800	\$ 6,866,800
University Police Facility-Wintergreen Avenue	Southern	10	\$ 1,271,987			\$ 1,271,987	\$ 1,271,987
Stem Bulding - Phase 1	Central	11	\$ 6,813,171			\$ 6,813,171	\$ 6,813,171
University Capital Improvement Program Subtotals			\$ 82,028,247		\$ 43,363,351	\$ 38,664,896	\$ 82,028,247
College & University Capital Improvement Program Totals			\$ 401,159,843	\$ 15,276,088	\$ 166,219,723	\$ 219,664,032	\$ 385,883,755

Connecticut State Colleges and Universities FY 2022 – FY 2023 Biennium Capital Budget

Program Funding Requests

Code Compliance/Infrastructure Improvements Program

- **Connecticut State Community Colleges, Charter Oak State College & System Office**
FY 22 - \$19,903,067 & FY 23 \$20,400,643
 - **Priority #1**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual facility reinvestment funding for the Community College, Charter Oak College & System Office deferred maintenance, academic enhancement, energy conservation and facility improvement program
 - **Program:** Physical Plant
 - **Prior State Authorizations:** Ongoing program

- **Connecticut State Universities (FY 22 - \$22,450,416 & FY 23 - \$23,011,677)**
 - **Priority #2**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual facility reinvestment funding for the University deferred maintenance, academic enhancement, energy conservation and facility improvement program
 - **Program:** Physical Plant
 - **Prior State Authorizations:** Ongoing program

In recent years sufficient funding for this program has not been authorized that minimizes opportunities to complete necessary system-wide facility improvements. In addition, major capital project funding and all other CSCU bond funded programs have obtained limited funds that places greater pressure on this program to complete more work with less funds. Resulting from recent funding levels the CSCU facilities are developing significant improvement backlogs.

This budget is developed and updated from, but not limited to, historic institutional requests, benchmarking against other higher ed. institutions, physical site evaluations and prior studies. In combination, these efforts enable the development of a system-wide long term Code Compliance/Infrastructure improvement program. Earmarked funding for individual projects and programs is established for academic enhancements, life safety improvements, facility needs, energy conservation, studies and other facility based evaluations and improvements. Annual budget and distribution of funds to each college and university are factored from a prorated basis of total square feet and average campus age. The funding distribution model accurately represents appropriate budget

thresholds for minor academic enhancements and facility improvements that promote a systematic multi-faceted approach of maintaining high academic and facility standards while decreasing long term spending projections.

Examples of projects funded through this program are modifications and restoration of interior and exterior academic and support facilities, including the upgrading of building envelopes; replacement of aging building systems, including fire, safety and security systems, utility systems and mechanical systems; and exterior grounds improvements including parking lot and road resurfacing, repair or installation of stairs, ramps, plaza decks, sidewalks, parking areas, landscaping, signage, exterior lighting, site utilities and outdoor athletic and recreation facilities. The program also provides for the implementation of energy conservation measures, hazard risk mitigation and changes necessary to bring facilities into compliance with state and federal fire, health, safety and accessible access codes and regulations. Also addressed are improvements to academic and support spaces in existing facilities that enhance academic performance.

- **Connecticut State College & University Infrastructure Technology & Telecommunications Upgrades FY 22 - \$15,050,000 & FY 23 - \$9,000,000**
 - **Priority #3**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual facility reinvestment funding for the University differed maintenance program
 - **Program:** System-Wide Infrastructure Technology Upgrades
 - **Prior State Authorizations:** Ongoing program

This program is an ongoing effort that will deploy technology enhancements to the seventeen institutions and System Office. System-wide technology improvements from this program will be deployed from the System Office level. Major examples of projects include both software and hardware initiatives. Important system-wide projects within this request include:

1. **Campus Switching Upgrade:** The CSCU completed the implementation of a standardized network for the community college system in 2018, these switches, which reside at the edge of the network and connect employees and student's computers to the network and internet will be at end of life in 2023. In order to replace several thousand switch, the capital expense will need to begin in FY 22. Failure to replace these systems will result in a major security risk for the community college system.
2. **Wireless:** The wireless system was installed in 2018 and is a major component of student life. This system will be at end of life in 2022 and requires replacement to meet student educational and recreational needs in FY 21.

