

# CT BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

## AGENDA – REGULAR MEETING

10:00 a.m., Friday, September 16, 2016

[Adanti Student Center Ballroom, Southern Connecticut State University, New Haven](#)

1. Call to Order
2. Roll Call and Declaration of Quorum
3. Adoption of Agenda
4. Welcome from SCSU President Bertolino
5. Opportunity to Address the Board\*
6. CSCU System President Mark E. Ojakian
7. Faculty Advisory Committee report ..... 1
8. Board of Regents Chairman Matt Fleury
9. Approval of Previous Meeting Minutes
  - a) [July 7, 2016 Special Meeting](#)
  - b) [August 22, 2016 Special Meeting](#)
10. Consent Agenda
  - a) Terminations
    - i. Entrepreneurship Certificate – Tunxis CC ..... 5
    - ii. E-Commerce Certificate – Tunxis CC ..... 7
  - b) Modifications
    - i. Marketing Management – Tunxis CC ..... 9
    - ii. Dietetic Technology – Gateway CC ..... 11
    - SCSU Program Modifications (ability to offer existing programs off- site) ..... 15*
    - iii. Educational Leadership & Policy Studies (Hamden) – 6<sup>th</sup> Yr Diploma – SCSU ..... 18
    - iv. Educational Leadership & Policy Studies (Meriden) – 6<sup>th</sup> Yr Diploma – SCSU ..... 19
    - v. Educational Leadership & Policy Studies (New Britain) – 6<sup>th</sup> Yr Diploma – SCSU ... 20
    - vi. Educational Leadership & Policy Studies (Waterford)– 6<sup>th</sup> Yr Diploma – SCSU ..... 21
    - vii. Reading Teacher Education (Waterbury) – 6<sup>th</sup> Yr Diploma – SCSU ..... 22
    - viii. Reading Teacher Education (Waterbury) – MS – SCSU ..... 23
  - c) New Programs
    - i. Medical Laboratory Technician – AAS – Quinebaug Valley CC ..... 25
    - ii. Cybersecurity – BBA – Western CSU ..... 29
  - d) Appointment to Robert C. Vance Endowed Chair – Central CSU ..... 33
  - e) CSU Professor – Dr. Terrell W. Bynum – Southern CSU ..... 43
  - f) NEASC accreditation for Danbury location – NVCC ..... 49
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  - i) 2017 Board of Regents Meeting Schedule ..... 65

\* **Agenda Item #5 - Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. One list will be available in the meeting room for sign-up beginning at 8:30 am. Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized in the order of signing up (adherence to time limits will be required).

11. **Academic & Student Affairs Committee – Merle Harris, Chair**
12. **Audit Committee – Elease Wright, Chair**
13. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
  - a) FY18/FY19 Biennium Submittal to OPM ..... 67
  - b) Frequency of CSCU 2020 Reporting ..... 77
  - c) Purchase of 330 High Street for Eastern Connecticut State University ..... 81
  - d) Update to Delegation of Signing Authority ..... 83
  - e) Western Connecticut State University Tuition Pilot ..... 91
  - f) *Information item: CSCU 2020 update* ..... 107
14. **HR & Administration Committee, Naomi Cohen, Chair**
15. **Executive Committee – Matt Fleury Chair**
16. **Resolution Honoring former Board of Regents Chairman Nicholas M. Donofrio**
17. **Executive Session**
  - a) Discussion: evaluation of a public officer or employee
18. **Adjourn**

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**\*Agenda Item #5 - Opportunity to Address the Board**

30 minutes total; no more than three minutes per speaker.

One list will be available in the meeting room for sign-up beginning at 8:30 am.

Individuals who wish to address the Board **must sign-up prior to 10 am.**

Speakers will be recognized in the order of signing up (adherence to time limits will be required).

**Faculty Advisory Committee Report**  
**to the Board of Regents for Higher Education**  
**September 16, 2016**  
**Presented at Southern Connecticut State University**

Unlike recent presentations that have taken the form of thematic-based narratives, we would like this one to consist of a series of individual points each presented by a different member of the FAC.

- The FAC would like to formally extend our congratulations to Matt Fleury on being named Chair. We look forward to the opportunity to work with him to build communication and trust between the Board and the faculty across the system. We would also like to recognize Nick Donofrio's years of dedicated service.
- An important new development is an FAC presence on the system website. The content is not yet complete so dedicated links have not yet been created, but it can be viewed by typing the url [www.ct.edu/faculty](http://www.ct.edu/faculty). The site includes video recordings of the plenaries and workshop sessions from the conference held at Housatonic last April. We hope that some of these great presentations will be of interest to the members of the BOR, as well as CSU faculty and staff and the general public.
- The third annual conference on student success and shared governance, presented by the FAC and co-sponsored by the system office, will be held at CCSU on April 7, 2017. Planning for that conference is already well underway. We would like to invite the Board to consider holding one of its regular meetings on that day at the conference site and to use this an opportunity to announce the recipients of the teaching and research awards and the new award on shared governance. This would bring greater recognition to both the Board and the winners of the awards. It would also serve as an opportunity for the Board to attend parts of the conference and engage in discussion on issues of common concern.
- Representatives from the FAC have been invited by the system administration to participate in the six planning work groups formed by President Ojakian. Although the work of these groups is just getting underway, we simply want the Board to recognize our appreciation of the efforts to include faculty in the planning process and to work toward system goals using expertise available on our campuses.
- Last year, the FAC was instrumental in opening a dialog with the Community College Research Center at Columbia University with the explicit aim of developing a partnership to seek outside grant-based funding to support research to measure the impact of PA 12-40 and to assess the adequacy of developmental or remedial education across the state colleges and universities. The FAC supports the development of such a partnership and pledges to do what we can to realize a meaningful assessment of developmental education and adoption of best practices.
- This summer, the FAC passed a resolution concerning faculty representation in the hiring process for senior staff at the system office. The resolution outlines our expectation that principles of shared governance in the hiring process, as embodied in search committee procedures, apply to the

system-level administration as they do across our individual institutions. A copy of the resolution will be included for the agenda.

- Last year, members of the FAC worked closely with the system administration to develop a new policy that aligns financial aid eligibility at the community colleges with the standards for satisfactory academic progress (SAP). We believe that the new SAP policy will allow us to provide timely counseling to more students at risk and help them avoid failure.
- Several members of the FAC were appointed to a legislative commission set up by the Higher Education Committee to study and make recommendations on Outcomes-Based Financing. We worked very closely and cooperatively with President Mark Ojakian, Provost Estela Lopez, and CFO Erika Steiner, to successfully create a new program for low-income students, offering work-study jobs on campus to reduce dependence on off-campus jobs in order to increase retention and help to close the achievement gap in Connecticut.
- Finally, we would like to say that over the last year, we have been gratified by the significant opportunities to participate in a productive way, and we appreciate this Board's role in facilitating the collaborative atmosphere. We hope to continue to play an important role in system planning. And as we anticipate the 2017 state legislative session we would like to encourage the Board and the system administration to work closely with faculty and students in a coordinated campaign to garner sufficient state support so that we can realize our mission, sustain our institutions, and mitigate the crisis associated with mounting levels of student debt.

**Members of the FAC:**

Stephen Adair (Chair), CCSU  
Barbara Richards (Vice Chair), HCC  
TJ Barber, MCC  
Del Cummings, NVCC  
Patrice Farquharson, COSC  
Myrna Garcia-Bowen, CCSU  
William Lugo, ECSU  
Mike Shea, SCSU  
Judy Wallace, MXCC  
Linda Wilder, COSC

**Alternates**

Jay Brower, WCSU  
Robert Brown, TXCC  
Greg DeSantis (Secretary), HCC  
Ann Marie Gagnon, COSC  
Krystyna Gorniak-Kocikowska, COSC  
Meg Leake, CCSU  
Lynn Roller, GCC

**Faculty Advisory Committee (FAC)**  
**to the Board of Regents for Higher Education**

**July 7, 2016**

**RESOLUTION**

**On Searches at the System Office**

WHEREAS expectations, procedures, and policies for searches for senior administrative personnel are generally well institutionalized at the public colleges and universities in the CSCU system;

WHEREAS the 1966 Statement on Government of Colleges and Universities, which was jointly formulated by the American Council of Education, the Association of Governing Boards of Universities and Colleges and the American Association of University Professors, calls for "consultation with the appropriate faculty" in "the selection of academic deans and other chief academic officers";

WHEREAS the 1966 statement also includes the expectation that "faculty representatives should be selected by the faculty according to procedures determined by the faculty";

BE IT RESOLVED that the Faculty Advisory Committee recommends that CSCU system office institute expectations, procedures, and policies for searches for senior administrative personnel (including but not limited to presidents, vice presidents, provosts, and any chief positions) that are generally consistent with those that operate on the individual campuses and that include appropriate consultation from both instructional and non-instructional faculty selected by procedures determined by the Faculty Advisory Committee or other appropriate representative body.



**ITEM**

Termination of a program in Entrepreneurship leading to an undergraduate certificate (C2) at Tunxis Community College, effective September 30, 2016.

**BACKGROUND**Summary

Enrollment in this certificate has been minimal. The main reason is the low enrollment (and subsequent frequent cancelation) of classes required in the certificate, but which only serve as directed electives in the Business Administration degree. While these optional electives transfer seamlessly to most private bachelor degree programs, they are only taken as free electives within the CSUs. The result is that the certificate specific classes have become impossible to run and students are requiring numerous substitutions to complete the program.

Rationale

See summary above.

Phase Out/Teach Out Strategy

There are currently no students enrolled in this program, so phase out/teach out is not necessary.

Resources

None.

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of the following program at Tunxis Community College:

- A program in Entrepreneurship leading to an undergraduate certificate (C2) at Tunxis Community College effective September 30, 2016; and

A True Copy:

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



**ITEM**

Termination of a program in e-Commerce leading to an undergraduate certificate (C2) at Tunxis Community College, effective September 30, 2016.

**BACKGROUND**Summary

Enrollment in this certificate has been minimal. The main reason is the low enrollment (and subsequent frequent cancelation) of classes required in the certificate, but which only serve as directed electives in the Business Administration degree. While these optional electives transfer seamlessly to most private bachelor degree programs, they are only taken as free electives within the CSUs. The result is that the certificate specific classes have become impossible to run and students are requiring numerous substitutions to complete the program.

Rationale

See Summary above.

Phase Out/Teach Out Strategy

There is presently one student enrolled in this certificate, who will be allowed to complete with course substitutions.

Resources

None.

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Termination

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the termination of the following program at Tunxis Community College:

- A program in e-Commerce leading to an undergraduate certificate (C2) at Tunxis Community College effective September 30, 2016.

A True Copy:

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

**ITEM**

Modification of a program in Marketing Management leading to a Certificate at Tunxis Community College

**BACKGROUND****Summary**

Change #1: Name Change – from Marketing Management to Marketing. Marketing Management inaccurately infers that the certificate holder will be qualified for a management position.

Change #2: Changes in course requirements.

**Need for the Program**

Employers are seeking entry level marketing employees who are skill-based, and these modifications address these needs for current employees who need specific skills in marketing to attain a higher position. This certificate will also provide specific marketing skills for students who already possess a bachelor's degree in another area of business who wish to specialize. Entry level jobs include sales representatives, customer service representatives, and marketing assistant.

**Curriculum**

The new courses are skill based, rather than program based, and will provide the certificate holder the tangible skills needed to be successful in an entry level marketing position. Also, two of the former required classes –Consumer Behavior and Integrated Marketing Communications--regularly are cancelled due to low enrollment, inhibiting students from completing the certificate without numerous substitutions.

**Students**

This is a low enrollment program, currently with only 5 FTE and most recently 4 graduates. In the past, it has had as many as 20 students and 15 graduates. It is hoped that with a closer alignment to the skills needed in the workforce that enrollment will increase.

**Faculty**

No additional faculty are needed. All of the courses are regularly taught as either part of the business administration program or other disciplines.

**Learning Resources**

Only those regularly used by all Tunxis students.

**Facilities**

Only those regularly used by all Tunxis students.

**Fiscal Note**

No additional costs associated with the program modification.

**Review of Documents:**

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

7/27/2016 – Academic Council

8/25/2016 – Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Marketing Management leading to a Certificate at Tunxis Community College to modify courses and change the name to *Marketing*.

A True Copy:

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

**ITEM – Gateway Community College – Modification of an AS degree****Name Change Only:****From: Dietetic Technology****To: Nutrition and Dietetics****BACKGROUND****Summary**

Name change from Dietetic Technology to Nutrition and Dietetics. The national accrediting body, has changed its name to the Academy Nutrition and Dietetics. Gateway Community College's advisory committee, Allied Health and Nursing Division and Nutrition faculty members support the name change to align with current national industry standards.

**Need for the Program**

There is a growing demand for qualified personnel in the field of nutrition and dietetics throughout the United States. The registered dietetic technician works under the supervision of the registered dietitian in health care, community nutrition, and food service management. Registered dietetic technicians function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals or by supervising food service operations.

**Curriculum**

NTR* 101 Intro. To Dietetics		3	NTR* 210 Nutrition Internship I		3
NTR* 102 Nutrition I		3	NTR* 212 Nutrition Internship II		3
NTR* 120 Foods		3	NTR* 214 Nutrition Internship III		3
BIO* 115 Human Biology		4			
NTR* 103 Nutrition Therapy I		3			
NTR* 105 Food Mgmt. Systems		3			
NTR* 104 Life Cycle Nutrition		3			
NTR* 201 Community Nutrition Educ.		3			
NTR* 202 Nutrition Therapy II		3			
NTR* 205 Management in Dietetics		3			

**Students**

Many work environments require that an individual be credentialed as a DTR—they work in: Hospitals, HMOs, clinics, nursing homes, retirement centers, hospices, home health-care programs and research facilities, schools, day-care centers, correctional facilities, restaurants, health-care facilities, corporations, hospitals, etc.

**Faculty**

- Marcia Doran, M.S. R.D.N. Professor/Program Coordinator. B.S. University of Connecticut, M.S. University of Bridgeport
- Elaine Lickteig, M.S. R.D.N. Assistant Professor/Clinical Coordinator. B.A. Michigan State University, M.S. University of Connecticut.

**Learning Resources**

All resources are currently held by the college. No additional resources are needed.

Facilities

State of the art facilities are in place on Gateway's Downtown Campus including food labs and classroom technology.

Fiscal Note

Approximate current enrollment in the program is 75-80 students.

Accreditation:

- Accreditation Council for Education in Nutrition and Dietetics.
- Students are eligible to take: DTR, A.N.D., ANFP, CDM, CFPP examinations.

7/27/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Dietetic Technology leading to an Associate of Science degree at Gateway Community College to change the name to *Nutrition and Dietetics*.

A True Copy:

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





**ITEM**

Modification to programs in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University (Hamden; Meriden; New Britain; Waterford)

Modification to programs in Reading Teacher Education leading to a Sixth Year Diploma at Southern Connecticut State University (Waterbury)

Modification to a program in Reading Teacher Education leading to Master's of Science degree at Southern Connecticut State University (Waterbury)

**BACKGROUND****Summary**

The only modification requested is to offer the programs at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

**Need for the Programs**

Educational Leadership is a shortage area in Connecticut, making employment prospects strong for graduates of the program. Offering the program off-campus and utilizing a cohort model facilitates the development of school leaders who have a deep understanding of the culture and climate of their district, which increases their chances of securing positions within their district. The cohort model allows students to develop a very strong learning and professional network among peers; this support system aids increased retention in the profession once students have attained Intermediate Administrator positions.

The Connecticut State Department of Education requires 30 months of prior teaching experience in order to be certified in Remedial Reading and Remedial Language Arts. Teachers earning this certification have a broad background of successful teaching experience. This, combined with the need for teachers who are well equipped to provide reading instruction, gives teachers who have certification as a remedial reading and remedial language arts a competitive advantage in the hiring process.

**Curriculum**

The only modification requested is to offer the programs at an off-campus site. There will be no modifications to the curriculum, admission and graduation requirements, or mode of delivery.

**Students****Previous Three Years Enrollment and Completion for the Program being Modified\***

\*Figures below are for **total** number of students enrolled in EDL Intermediate Administrator Program and receiving Sixth Year Diploma.

ACTUAL Enrollment	First Term, Year __12__		First Term, Year _13__		First Term, Year _14__	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0	0	0

**STAFF REPORT****ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

New Students	10	28	26	15	3	13
Returning Students	23	67	12	75	31	77
ACTUAL Headcount Enrollment	33	95	38	90	34	90
ACTUAL FTE per Year	77		81		65	
Size of Credentialed Group for Given Year	27		27		34	
Please note that institutional research combines enrollment for MS and Sixth Year students. The figures for credentialed group are for Remedial Reading and Remedial Language Arts only.						

Graduate cohorts must have a minimum enrollment of 12 students. Enrollment shall be capped at a maximum of 20 students.

**Faculty**

Southern's Reading Program has highly-trained faculty and an excellent reputation. There is a well-developed curriculum and program faculty are experienced in teaching the courses within the program. Additionally, the program utilizes adjunct instructors, as needed, who are carefully vetted and have practical, experiential knowledge to share with students. The program faculty are skilled at creating learning environments that foster professional relationships with creating a peer network that peers that remain strong and supportive. The program has a sufficient quantity of the reading assessments and other materials to support instruction at the off-site location.