3. Voice Upgrade: The next version of our Cisco operation software will make a number of phone obsolete, requiring replacement to meet security requirements.
 4. VDI Infrastructure: The pandemic has required the move to virtual environment to improve agility and meet educational requirements for future remote learning.
- **College, Charter Oak and System Office New and Replacement Equipment Program**
FY 22 - \$10,600,000 & FY 23 - \$10,865,000
 - **Priority #4**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual reinvestment funding for the Community Colleges, Charter Oak State College & System Office for new and replacement equipment
 - **Program:** Coordination of Higher Education
 - **Prior State Authorizations:** Ongoing Program
 - **University New and Replacement Equipment Program**
FY 22 - \$12,000,000 & FY 23 - \$12,300,000
 - **Priority #5**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual reinvestment funding for the Universities new and replacement equipment
 - **Program:** Coordination of Higher Education
 - **Prior State Authorizations:** Ongoing program

This program provides funds for the purchase of new and replacement equipment for the 12 Community Colleges, 4 Universities, Charter Oak and the System Office. The equipment will support instruction, student services and administrative functions including classroom technology, telecommunications, educational enhancements, general office, computer (both academic and administrative), physical plant, media services, laboratory equipment and System initiatives.

- **College, Charter Oak State College and System Office Security Improvement Program**
FY 22 - \$2,500,000 & FY 23 - \$2,500,000
 - **Priority #6**
 - **Authorization Language:** Community College, Charter Oak State College and System Office Security Improvement Program
 - **Justification:** Community College, Charter Oak and System Office Security Improvement Program that will increase the active and passive level of security at each campus
 - **Program:** Safety and Security Program
 - **Prior State Authorizations:** Ongoing program

The System Office previously completed a comprehensive security analysis of the 12 Community Colleges. The study highlighted both passive and active opportunities to raise the level of security at each campus. Opportunities highlighted early warning systems, deterrents and quick response enablers. This funding will allow for the design and implementation of many safety and security measures at each Community College campus, Charter Oak and the System Office. The implementation results will allow for a higher level of safety and security at each campus. Examples of safety and security measures that would be provided include, lighting, surveillance cameras, license plate identification systems, vehicle deterrent systems, security enforcement equipment, security related transportation, fencing, electronic and mechanical door hardware, and ballistic resistant glass. This funding supports a multi-year security improvement program.

- **College Advanced Manufacturing/Emerging Technology Center Program**
FY 22 - \$3,000,000 & FY 23 - \$3,075,000
 - **Priority #7**
 - **Authorization Language:** Annual Advanced Manufacturing and Emerging Technology program funding
 - **Justification:** Annual program funding that responds to state workforce educational and instructional needs
 - **Program:** Coordination of Higher Education
 - **Prior State Authorizations:** Ongoing program

The future development of advanced manufacturing employment in Connecticut is contingent, in large measure, on the collective ability of the CSCU to develop viable, fluid technology programming and produce literally thousands of graduates annually able to transition successfully to career employment opportunities in the private sector. Without question, Connecticut is in a position to both stabilize and expand its current manufacturing employment based on approximately 160,000 women and men. Reshoring has become a reality, local major industry are in major growth modalities, and emerging technologies are beginning to take root and will require more investment and renewed commitment by State Government and higher education. Prior state funding has initiated and/or supported Advanced Manufacturing programs at 6 of the Community Colleges in addition to 2 off campus instructional centers.