**Learning Resources**

Students enrolled in off-site cohorts will enjoy the same benefits (library privileges, access to on-line class supports, e.g. Blackboard, attendance at cultural and sporting events, eligibility for financial aid/scholarships, etc.) available to all members of the Southern Connecticut State University regardless of where they take classes; in turn, they will also be asked to meet the same requirements and responsibilities of all graduate students in the School of Education (use of TK20 for data collection, adherence to the standards outlined in the SOE Conceptual Framework and the Professional Dispositions Assessment, maintenance of 3.0 GPA in graduate classes, etc.).

**Facilities**

School districts hosting the cohort will provide access to school/building facilities, equipment, and support staff (internet, projector/screen for class lectures, on-site custodian, security) for the duration of the cohort, approximately five (5) to seven (7) semesters in addition to summer literacy clinics at no cost to SCSU or minimal cost to be determined by the oversight committee and as agreed upon by SCSU.

**Fiscal Note**

The resources necessary to support the requested modification will be adjunct faculty members, reimbursement for mileage expenses, and occasional custodial expenses.

**Review of Documents:**

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council

- e) System Office

Accreditation:

SCSU is fully accredited by NEASC until 2022. The Graduate Reading Program is also fully accredited (with no areas for improvement) by the International Literacy Association.

6/8/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus location in the Hamden Public School District.

A True Copy:

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus location in the Meriden Public School District.

A True Copy:

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus location in the New Britain Public School District.

A True Copy:

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Educational Leadership and Policy Studies leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus location in the Waterford Public School District.

A True Copy:

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

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Reading Teacher Education leading to a Sixth Year Diploma at Southern Connecticut State University to offer the program at an off-campus location in the Waterbury Public School District.

A True Copy:

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



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Reading Teacher Education leading to a Master of Science degree at Southern Connecticut State University to offer the program at an off-campus location in the Waterbury Public School District.

A True Copy:

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



**ITEM**

Licensure of a program in Medical Laboratory Technician leading to an Associate of Science degree at Quinebaug Valley Community College

**BACKGROUND**Summary

The medical lab technician (MLT) program will prepare students for immediate employment in a variety of health care settings. The program has been requested by our health care partners and will allow students to earn certification as a MLT through a national accrediting exam.

Need for the Program

The program addresses the needs of the CT workforce in the health care field. Local hospitals and laboratory staffs report significant employment needs that will continue to grow as current staff obtain retirement age. MLT students can gain immediate employment as hospital laboratories do not require a BS for employment.

Curriculum

The curriculum consists of 61 credits with 27 credits in the pre-requisite/general education area and 34 in MLT core courses. There is an internship component as part of the 34 core credits.

Students

Students are consistently looking for options in the health care fields. QVCC currently has robust Medical Assisting and Phlebotomy programs. Phlebotomy graduates are extremely interested in advancing their education in the field of laboratory science. Students in the MLT program can expect significant employment opportunities as the median salary is expected to grow by 16% by 2024 and will pay significantly more than medical assisting or phlebotomy technician. Students must pass a rigorous program in order to successfully pass the certification examination given by the American Society for Clinical Pathologist.

Faculty

One new faculty member will be hired to chair the program. 75% of his/her time will be used for instruction. Existing faculty members in the Medical Assisting program as well as the Science Department Chair will also teach within the program.

Learning Resources

The Allied Health Dept. has many phlebotomy learning resources (videos, professional journals, national standard guidelines for phlebotomy curriculum) already, and will look into purchasing additional learning resources pertinent to the field of medical lab science.

Facilities

QVCC has a new laboratory classroom that is dedicated for the allied health programs and the department already has many of the equipment and supplies required for the MLT program.

Fiscal Note

Since QVCC already has a Phlebotomy and Medical Assisting Program, they already possess many of the equipment and supplies required for the MLT Program. Internship sites have already been procured at four hospitals. The local hospitals and medical offices routinely donate supplies (tubes,

needles, glucose meter supplies) and used equipment (glucose meters, rapid strep test kits, phlebotomy chairs, etc.) and will continue to do so.

Review of Documents:

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

Accreditation:

The MLT program will apply for accreditation through the National Accrediting Agency for Clinical Sciences, which is the accrediting agency for all higher educational medical laboratory programs. The accreditation is required for graduates to sit for the national certification exam.

6/8/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Medical Laboratory Technician leading to an Associate of Science degree at Quinebaug Valley Community College for a period of three years until September 30, 2019.

A True Copy:

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



ITEM

New Program: BBA in Cybersecurity

**BACKGROUND**Summary

The BBA in Cybersecurity has been developed from our current MIS Information Security Option which has been growing steadily in enrollment over the last five years. Yet, WCSU has not fully taken advantage of the need for professionals specifically dedicated to the field of Cybersecurity. According to the Federal Department of Homeland Security (<https://niccs.us-cert.gov/careers/cybersecurity-careers>):

There are many different jobs within the cybersecurity field that require a broad range of knowledge, skills and abilities. Cybersecurity professionals must have the ability to rapidly respond to threats as soon as they are detected. Professionals must also possess a range of technical abilities to perform a variety of activities, and be able to work in different locations and environments.

Cybersecurity work also includes the analysis of policy, trends, and intelligence to better understand how an adversary may think or act - using problem solving skills often compared to those of a detective. This level of work complexity requires the cybersecurity workforce to possess both a wide array of technical IT skills as well as advanced analysis capabilities.

This program adds two courses to our MIS Information Security Option which allows us to create a portfolio of offerings in the MIS Department and to rebrand our National Security Agency Certified Program. In addition, the BBA in Cybersecurity will support additional education beyond the associate degree and certificate programs at Naugatuck Valley Community College, Capital Community, and Norwalk Community College.

Need for the Program

Everyday there are multiple reports in the media about “hacks” into some organization. In Connecticut, Anthem Health Care was hacked last year affecting most State of Connecticut Employees. On August 3, 2015, the *Wall Street Journal* reported that Bitcoin was hacked. Of course, we are all familiar with recent hacks into the Democratic National Committee’s network. In addition, anecdotal evidence provided by members of the Dean’s Advisory Committee for the Ansell School of Business demonstrates that all levels of business, NGO’s and Governmental Agencies have a pressing need for cybersecurity analysts. This is a serious national/international issue and unauthorized hacks lead to national security issues, loss of economic revenues, and added costs incurred by organizations to protect vital information regarding their employees, customers, and other stakeholders. The need for Cybersecurity analysts is growing significantly as the U.S. Department of Labor predicts growth for cybersecurity employment (number of jobs) at 18% to 2024 making it one of the fastest growing employment fields in the country – the national average is 7% growth (<http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-7>).

The Connecticut Department of Labor estimates the current average annual salary for a Cybersecurity analyst in Danbury at \$113,187 per annum helping WCSU contributed to a high tech workforce (<http://www1.ctdol.state.ct.us/jcc/profile.asp?strMethod=keyword&sstrOccupationCode=151122>). This salary level will generate a significant return on investment for those majoring in the program. Worthy to note is that WCSU's ROI was first in Connecticut and New England, and eleventh nationally, as measured by the Social Mobility Index and this program will support our continuing efforts to provide the necessary education for students to maintain that level of mobility and ROI.

Finally, an example of the need for cybersecurity professionals is demonstrated by BlackStratus (a New Jersey firm) that has opened an office in Stamford, CT for its CyberShark Division which provides small entities cybersecurity services and which currently has 23 employees in Stamford and expects to hire over 100 people over the next few years to meet market demand. The WCSU Cybersecurity program will provide graduates who will help to meet that market demand.

### Curriculum

Total Cybersecurity requirements:	36 credits
Total Ancell School of Business BBA Core requirements:	34 credits
Total General Education requirements:	40 credits
Total Free Electives:	<u>10 credits</u>
Total Credits:	120 credits

The minimum GPA to graduate is 2.3.

### Students

We conservatively estimate growth over three years to 48.2 FTE (0 base) students generated from a combination of new students, internal transfers, and, external transfers.

### Faculty

This degree will be housed in the Department of Management Information Systems. The department has five full-time faculty and two faculty have preparation in security and networks. Four faculty members are Ph.D. qualified and the remaining faculty is slated to complete her dissertation by December, 2016.

### Learning Resources

We anticipate no new library resources and we are in the process of acquiring a blade server which will allow our students to "hack" into a closed system. The blade server allows the faculty to link, in a closed system, multiple servers (blade) to provide the requisite experiences.

### Facilities

Our current computer labs (both for classrooms and student use) are sufficient for the needs of the new program.