- **Land and Property Acquisition Program – System-Wide Initiative**
FY 23 - \$3,000,000
 - **Priority #8**
 - **Authorization Language:** Land acquisition program funding
 - **Justification:** Annual land acquisition program funding

- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** Ongoing program for Universities and new program for Colleges

This program provides an available fund source for the acquisition of strategic properties that meet current and future system-wide academic and facility needs. Land and buildings considered for purchase are located either adjacent or strategic to institutions. It is important that these funds be available to purchase logistically important properties as they become available for acquisition or else they may be sold to private entities and the opportunity for their acquisition made improbable.

Community College Capital Funding Requests

- **Naugatuck Community College – Renovate Kinney Hall**
FY 23 - \$57,941,757 (Construction)
 - **Priority #1**
 - **Authorization Language:** Educational enhancements and code compliance improvements
 - **Justification:** Construction funding for renovation of an academic classroom/office building for academic enhancements, support space, code compliance, asbestos abatement and energy improvements
 - **Program:** Coordination of Higher Education
 - **Prior State Authorizations:** FY20 - \$6,000,000 PA 20-1 Sec 2(J)(4)

Naugatuck's Facilities Master Plan completed in 2016 identifies major campus needs for academic improvements and facility enhancements. The 72,000 square foot Kinney Hall was constructed as an academic classroom building in 1977. Only minor academic and facility improvements have occurred to this facility since it opened. Required improvements include, but not limited to, restructuring classroom and support space to meet current academic and college demands, code compliance that include ADA and life safety, asbestos abatement, energy conservation and a new roof. Due to environmental concerns with replacing the roof system a temporary roof has been installed on this building until the entire roof deck can be removed, building interior opened to the exterior elements and facility unoccupied during the abatement/roof deck removal and reinstallation process. Resulting from limited life of the temporary roof system this is a priority project.

- **One College Office**

FY 22 - \$2,900,000 (Design & Construction)

- **Priority #2**
- **Authorization Language:** System Consolidation
- **Justification:** Preconstruction services and Construction
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

The CSCU's regional college educational accrediting board, The New England Association of Schools and Colleges, Inc. (NEASC), requires the One College have a physical separation from the Board of Regents office as part of the CSCU Students First consolidation. This request funds design and construction services establishing a One College office of 20,000 s.f. for approximately 50 employees located at 185 Main St., New Britain. This facility, currently known as Central's Information Technology Business Development Building (ITBD), no longer suites Central's needs. The ITBD Building is already in process of being repurposed for Charter Oak State Colleges new home and will become a colocation for both offices.

- **Gateway Community College, High Tech Automotive Training Center**

FY 23 - \$5,549,250 (Property Acquisition and Design), FY 25 - \$30,755,838 (Construction)

- **Priority #3**
- **Authorization Language:** Replacement of an antiquated facility
- **Justification:** Property acquisition & preconstruction services for a new facility
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Gateway's Automotive Training Center remains located in Gateway's antiquated North Haven Campus that was previously retired as a high school. The automotive program is Gateway's only educational program that did not relocate to the colleges downtown New Haven Campus when it opened in 2012.

As part of both classroom and laboratory work most of the vehicles donated for this program and analyzed are new vehicles obtained through partnerships with major auto manufactures. Each partnership requires its' own laboratory and equipment to support individual manufacturers. Each laboratory is considered "High Tech" to support the educational environments latest production vehicle demands for both internal combustion gasoline and electric vehicles. There are additional automotive manufactures, tire industry representatives and diesel program partnership interest that remain prohibitive until acceptable additional laboratory space is available. Education in Robotics and Artificial Intelligence is an important course of automotive study for students entering the

workforce. Gateway's Railroad Technology program in this facility is a final important component of this plan. This program is conducted through both classroom and hands on laboratory educational experiences.

This funding request supports the acquisition of property and design services of up to a 50,000 s.f. facility to better enable a high-tech robust program. Funding for construction will occur in a future biennium.

- **Asnuntuck Community College – Phase 1 Campus Renovations**

FY 23 - \$33,355,809 (Construction)

- **Priority #4**
- **Authorization Language:** Educational enhancements and code compliance improvements
- **Justification:** Construction funding for educational, facility, code compliance and energy improvements
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** FY2017- \$3,800,000 PA 15-1 Sec 21(n)(5)

Asnuntuck Community College was a former middle school, constructed in 1966, that transitioned to a community college in 1997. Although some investment has occurred with improving the campus much of the facility remains consistent to when the facility was a middle school. The Facilities Master Plan completed in 2017 identifies a 2 phased opportunity to realign the campus physical state to meet current and projected academic and space needs. For phase 1, major project attributes include relocating the library into the current underutilized gymnasium space in addition to create a second level in the gym space to accommodate an increased need of science lab space. The old library will become office and student services space as well as the antiquated auditorium would be refurbished. Design for this project was authorized in FY 2017.

- **Naugatuck Community College ADA Compliance Project**

FY 22 - \$5,000,000 (Design & Construction)

- **Priority #5**
- **Authorization Language:** ADA compliance project
- **Justification:** Construction funding for ADA compliance
- **Program:** Accessibility
- **Prior State Authorizations:** FY2019- \$5,000,000 PA 17-2 Sec 397(h)(45)

In 2014 the Community Colleges were mandated by the Federal Office of Civil Rights to perform "self-audits" of their facilities and programs regarding compliance with the Americans with Disabilities Act. Subsequently a consultant was retained to further detail the non-compliance issues and overall costs to rectify non-compliance. To date a

plan of action for corrective measures has been submitted to the Office of Civil Rights and minor improvements have been completed from available deferred maintenance funds. Non-compliance may place some types of Federal funding to the college at risk. This project will be completed in two phases. Phase 1 funding is authorized for FY 19 for design and construction services and is not allocated at the time of the biennium submission. This request will fund phase 2 construction and miscellaneous improvements.

- **Quinebaug Valley Community College - New Maintenance Garage**
FY 22 - \$3,711,992 (Construction)
 - **Priority #8**
 - **Authorization Language:** Replacement of antiquated facilities
 - **Justification:** Construction funding to replace the old maintenance garage and modular office building
 - **Program:** Physical Plant
 - **Prior State Authorizations:** FY2018- \$476,088 PA 17-2 Sec 378(i)(6)

This college has significantly grown over the past twenty-years. Since their existing maintenance facility was constructed in the early 90's the campus has grown by more than 75,000 square feet. Additionally, Quinebaug houses part of the faculty offices in a modular trailer that has exceeded its' useful life. The project calls for the demolition of the antiquated maintenance facility and temporary offices and construction of a new facility that houses both occupancies. Preconstruction services were authorized under FY 2019.

- **Capital Community College – Central Plant & Infrastructure Improvements**
FY 22 - \$19,240,897 (Design & Construction)
 - **Priority #9**
 - **Authorization Language:** Infrastructure improvements
 - **Justification:** Design and construction funding for campus building envelope improvements.
 - **Program:** Physical Plant
 - **Prior State Authorizations:** None

Capital Community College occupies the old G. Fox department store building on Main Street in Hartford. The facility originally constructed in 1917 with additions in 1938 and 1962 is a 12 story facility on Main St., art deco in style and is listed on the National Historic Register. In 2002, after completion of fully renovating the building for the college, Capital occupied the building. There are a number of significant modifications that are required to support this facility and programs that are costlier than the Minor

Capital Improvement program funds allow. Projects and approximate funding requirements consist of;

- Replacement of 9 air Handler units - \$1.3M estimated cost.
 - Discontinue costly city steam and chilled water connection and install high efficiency cooling and heating central plant - \$8M estimated cost.
 - Food service modifications/renovations - \$2.8M.
 - Upgrade elevators that inadequately move high quantities of students with “smart controls” to significantly improve elevator efficiency - \$1.2M.
 - Upgrade building HVAC control systems and provide fire alarm upgrades - \$1.8M.
 - Exterior masonry repointing and exterior window painting/recaulking - \$1.8M.
 - New electronic security door hardware across the campus - \$1.8M.
 - Campus wide Blue Light improvements -\$500,000.
- **Northwestern Community College – Roof and Window Replacements**
FY 22 - \$2,000,000 (Design & Construction)
 - **Priority #10**
 - **Authorization Language:** Infrastructure improvements
 - **Justification:** Design and construction funding for campus roof and window improvements.
 - **Program:** Physical Plant
 - **Prior State Authorizations:** None