Fiscal Note

We anticipate minimal additions to our expenditures in offering this program (two adjunct faculty teaching one course per year) while generating tuition revenues in excess of \$200,000 in year three. The breakeven point in FTE students per year is less than 4.

Review of Documents:

- a) Campus Review: The proposal was approved by all levels of campus governance during the spring, 2016 semester. Final Approval by the University Senate was in May, 2016.
- b) Campus Budget and Finance: Approved by University Planning and Budgeting Committee January, 2016.
- c) Campus President: May 23, 2016
- d) Academic Council: Approved by Academic Council July 27, 2016.
- e) System Office:

Accreditation:

The Ansell School of Business is a candidate to earn initial accreditation from AACSB International (visit scheduled for February, 2018) and this program will be included in that review as is the current major in MIS. To complete the business program, students are required to take a core business curriculum enhanced by the major courses. This program conforms to NEASC standards.

7/27/2016 – Academic Council

8/25/2016 – BOR Academic & Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

a New Program

June 3, 2016

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of a program in Cybersecurity leading to a Bachelor of Business Administration degree at Western Connecticut State University for a period of three years until June 30, 2019.

A True Copy:

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

**ITEM**

Designation to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education designates Mr. Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University, to begin service on January 13, 2017..

**BACKGROUND**

Central Connecticut State University has requested designation of Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication. Through Board Resolution #2003-11, the former Board of Trustees for the Connecticut State University System established the Endowed Chair in Journalism and Mass Communication at Central Connecticut State University. President Jack W. Miller, upon recommendation and review by the Dean of the Ammon College of Liberal Arts & Social Sciences and the CCSU Provost, and after a national search conducted by the department committee, has recommended that the endowed chair be filled by Mr. Simpson. President Miller's recommendation and additional background material are attached.

8-25-2016 – BOR-Academic and Student Affairs Committee

9-16-2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

Concerning

Endowed Chair

September 16, 2016

RESOLVED, that the Board of Regents for Higher Education designates Mr. Stan Simpson to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University, to begin service on January 13, 2017.


A True Copy:

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

**MEMORANDUM**

**TO:** Mark Ojakian  
President, Connecticut Board of Regents for Higher Education

**FROM:** Jack Miller   
President

**DATE:** August 3, 2016

**SUBJECT:** Recommendation to Appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication effective January 13, 2017, through the spring 2017 semester and through fall 2017. Mr. Simpson is a CCSU alumnus and one of the state's most accomplished multimedia journalists.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the New Britain Herald from 1951-59 and a staunch supporter of CCSU." The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the Department of Journalism at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001, terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized him as a Distinguished Young Alumni, a

graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized /moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance Chair Mr. Simpson will:

- Teach one course spring 2017 and fall 2017
- Work with the faculty, students, and area media professionals to conduct research, develop curricula, and promote collaborative interactions among academic and the private sector.
- Conduct outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communication programs.
- Mentor students



Central Connecticut State University

*Carol A. Ammon College of Liberal Arts & Social Sciences*

Office of the Dean  
(860) 832-2604

**MEMORANDUM**

**TO:** Dr. Carl Lovitt, Provost and Vice President  
Academic Affairs

**FROM:** Dr. Susan E. Pease, Dean  
Ammon College of Liberal Arts and Social Sciences

**DATE:** August 1, 2016

**SUBJECT:** Appointment of Stan Simpson to Vance Chair

A handwritten signature in dark ink, likely belonging to Dr. Susan E. Pease, the Dean.

I recommend approval of the request submitted by Dr. Vivian Martin on behalf of the Department of Journalism to appoint Stan Simpson to the Robert C. Vance Endowed Chair in Journalism and Mass Communication effective January 13, 2017, through the spring 2017 semester and through Fall 2017. Mr. Simpson is a CCSU alumnus and one of the state's most accomplished multimedia journalists.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the New Britain Herald from 1951-59 and a staunch supporter of CCSU." The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the Department of Journalism at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001, terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround

projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized him as a Distinguished Young Alumni, a graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized/moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance Chair Mr. Simpson will:

- Teach one course spring 2017 and fall 2017
- Work with the faculty, students, and area media professionals to conduct research, develop curricula, and promote collaborative interactions among academic and the private sector.
- Conduct outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communication programs.
- Mentor students



## Memorandum

To: Susan Pease, Dean, Carol Ammon School of Liberal Arts and Social Sciences  
From: Vivian Martin Chair Department of Journalism  
Date: Aug. 1, 2016  
Re: Appointment of Stan Simpson to Vance Chair

The Department of Journalism recommends that Stan Simpson, a CCSU alum and one of the state's most accomplished multimedia journalists, be appointed holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication. Effective Jan. 13, 2017, to serve a year term. The chair has been vacant since Susan Campbell's term expire in Dec, 31, 2015.

CCSU and the Robert C. Vance Charitable Foundation proposed establishment of the endowed chair to recognize "the extraordinary contributions and life of Robert C. Vance in the field, former publisher of the Herald of New Britain Herald from 1951-59 and a staunch supporter of CCSU. The Connecticut State University Board of Trustees approved the chair in 2003 through BR#03-11. Section 10a-20a of the Connecticut General Statutes provides that the Board shall "select candidates to fill the endowed chair and shall develop a budget for expenditures associated with the chair."

The department committee conducted a national search, which attracted a number of quality candidates, and decided Mr. Simpson was the best candidate to join the journalism department at this time.

Over the past three decades Stan Simpson has been recognized for his work in newspapers, radio and television. The recipient of more than two dozen local, regional and national awards for his work, Simpson has covered many major stories, including corruption in Connecticut politics and reporting from Ground Zero during the September 11, 2001 terrorist attacks in New York City. Mr. Simpson travelled to Africa to report in South Africa and Nigeria.

Mr. Simpson has leveraged his media platforms to advocate for disenfranchised communities and urban education reforms. He played a key leadership role in two Hartford school turnaround projects, including serving as the founding director of The Hartford Journalism & Media Academy from 2006 to June 2009. CCSU has recognized as a Distinguished Young Alumni, a graduation commencement speaker and a 2003 recipient of the CCSU President's Medal for "leadership and distinction in journalism and public affairs."

From 2007 to 2009, Mr. Simpson served as professional-in-residence at Quinnipiac University's School of Communications. He taught a weekly graduate-level course on Opinion Journalism and organized /moderated standing-room-only campus and community forums on "The Innocence Project" and "The 2008 Presidential Elections." He also led the effort to establish an endowed scholarship for minority students majoring in Journalism or Communications.

During his one-year, part-time appointment as Vance chair Mr. Simpson's duties would include:

- Teaching a course in the fall <sup>2017</sup> and spring <sup>2017</sup> semesters
- Convening forums on topic issues
- Mentoring students

Thank you for your consideration.

Respectfully,

Vivian B. Martin  
Professor and Chair  
Department of Journalism

## STAN SIMPSON

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### PROFILE

*Award-Winning Journalist / Sought-After Public Speaker / Education Leader – seeking opportunity to make continued significant professional contribution in the fields of Journalism & Communications.*

Recognized by Hartford Magazine as one of Connecticut's most influential voices.  
NAACP 2012 Civil Rights Award recipient for excellence in Communications/Media.  
CCSU President's Medal for "leadership and distinction in journalism."  
Co-leader in two urban school turnaround projects.  
Social Media practitioner. College visiting-professor.

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### KEY STRENGTHS

#### **Dynamic Team Leader/Exceptional Project Manager**

Played key leadership role in developing marketing plan for \$40 million Hartford Journalism & Media Academy.  
Developed strategic partnerships with corporations, non-profits and universities. Excellent motivator.  
Created and expanded internship programs for students; professional development programs for staff.  
Directed expansion of college & career readiness office.

#### **Innovative Problem Solver**

Works collaboratively with teams in completing multi-faceted projects on time, and with high quality.  
Public Relations and Marketing acumen.  
Excels in directing teams and working independently.  
Well-connected: Extensive contacts in media, political, non-profit and corporate circles.

#### **Community Leader**

Named President or Chairman of four different community organizations/initiatives.  
Reputation for integrity, character and candor.  
Raised hundreds of thousands of dollars for non-profit organizations, including the United Way of Greater Hartford, Hartford Public Schools, Autism Awareness and the Connecticut Association of Black Communicators.