Northwestern Community College consists of a variety of buildings that date back as far as 1860. The facilities range from wood framed residential structures; English, Goulet and Duffy Houses, that are now administrative facilities to Founders Hall that was a turn of the century masonry structure manufacturing facility that now functions as classroom and administrative space. Although these facilities have been well maintained by the college there are a number of significant improvements that are required to support the campus facilities and are costlier than Minor Capital Improvement program funds allow. Windows in the former residences were replaced years ago and no longer properly operate. At Founders Hall state roof tiles have seen their useful life and are beginning to break off the roof. Even with the roof maintained, this poses a significant safety risk to pedestrians around the building perimeter.

- **Norwalk Community College Facility Improvements**
FY 22 - \$4,500,000 (Design & Construction)
 - **Priority #11**
 - **Authorization Language:** Educational, facility and site improvements
 - **Justification:** Design and Construction funding for miscellaneous interior and site improvements

- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Many interior building components have achieved their useful life and are need of replacement. Much of this project entails building toilet room renovations, flooring and ceiling replacements, parking lot resurfacing, exterior security surveillance systems, exterior emergency lockdown door hardware and building minor building structural improvements. Prior deferred maintenance funding levels has been insufficient to complete this work.

University Capital Funding Requests

- **Universities – Alterations/Improvements to Auxiliary Service Facilities**
FY 22 - \$7,500,000 & FY 23 - \$7,650,000
 - **Priority #1**
 - **Authorization Language:** Funding request for Ongoing program
 - **Justification:** Annual facility reinvestment funding for the University differed maintenance program
 - **Program:** Physical Plant
 - **Prior State Authorizations:** Ongoing program

This program is a continuation of the legislative commitment to provide annual funding from general obligation bonds to finance capital projects impacting residential and other auxiliary service facilities at the four Connecticut State Universities. This funding recognizes the burden placed on students enrolled in the Connecticut State University System who pay fees to service debt for the design and construction of new auxiliary service facilities, as well as renovations and repairs to existing structures, including residence halls, student centers, dining hall facilities and student parking areas. This important program remained unfunded under the last biennium.

- **Southern Connecticut State University – Moore Field House Mechanical/Electrical Improvements**
FY 22 - \$1,571,933 & FY 23 - \$7,466,637
 - **Priority #2**
 - **Authorization Language:** Infrastructure improvements
 - **Justification:** Design and construction funding to replace antiquated building infrastructure
 - **Program:** Physical Plant
 - **Prior State Authorizations:** None

Moore Field House was constructed in 1976 and has 141,563 gross square feet. Major components of the mechanical and electrical systems are beyond their useful life and are in need of replacement. This project was originally funded under the CSCU 2020 program and was cancelled with funds reallocated to complete Buley Library. Prior deferred maintenance funding levels have not been sufficient to complete the work. This funding will fund preconstruction as well as construction phase services.

- **Southern Connecticut State University – Lyman Center for the Performing Arts Mechanical/Electrical Improvements**

FY 22 - \$3,324,006

- **Priority #3**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding to replace antiquated building infrastructure
- **Program:** Physical Plant
- **Prior State Authorizations:** None

The 50,415 gross square foot Lyman Center for the Performing Arts was constructed in 1967 and underwent major renovations in 1993. This facility is Southern's only major performance theater. Components of the mechanical and electrical systems are beyond their useful life and are need of replacement with some of the electrical improvements needing to occur for safety purposes. The project was originally funded under the CSCU 2020 program and was cancelled with funds reallocated to complete Buley Library. Prior deferred maintenance funding levels have not been sufficient to complete the work. This funding will fund preconstruction as well as construction phase services.

- **Western Connecticut State University – Campus-Wide Infrastructure & Campus Improvement Program**

FY 22 - \$5,000,000

- **Priority #4**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding to replace antiquated infrastructure and provide general campus improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Over the past several years Western has been in process of deteriorating at levels faster than available bond funds allow repairs, replacements and improvements. Funding within this request provides a dedicated funding source to complete prioritized work and restore the campus to a positive path. This work is currently significant in nature.

Prior deferred maintenance funding levels have not been sufficient to complete the work. Delayed funding will begin to further age out to projects, increase project scope and significantly drive up improvement costs to difficult catch up levels. Major examples that funding is currently expected to address are listed below:

- Midtown Campus – Science Lab renovations
- Midtown Campus – Honors House renovations
- Midtown Campus- Power Plant Boiler replacement
- Midtown Campus – Parking Garage restoration
- Campus Wide – Classroom Improvements
- West Side Campus - O'Neil Sports Center HVAC improvements
- West Side Campus - Athletic Center and practice field improvements

- **Central Connecticut State University – Campus-Wide Infrastructure & Campus Improvement Program**

FY 22 - \$7,500,000

- **Priority #5**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding to replace antiquated infrastructure and provide general campus improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Over the past several years Central has been in process of deteriorating at levels faster than available bond funds allow repairs, replacements and improvements. Funding within this request provides a dedicated funding source to complete the work and restore the campus to a positive path. This work is currently considered significant in nature. Prior deferred maintenance funding levels have not been sufficient to complete the work. Delayed funding will begin to further age out to projects, increase project scope and significantly drive up improvement costs to difficult catch up levels. Major examples that funding is currently expected to address are listed below:

- Maloney Hall windows/ventilation and associated improvements
- Maria Sanford Mathematic Department renovations
- Kaiser Gym HVAC improvements
- Energy Center generator and switchgear upgrade
- Maria Sanford Hall and Copernicus Hall roof replacement projects
- Burritt Library window and wall caulking
- Copernicus Hall fume hood energy controls
- Welte Hall and Copernicus Hall electric service upgrades
- Campus-wide fire alarm panel upgrades.
- Admissions Building renovations and improvements
- Miscellaneous Parking Lot resurfacing

- **Eastern Connecticut State University – Sports Center**
FY 22 - \$9,897,411 (Design), FY 24 - \$100,296,266 (Construction)
 - **Priority #6**
 - **Authorization Language:** Academic Improvements
 - **Justification:** Preconstruction services for a new facility
 - **Program:** Coordination of Higher Education

Eastern's Sports Center was constructed in 1973 at 82,268 gross square feet. Increased enrollment since it was constructed in addition to significant growth in the number of participants in sports on the NCAA level and in recreational and intramural programs has revealed that the facility can no longer adequately support Eastern's various athletic programs and student needs. A new Sports Center of 132,000 gross square feet will be constructed that will support academic programs of the Health and Physical Education Department, student recreation, and intercollegiate athletics. This project will include a large competitive gym, competitive aquatic center, offices, lockers, hospitality areas, athletic training and miscellaneous other support spaces. At the completion of this project, the existing Sport Center will become a CHEFA funded Student Recreation Center.

- **Eastern Connecticut State University – Plant Improvements**
FY 22 - \$3,570,000 (Design), FY 23 - \$8,596,301 (Construction)
 - **Priority #7**
 - **Authorization Language:** Infrastructure improvements
 - **Justification:** Design and construction funding to replace antiquated building infrastructure
 - **Program:** Physical Plant
 - **Prior State Authorizations:** None

The existing boilers at the campus Boiler Plant will not meet the demands for future campus development that includes the proposed athletic center. The current electric service loop on campus lacks redundancy and additionally requires upgrades to meet future campus development needs. Much of the electric and heating infrastructure is aging to the end of its' useful life. Both systems are fed from the Central Plant. This project provides for upgrading boiler plant and electrical infrastructure to meet campus needs.