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### JOURNALISM AND MEDIA EXPERIENCE

FOX 61/HARTFORD COURANT (Tribune Company) – Hartford, Connecticut 1989-Present  
*Host/Executive Producer – "The Stan Simpson Show" (2009-Present)*

- Host insightful television and online talk show about "Connecticut people and compelling issues." Topics include education, urban issues, personal development, sports and politics.
- Wrote thought-provoking and award-winning, twice-weekly commentary about local, regional and national politics. (1995-2009)
- One of 12 opinion writers in the country to interview former South African President Nelson Mandela in Johannesburg in 2000. Covered from "Ground Zero" the aftermath of the Sept. 11, 2001 World Trade Center attacks. Served in roles as reporter/copy editor from 1989 to 1995.
- Write twice-monthly opinion-editorial commentary on variety of topical issues. (2010-Present)

WTIC NEWSTALK 1080 (CBS Radio) – Hartford, Connecticut 2004-2008  
Largest Talk Radio Outlet in New England. 50,000 Watts AM.  
*Saturday Morning Talk Show Host/Executive Producer*

- Hosted "The Morning Show with Stan Simpson" – live from 5:30 a.m. to 10 a.m. Provided compelling and entertaining interviews and opinions on a wide range of topics, including politics, education, urban issues, sports and entertainment.
- Doubled ratings from 2007 to 2008

QUINNIPIAC UNIVERSITY – Hamden, CT  
*Professional-In-Residence, School of Communications*

2007-2009

- Taught graduate-level class – “Opinion Journalism” – and received excellent student evaluations.
- Organized standing room-only campus events, covered by several media outlets, on the “Innocence Project” and the historic “2008 Presidential Elections.”
- Spearheaded effort to establish endowed Lew & April Brown Scholarship for QU minority students majoring in Communications or Journalism.
- Conducted lectures on how race & media impact public opinion and public policy.

CONNECTICUT PUBLIC TELEVISION (CPTV) - Hartford, CT  
*Freelance Television Reporter/Producer/Host*

2002 to 2007

- Hosted November 2007 and June 2008 live Town Hall meeting on Universal Health Care, and Prayer.
- Produced on-air features/profiles for news magazine program “Main Street.”

THE NEWS-TIMES - Danbury, CT (Circulation: 48,000)  
*News Reporter*

1986-1989

- Covered the towns of Brookfield, Bridgewater, New Milford, Roxbury and Washington.
- Served as sportswriter and chief boxing reporter.

NBC-30 /WVIT-TV (NBC affiliate, 26<sup>th</sup> Market)  
*Host/Producer – “Black Perspective”*

1986 to 2006

- Hosted and produced public affairs program on issues of interest to the African American community, including economic empowerment, education, politics, public safety and health care.

WREF (AM 850) Radio --Ridgefield, CT (Approx. 50,000 listeners)  
*Sports Director*

1985 to 1987

- Established the station's sports department and developed programming. Wrote, edited and broadcasted live daily sports segments.
- Created the Boo-and-Cheer of the Week Award (weekly, light-hearted one-minute commentary on those who were naughty and nice in sports.)

## EDUCATION LEADERSHIP

BLOOMFIELD PUBLIC SCHOOLS  
*Director of Strategic Communications & Planning*

2014 to present

- Develop and implement strategic communications strategies that transform the image and reputation of a once struggling school district.
- Oversee crisis communications
- Serve as chief spokesman

HARTFORD JOURNALISM & MEDIA ACADEMY – Hartford, Connecticut  
*Senior Executive Advisor/Founding Director*

2009 to June 2012

- Developed the strategic (and transition) plan for novel \$40 million, 400-student journalism & media academy, previously recognized as one of Connecticut's lowest performing high schools.
- Established and cultivated strategic university, corporate and community partnerships. Advised principal on budget.
- Developed and doubled the size of paid internship program by partnering with local community organizations and media companies.
- Directed 20 teachers in initiatives to infuse media themes into the academy's curriculum. Chaired Advisory Board.

- Personally raised more than \$100,000 in funds and donated equipment and merchandise.
- Directed expansion of career & college readiness office.
- Played key leadership role in establishing dual college-high school credit courses for students.
- Oversaw the development of academy's multiple media platforms – TV and radio stations, online newspaper launch. Created and implemented Summer Freshman Boot Camp.
- Established monthly seminar program, featuring industry professionals, newsmakers and role models. Developed media-themed professional development opportunities for teachers. Mentored urban student population.

#### EDUCATION

UNIVERSITY OF CALIFORNIA-BERKELEY – Berkeley, California

*Western Knight Center for Specialized Multi-Media Fellowship*

One of 20 journalists selected nationwide to study 21<sup>st</sup> Century Multi-Media Technology.

CHARTER OAK STATE COLLEGE – New Britain, Connecticut

*Honorary Doctorate, Humane Letters, Honoris Causa*

TRINITY COLLEGE – Hartford, Connecticut

*Master's Degree, Public Policy*

CENTRAL CONNECTICUT STATE UNIVERSITY – New Britain, Connecticut

*Bachelor of Arts, Communications*

#### COMMUNITY LEADERSHIP

- **President** (two times) – Connecticut Association of Black Communicators (1993-2001; 2003-05)
- **Chairman** – Archer Memorial AME Church Board of Trustees (2006-2012)
- **Co-Chairman** – 1998 United Way of Greater Hartford Employee-Giving Campaign (set fund-raising record!)
- **Chairman** – NBC 30 “Black Perspective” Board of Directors (1995-2009)

**ITEM**

Award of the title Connecticut State University (CSU) Professor to Terrell Ward Bynum of Southern Connecticut State University

**BACKGROUND**

In accordance with BOR/AAUP Collective Bargaining Agreement, “the Board, upon the recommendation of a President and the Chancellor, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence. CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries. Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.”

**RATIONALE**

Southern Connecticut State University, upon recommendation by the CSU Professor Advisory Committee and with the recommendation of former President Mary Papazian and current President Joseph Bertolino proposes awarding the title CSU Professor to Dr. Terrell Bynum. The President and Provost of the System Office concur with this recommendation.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**AWARD OF THE TITLE**

**CONNECTICUT STATE UNIVERSITY PROFESSOR**

**TO**

**TERRELL WARD BYNUM**

September 16, 2016

- WHEREAS, The faculty at Southern Connecticut State University has recommended Terrell Ward Bynum for the title of Connecticut State University Professor, and
- WHEREAS, The President of Southern Connecticut State University, Joseph Bertolino and former president, Mary A. Papazian, has recommended awarding this title to Professor Bynum, and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred, and
- WHEREAS, Professor Bynum, a highly distinguished teacher and scholar, has served Southern Connecticut State University since 1987 as a member of the Department of Philosophy while attaining extraordinary levels of achievement in research teaching and service, and
- WHEREAS, Professor Bynum has played a leading role in the field of computer ethics and is internationally regarded as its most prominent teacher and theoretician, therefore be it
- RESOLVED, That the title Connecticut State University Professor is herewith awarded by the Board of Regents to Terrell Ward Bynum of Southern Connecticut State University effective upon approval by the Board of Regents, pursuant to the BOR/AAUP Collective Bargaining Agreement, and be it further
- RESOLVED, That Professor Bynum be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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





Southern Connecticut  
State University

Mary A. Papazian, Ph.D.  
PRESIDENT

Office of the President  
Connecticut Board of Regents

June 22, 2016

JUN 28 2016

Connecticut Board of Regents

Mr. Mark Ojakian  
President  
Connecticut State Colleges & Universities  
39 Woodland Street  
Hartford, Connecticut 06105

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Terrell Ward Bynum to you and the Board of Regents for designation as a Connecticut State University Professor, effective August 25, 2016.

In this distinguished appointment, Dr. Bynum would replace the recently retired Dr. James Mazur, professor of psychology, and join Southern's current CSU Professor: Dr. Vivian Shipley, professor of English.

The CSU Professor Advisory Committee, chaired by History Professor Troy Paddock, states that Dr. Bynum met the benchmark of excellent in all three selection categories: creative activity, teaching and service. During his long and distinguished career at Southern, he has played a leading role in the field of computer ethics and is internationally regarded as its most prominent teacher and theoretician.

Dr. Bynum's first book, *Gottlieb Frege, Conceptual Notation and Related Articles*, helped to introduce the ideology of an important German philosopher to an English-speaking audience. More than 20 years later, Oxford University republished the book as an "Oxford Scholarly Classic," which speaks to its relevance as a highly respected scholarly work. Subsequent books exploring the world of computer ethics are regarded as milestones in the field by many scholars.

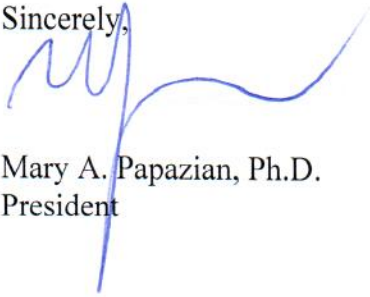
At Southern, Dr. Bynum established the internationally recognized Research Center on Computing and Society. His prominence as a teacher is reflected by the fact that doctoral students from Europe and China have come to campus to work with him – even though the Philosophy Department does not have a Ph.D. program. He also has served as a valued teacher for two SCU departments, Philosophy and Computer Science, presenting the computer ethics course that he created to generations of students.

Beyond the confines of Southern, Dr. Bynum established the American Association of Philosophy Teachers and has conducted numerous workshops on philosophical topics on four

continents. He has been a delegate at two United Nations Summits and has chaired the Committee on Computing and Philosophy of the American Philosophical Association. He also holds three prestigious lifetime achievement awards, which speak to his service to his discipline and also bring significant credit to Southern.

This recommendation is in compliance with the terms of the process as outlined within the BOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Bynum to be presented to the Board of Regents for their consideration at the August 25, 2016 board meeting. If you require any further information, please do not hesitate to contact me.

Sincerely,



Mary A. Papazian, Ph.D.  
President





Southern Connecticut  
State University

August 22, 2016

Mr. Mark Ojakian  
President  
Connecticut State Colleges & Universities  
39 Woodland Street  
Hartford, Connecticut 06105

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Terrell Ward Bynum to you and the Board of Regents for designation as a Connecticut State University Professor, effective September 16, 2016.

I reviewed and approved the CSU Professorship for Dr. Bynum while at Southern earlier this month. I hereby reiterate and affirm former SCSU President Mary Papazian's assertion that the recommendation of Dr. Bynum was made following compliance with the process, terms, and conditions of the BOR/AAUP Collective Bargaining Agreement.

I begin my tenure at Southern on August 22 and request that the CSU Professorship be approved at the next board meeting on September 16, 2016, following favorable action by the ASA Committee at its August 25 meeting.

If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joseph A. Bertolino, Ed.D.  
President



**ITEM**

Inclusion of the Danbury, Connecticut, location with Naugatuck Valley's accreditation be confirmed.

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation.

Naugatuck Valley Community College recently sought accreditation to offer instruction at their Danbury, Connecticut location.

**RATIONALE**

NEASC considered the report submitted by Naugatuck Valley Community College regarding its instructional location in Danbury, CT as well as the report of the evaluator. That report was accepted and inclusion of the location within the institution's accreditation was confirmed.

NEASC also noted the interim report scheduled for consideration in Fall 2017 be confirmed and besides previously specified information to be included the report also provide an update on the institution's continued success in implementing the Danbury instructional location.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of Danbury Location for  
Naugatuck Valley Community College

September 16, 2016

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the instructional location in Danbury, Connecticut for Naugatuck Valley Community College and inclusion of the location within the institution's accreditation be confirmed.

A True Copy:

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



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

June 8, 2016

PATRICIA MAGUIRE MESERVEY, Chair (2017)  
Salem State University

DAVID P. ANGEL, Vice Chair (2018)  
Clark University

WILFREDO NIEVES (2016)  
Capital Community College

LINDA S. WELLS (2016)  
Boston University

KASSANDRA S. ARDINGER (2017)  
Concord, NH

THOMAS S. EDWARDS (2017)  
Thomas College

THOMAS CHRISTOPHER GREENE (2017)  
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

PETER J. LANGER (2017)  
University of Massachusetts Boston

DAVID L. LEVINSON (2017)  
Norwalk Community College

LYNN C. PASQUERELLA (2017)  
Mount Holyoke College

G. TIMOTHY BOWMAN (2018)  
Harvard University

THOMAS L. G. DWYER (2018)  
Johnson & Wales University

JOHN F. GABRANSKI (2018)  
Haydenville, MA

CATHRAEL KAZIN (2018)  
Southern New Hampshire University

KAREN L. MUNCASTER (2018)  
Brandeis University

CHRISTINE ORTIZ (2018)  
Massachusetts Institute of Technology

JON S. OXMAN (2018)  
Auburn, ME

JACQUELINE D. PETERSON (2018)  
College of the Holy Cross

ROBERT L. PURA (2018)  
Greenfield Community College

DAVID QUIGLEY (2018)  
Boston College

ABDALLAH A. SFEIR (2018)  
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)  
Providence College

JEFFREY R. GODLEY (2019)  
Groton, CT

President of the Commission  
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Vice President of the Commission  
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Dr. Daisy Cocco De Filippis  
President  
Naugatuck Valley Community College  
Kinney Hall, Room K703B  
750 Chase Parkway  
Waterbury, CT 06708-3089

Dear President De Filippis:

I am pleased to inform you that at its meeting on April 21, 2016 the Commission on Institutions of Higher Education considered the report submitted by Naugatuck Valley Community College regarding its instructional location in Danbury, Connecticut as well as the report of the evaluator and took the following action:

that the report regarding the College's instructional location in Danbury, Connecticut be accepted and inclusion of the location within the institution's accreditation be confirmed;

that the interim report scheduled for consideration in Fall 2017 be confirmed;

that, in addition to the information included in all interim reports as well as the matters specified in our letters of May 3, 2013 and October 10, 2014, the Fall 2017 report provide an update on the institution's continued success in implementing the Danbury instructional location, with particular emphasis on the College's success in:

- 1) achieving its goals for enrollment at the site;
- 2) providing sufficient course offerings and student support services.

The Commission gives the following reasons for its action.

The Commission accepted the report submitted by Naugatuck Valley Community College and confirmed inclusion of the Danbury, Connecticut location within the institution's accreditation because the report was responsive to the concerns raised in our letter of May 12, 2014 and provided evidence that the College is implementing the location in a manner consistent with Commission standards and policies.

The Commission commends Naugatuck Valley Community College (NVCC) for a cogent report detailing the successful implementation of its new instructional site in Danbury, Connecticut. We note with favor that the Danbury site supports NVCC's mission to respond to "evolving community needs." Degree programs in business administration and general studies are now offered at the site, and access to library and information resources is provided online and at the Danbury Public Library. We understand that the site will relocate in Fall 2016 to a new 23,000 square foot location "across the street" from the current facility; at the time of the team's visit, the new site was being retrofitted with offices and ADA-compliant classrooms and other instructional space. The College has received \$2 million in bond funding to purchase furniture and equipment for the new location and anticipates that, moving forward, the new facility will be "fully funded" by tuition and fees generated from enrollments in credit and non-credit courses offered at the site. We are gratified to learn from the evaluator that staff and students at the Danbury site "take pride and feel part of NVCC."

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information provided in all interim reports and the matters specified in our letters of May 3, 2013 and October 10, 2014, we look forward, in Fall 2017 to learning of the College's continued success in implementing the Danbury location and receiving information about two matters related to our standards on *Students* and *The Academic Program*.

As noted in both the institution's report and the report of the evaluator, the Danbury site has experienced growth in enrollment, and that growth is expected to continue. We are gratified to learn of the steps taken by the College to support achievement of the enrollment goals established for Danbury, including the establishment of a transportation link between the site and the main campus to make it easier for students who start in Danbury to finish majors which are available only on the main campus. We look forward to learning, in Fall 2017, of the College's success in achieving its enrollment goals for the Danbury site. Our standard on *Students* will guide this section of the report:

Consistent with its mission, the institution sets and achieves realistic goals to enroll a student body that is broadly representative of the population the institution wishes to serve and addresses its own goals for the achievement of diversity among its students (6.1).

The Commission concurs with the visiting evaluator that anticipated increases in enrollment at the Danbury site will likely lead to the need for additional course offerings as well as more staffing and support services at the location. We are gratified to learn that the College has allocated additional resources to support student success at the Danbury location, including funds to support two new positions to provide "day to day support." The Fall 2017 report will provide the College an opportunity to demonstrate the sufficiency of course offerings and student support services at the Danbury location, as evidence that it provides "sufficient resources to sustain and improve its academic programs" (4.3) and "offers an array of student services appropriate to its mission and the needs and goals of its students" (6.11).

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, the interim report prepared by Naugatuck Valley Community College for consideration in Fall 2017 should reference the 2016 Standards.

The Commission expressed appreciation for the reports prepared by Naugatuck Valley Community College and the evaluator and hopes that the evaluation process has contributed to

Dr. Daisy Cocco De Filippis

June 8, 2016

Page 3

institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



Patricia Maguire Meservey

PMM/sjp

Enclosure

cc: Mr. Nicholas Donofrio  
Evaluator





**ITEM**

## Institutional Accreditation of Asnuntuck Community College

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-35a). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation.