- **Universities – Energy Efficiency Program**
FY 22 - \$5,000,000
 - **Priority #8**
 - **Authorization Language:** Program Funding Request

- **Justification:** Facility reinvestment funding for the University energy conservation effort
- **Program:** Physical Plant
- **Prior State Authorizations:** None

This multi-year program compressively addresses capital improvements related to energy conservation efforts at the four universities. This program reduces energy consumption, reduces future deferred maintenance expenditures and drives down operating costs. The payback on investment for individual improvements typically range within 3-10 years. Examples of major improvements include lighting retrofits, installation of high efficiency motors, automated building controls, boiler modifications, replacement of antiquated inefficient mechanical equipment and building retro-commissioning.

- **Western Connecticut State University – Berkshire Hall Innovation Center**

FY 23 - \$6,866,800 (Design), FY 25 \$50,532,150 (Construction)

- **Priority #9**
- **Authorization Language:** Academic Improvements
- **Justification:** Education and program advancements
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Constructed at the Midtown Campus in 1958 with a 1967 addition this facility is 84,796 gross square feet. As a current classroom building, many of the original functions supported within were for the Fine and Performing Arts program that were relocated to their West Side campus new home in 2015. As a 2 phase project, proposed is the transformation of an underutilized antiquated facility into a vibrant mixed use progressive facility. Phase 1 of this project has already commenced as a CHEFA funded (student use and funded) project that will relocate the inadequate sized the Midtown Campus Student Center to its' new home in Berkshire Hall. Some renovations and a new addition will occur during phase 1. This funding request, phase 2 of the project, creates a new campus Innovation Center through renovations, demolition of some of the existing facility as well as a new addition. The completed building will be approximately 150,000 gross square feet. The Innovation Center will support student success and entrepreneurial activity. Part of this programs goal is to make Western a more outward facing university that engages more directly with the community and industry partners. Spaces included in the Innovation Center will include gathering spaces, presentation areas, a Career Center, auditorium, classrooms and academic computing. The current Entrepreneurial Center is located at the West side Campus. At the completion of this project the existing Student Center will be repurposed to a classroom building funded from future general obligation bond funds.

- **Southern Connecticut State University – University Police Station**

FY 23 - \$1,271,987 (Design), FY 25 - \$7,112,565 (Construction)

- **Priority #10**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Public Safety Improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Southern's University Police Station is located in an antiquated undersized facility that no longer meets the University's needs. This project will construct a new 10,000 square foot University Police Station. The new facility will be a single story facility that includes offices, holding area, the most current security monitoring capabilities, storage and a sally port. The new facility will promote a campus-wide inviting and secure atmosphere.

- **Central Connecticut State University – Stem Building (phase 1)**

FY 23 - \$6,813,171 (Design), FY 25 - \$64,470,986 (Construction)

- **Priority #11**
- **Authorization Language:** Academic Improvements
- **Justification:** Education and program advancements
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Copernicus Hall, constructed in 1974, is approaching 50-years old. The facility was originally designed with a focused curriculum of science, biology, chemistry, physics and botany. Since its' opening significant program expansion and increased student enrollment have placed greater demands on Copernicus for health science and technology based programs. In recent years some campus improvements have occurred to alleviate Copernicus space, academic and aging infrastructure deficiencies. Resulting from the level of comprehensive facility improvements, logistics of renovating an occupied Copernicus Hall are difficult that would create program disruptions, limited opportunities of specialized swing space and use demands on the entire facility.

This request funds design phase services for phase one of a two phased program that will, at the end of phase two, relocate health services and the science programs to a new facility(s). Both project phases (each) will consist of new 70,000 square foot facilities equipped to meet the most current and projected health and science program needs. Construction funds for the first phase and design and construction funds for a second phase will be requested as part of future biennium budgets. When both project phases

are complete the 186,742 square foot Copernicus Hall will be renovated through future bond funds and other deficient academic programs will be backfilled into the facility.