Asnuntuck Community College was last accredited by the Board of Governors for Higher Education in 2011, and recently submitted a 10-year self-study report as well as underwent a comprehensive evaluation from the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. Based on the material in the report and a report from the visiting evaluation team, NEASC continued the College's regional accreditation. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

**RATIONALE**

NEASC continued the College's regional accreditation having found the institution to be substantially in compliance with its *Standards for Accreditation*. In issuing its evaluation, NEASC identified the following noteworthy findings:

- An outstanding, comprehensive self-study demonstrating the institution's many accomplishments and strengths
- Notable success in the systematic use of data to inform mission-centric planning, decision-making, and resource allocation
- Success in securing grants and other funding to establish a state-of-the-art Advanced Manufacturing Technology Center
- Success in implementing intentional high-tech/high-touch initiatives to increase retention and graduation rates and for achieving the highest graduation rates in the Connecticut Community College system and maintaining retention rates well above the national average for community colleges
- Consistent academic quality, well-qualified faculty and staff and the noteworthy praise that students feel they are the institution's top priority
- Institutional resources are managed and used effectively, a strategic planning process ensuring improvements are fiscally sound and thoughtfully planned
- Despite decreased state support and economic uncertainty, institution's focus on seeking revenue generating ideas

Areas for follow-up due in an Interim Report in Fall 2020 include:

- Developing and implementing plans to assess student learning and use the results for improvement;
- Strengthening communication among constituents at the College;
- Evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades;
- Implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates

The next scheduled comprehensive evaluation is due in Fall 2025.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Asnuntuck Community College

September 16, 2016

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions and grant accreditation to Asnuntuck Community College until September 30, 2020.

A True Copy:

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



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

April 5, 2016

PATRICIA MAGUIRE MESERVEY, Chair (2017)  
Salem State University

DAVID P. ANGEL, Vice Chair (2018)  
Clark University

WILFREDO NIEVES (2016)  
Capital Community College

LINDA S. WELLS (2016)  
Boston University

KASSANDRA S. ARDINGER (2017)  
Concord, NH

THOMAS S. EDWARDS (2017)  
Thomas College

THOMAS CHRISTOPHER GREENE (2017)  
Vermont College of Fine Arts

MARY ELLEN JUKOSKI (2017)  
Three Rivers Community College

PETER J. LANGER (2017)  
University of Massachusetts Boston

DAVID L. LEVINSON (2017)  
Norwalk Community College

LYNN C. PASQUERELLA (2017)  
Mount Holyoke College

G. TIMOTHY BOWMAN (2018)  
Harvard University

THOMAS L. G. DWYER (2018)  
Johnson & Wales University

JOHN F. GABRANSKI (2018)  
Haydenville, MA

CATHRAEL KAZIN (2018)  
Southern New Hampshire University

KAREN L. MUNCASTER (2018)  
Brandeis University

CHRISTINE ORTIZ (2018)  
Massachusetts Institute of Technology

JON S. OXMAN (2018)  
Auburn, ME

JACQUELINE D. PETERSON (2018)  
College of the Holy Cross

ROBERT L. PURA (2018)  
Greenfield Community College

DAVID QUIGLEY (2018)  
Boston College

ABDALLAH A. SFEIR (2018)  
Lebanese American University

REV. BRIAN J. SHANLEY, O.P. (2018)  
Providence College

JEFFREY R. GODLEY (2019)  
Groton, CT

President of the Commission  
BARBARA E. BRITTINGHAM  
bbrittingham@neasc.org

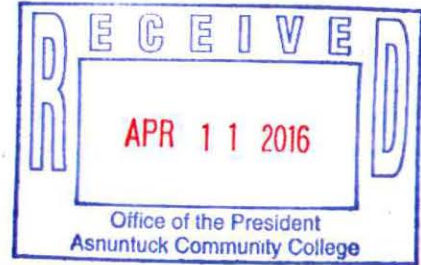
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Vice President of the Commission  
TALA KHUDAIRI  
tkhudairi@neasc.org

Mr. James Lombella  
President  
Asnuntuck Community College  
170 Elm Street  
Enfield, CT 06082-3811



Dear President Lombella:

I am pleased to inform you that at its meeting on March 3, 2016, the Commission on Institutions of Higher Education took the following action with respect to Asnuntuck Community College:

that Asnuntuck Community College be continued in accreditation;

that the College submit an interim report for consideration in Fall 2020;

that, in addition to the information included in all interim reports, the College give emphasis to its success in:

- 1) developing and implementing plans to assess student learning and use the results for improvement;
- 2) strengthening communication among constituents at the College;
- 3) evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades;
- 4) implementing plans to use analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates;

that the next comprehensive evaluation be scheduled for Fall 2025.

The Commission gives the following reasons for its actions.



Asnuntuck Community College is continued in accreditation because the Commission finds the institution to be substantially in compliance with the *Standards for Accreditation*.

The Commission commends Asnuntuck Community College (ACC) for its outstanding, comprehensive self-study that demonstrates the institution's many accomplishments and strengths over the last decade. We join the visiting team in its praise of the College's notable success in the systematic use of data to inform mission-centric planning, decision-making, and resource allocation – a shift in culture that has become “part of the ACC ethos.” We are gratified to learn of the College's success in securing grants and other funding to establish a state-of-the-art Advanced Manufacturing Technology Center (AMTC) to support certificate and associate degree programs in CNC machining, welding, and electronics technologies. ACC's success in implementing “intentional” high-tech/high-touch initiatives to increase retention and graduation rates is especially impressive, and we congratulate the institution for achieving the highest graduation rates in the Connecticut Community College System (58% among AMTC programs and 29% overall in AY2014) and maintaining retention rates that are well above the national average for the community college sector. Under the leadership of the Chief Academic Officer, the Curriculum and Standards Committees ensure that academic quality is consistent whether courses are offered in an online format or on campus, and faculty and staff are well-qualified and sufficient in number to support the institution's mission. It is especially heartening to learn from the visiting team that students across the campus feel as if they are the institution's top priority due, primarily, to the “deep affection” faculty and staff demonstrate towards the College, its mission, and its students. Capable staff throughout the College ensure that institutional resources are managed and used effectively. The Library's partnership with the Academic Skills Center ensures that information and technological literacy is integrated and continually reinforced at the “most essential skill levels,” and we also note favorably that data from various sources, such as the institution's Facility Master Plan Space Program and Utilization Study, are integrated into the strategic planning process to ensure that improvements to the campus are fiscally sound and thoughtfully planned. We are further pleased to note that ACC recently secured \$11.4 in bond funding to refurbish the entrance to the College and to make major upgrades to the “older part” of the building. Finally, in light of reductions in state and federal support, we appreciate the institution's focus on seeking revenue generating ideas – such as providing additional training to local businesses to help balance the budget – instead of cutting expenses. With a Board of Trustees, senior leadership team, faculty, staff, and students who are committed to furthering the mission of Asnuntuck Community College, combined with prudent resources management, the College is well-positioned for future success.

Commission policy requires an interim report of all institutions on a decennial evaluation cycle. Its purpose is to provide the Commission an opportunity to appraise the institution's current status in keeping with the Policy on Periodic Review. In addition to the information included in all interim reports the College is asked, in Fall 2020, to report on four matters related to our standards on *The Academic Program, Organization and Governance, and Students*.

As the visiting team notes in its report, ACC continues to seek ways to improve student success while at the same time preserving revenue. Accordingly, we appreciate learning through the self-study that the College is “now in a position to begin broad assessment activities [at] the course, program, and institutional level.” Currently, the College is focusing its attention on two state-initiated General Education outcomes assessment initiatives – the Transfer Articulation Program (TAP) and the Graduation Outcomes: Responsible, Expressive, Creative, Analytical, Practical (GO-RECAP) program – and we view positively the College's intent to map general education learning outcomes to the curriculum for all programs. As informed by our standard on *The Academic Program*, the interim report submitted in Fall 2020 will provide ACC an opportunity to update the Commission on its success in developing and implementing plans to assess student learning and use the results for improvement:

The institution implements and provides support for systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom. Assessment is based on clear statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. Assessment provides useful information that helps the institution to improve the experiences provided for students, as well as to assure that the level of student achievement is appropriate for the degree awarded (4.48).

The institution's approach to understanding student learning focuses on the course, program, and institutional level. Evidence is considered at the appropriate level of focus, with the results being a demonstrable factor in improving the learning opportunities and results for students (4.49).

Asnuntuck Community College candidly acknowledges in its self-study that there are opportunities to strengthen communication among constituents at the College. Specifically, the results of an Institutional Effectiveness Survey administered in 2010 and again in 2014 identified several areas of concern related to communication between institutional leadership and faculty and staff, including communication related to: institutional policies and procedures, budget related matters, the institution's strategic long-range goals, and the overall flow of information among departments and offices within the institution. We are therefore gratified to learn that, to address this institutional priority, the College has implemented strategies to enhance transparency and communication. The President's cabinet has been expanded to include faculty, directors, and other administrative staff, and a review of institutional documents by the visiting team further confirmed that increasing communication is, indeed, an institutional focus. As informed by our standard on *Organization and Governance*, we seek assurance, in the interim report submitted in Fall 2020, that "[t]he institution's internal governance provides for the appropriate participation of its constituencies, promotes communications, and effectively advances the quality of the institution" (3.9).

While we commend ACC's success in implementing programs offered through the Advanced Manufacturing Technology Center, we also share the concern of the visiting team that the College allocates significantly more resources to support manufacturing programs than it allocates to support programs in general studies, liberal arts, and majors outside of the technical trades. We also note that, as mentioned above, grants received by the College from the State of Connecticut have been earmarked for the development of the AMTC in support of community workforce initiatives; however, the College has experienced a reduction in state funding for general operations. Therefore, we are gratified that the institution candidly acknowledges the need "to be open and transparent" about this issue and, since the team visit, the College has started to "cross-pollinate" various general education courses with advanced manufacturing courses, resulting in an improvement in the morale of faculty and staff. In keeping with our standard on *The Academic Program*, we ask that the Fall 2020 interim report include an update on the institution's success in evaluating the impact of programs offered to support workforce development initiatives in the State of Connecticut on the institution's mission, with emphasis on ensuring that resources are sufficient to support programs in general studies, liberal arts, and majors outside of the technical trades:

The institution undertakes academic planning and evaluation as part of its overall planning and evaluation to enhance the achievement of institutional mission and program objectives. These activities are realistic and take into account stated goals and available resources. The evaluation of existing programs includes an external perspective and assessment of their effectiveness. Additions and deletions of programs are consistent with institutional mission and capacity, faculty expertise, student needs, and the availability of

sufficient resources required for the development and improvement of academic programs. The institution allocates resources on the basis of its academic planning, needs, and objectives (4.10).

The recent purchase of both analytics and early alert software, along with the systematic use of national survey results to monitor trends among peer institutions, is evidence of ACC's continued commitment to increasing the institution's already impressive retention and graduation rates. We further note with favor that ACC's "first-ever enrollment and retention model" is in the pilot phase and "real-time data" have already been used to develop new practices, such as the Connect and Reach Out Early (CARE) program, and to update the College's financial aid and add/drop policies. We look forward, in the Fall 2020 interim report, to learning of the institution's continued success in using analytics and early alert software and nationally standardized assessment tools to support efforts to increase retention and graduation rates. Our standard on *Students* is relevant here:

The institution measures student success, including rates of retention and graduation and other measures of success appropriate to institutional mission (6.6).

Measures of student success, including rates of retention and graduation, are separately determined for any group that the institution specifically recruits, and those rates are used in evaluating the success of specialized recruitment and the services and opportunities provided for the recruited students (6.7)

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (6.8).

We remind you that the *Standards for Accreditation* have been revised, and the new Standards go into effect on July 1, 2016. Therefore, the interim report prepared by Asnuntuck Community College for consideration in Fall 2020 should reference the 2016 Standards.

The scheduling of a comprehensive evaluation in Fall 2025 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

You will note that the Commission has specified no length or term of accreditation. Accreditation is a continuing relationship that is reconsidered when necessary. Thus, while the Commission has indicated the timing of the next comprehensive evaluation, the schedule should not be unduly emphasized because it is subject to change.

The Commission expressed appreciation for the self-study prepared by Asnuntuck Community College and for the report submitted by the visiting team. The Commission also welcomed the opportunity to meet with you, Mr. Michael Stefanowicz, Dean of Academic Affairs, and Dr. Richard Hopper, team chair, during its deliberations.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Nicholas Donofrio. The institution is free to release information about the evaluation and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

Mr. James Lombella  
April 5, 2016  
Page 5

The Commission hopes that the evaluation process has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

  
Patricia Maguire Meservey

PMM/sjp

Enclosures

cc: Mr. Nicholas Donofrio  
Visiting team



**ITEM**

Extension of Institutional Accreditation of Gateway Community College

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Connecticut Board of Regents for Higher Education extend the State accreditation of Gateway Community College until December 30, 2016

**BACKGROUND**

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

**RATIONALE**

Gateway Community College was last accredited by the Board of Governors for Higher Education in 2011 until June 30, 2016, following the acceptance of the College's fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC's comprehensive 10-year evaluation was scheduled in Spring 2016 and the college is awaiting their final report. The extension of the College's state accreditation until December 30, 2016 will allow for the actions of the Commission to be reported with sufficient time for the Board of Regents to review reports from NEASC and then take action on the state accreditation of the College.

8/25/2016 – BOR-Academic and Student Affairs Committee

9/16/2016 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Institutional Accreditation for

Gateway Community College

September 16, 2016

RESOLVED: That the Connecticut Board of Regents for Higher Education extend the State accreditation of Gateway Community College until December 30, 2016

A True Copy:

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



# Board of Regents for Higher Education

## PROPOSED 2017 Meeting Schedule – 9/9/16

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 & Facilities 10 am Wednesdays unless otherwise noted	Executive Comm. Meets when called. 10 am Thursdays (placeholders below)	Board of Regents 10 am Thursdays unless otherwise noted
Thursday January 12		January 19	February 22	February 16	March 2 <b>Capitol CC, Hartford</b>
March 17	Tues., March 21	March 9	March 29		April 6 Eastern CSU, Willimantic
April 21		May 4	W, R, F - May 3, 4, 5 9 am - 12 pm Spending Plan Hearings		May 11 SO, Hartford
June 2	Tues. May 23	June 8	June 7		June 15 SO, Hartford
August 25		September 7	September 6	July 20 August 17	Tuesday, September 19 Quinebaug Valley CC,
Wednesday October 4	Tues., Oct. 10		October 11		October 19 Three Rivers CC
November 17	Tues., Dec. 12	November 9	December 6	November 16	December 14 Hartford
January 12, 2018		January 11, 2018			February 15, 2018 Hartford

Unless otherwise noted, meetings are held at the System Office –61 Woodland Street, Hartford (agendas will specify address and room location)

Info/contact: Erin Fitzgerald [fitzgeralde@ct.edu](mailto:fitzgeralde@ct.edu), or 860 723-0013

w:\fitzgerald\board of regents\bor meeting schedules\2017 bor calendar 09-09-2016.docx



**ITEM**

Connecticut State Colleges & Universities (CSCU) FY18/FY19 Biennium Budget Submittal to OPM

**BACKGROUND**

The Board of Regents under its statutory authority reviews and approves the CSCU budget requests and prepares and submits a consolidated system request to the Secretary of the Office of Policy and Management (OPM).

The following is an excerpt from the Budget Request letter dated August 5, 2016 from Secretary Barnes:

**Development of the Governor's Recommended Budget for the FY 2018 and FY 2019 Biennium**

The first step in the state's Biennium budget process is the development of a baseline budget. The baseline budget is based on current appropriations adjusted to reflect changes in funding requirements under existing state and federal laws. Typical adjustments include the impact of reflecting full-year costs or savings for programs that will start or end during the current fiscal year (annualization), legally-required rate changes for rate-based expenditures, anticipated changes in caseload or utilization, funding changes that are contractually required, and the impact of other statutory, federal or legally-required changes that affect expenditure requirements.

The Biennium Budget submittal is not the same as the System's annual budget, but rather a vehicle to communicate to OPM adjustments required by law or other approved factors to the current baseline of funding provided.

The Biennium Budget submission consists of three distinct pieces: **(1) Baseline Operating Budget, (2) Capital Budget, and (3) Expansion/New Programs**. CSCU has received instructions from OPM for preparation of the first two items, which are due in September. OPM advises that the state's "ability to fund new or expanded programs in the coming biennium will be constrained by available revenue."

The **Baseline Operating Budget** is based on our current spending profile (detailed by the roster of current employees and open positions that comprise our approved FY17 Spending Plan), current revenues, and certain revenue and some limited cost growth factors. Some of these factors are provided by OPM and others are developed by CSCU management. A list of these assumptions is provided in Attachment A. The Baseline Operating Budget includes both amounts that are paid for by the State through General Fund Appro-

priations and amounts that are covered by student tuition, fees and other auxiliary funds (Operating Fund).

The **Capital Budget** for this Biennium includes funding required by our longer term plans (institutional master plans), but does not contemplate facilities already planned under CSCU 2020 or facilities that will ultimately be requested through CHEFA financing.

The Baseline Operation Budget and Capital Budget are relatively straightforward and do not include new programs or initiatives which will be covered in the next Expansion Options submission. The Expansion/New Programs budget will be presented to the Committee and the Board pending OPM's instructions for submittal.

The typical process is to continue discussions with members of the Governor's staff and the General Assembly, and provide additional information and clarification, up until such time as the State's final Biennium Budget is approved.

## ANALYSIS – BASELINE OPERATING BUDGET

Attachment A to this report outlines some of the basic assumptions built into the biennium modeling, and Attachment B summarizes the FY18 and FY19 models created using such assumptions. These models do not represent the System's Spending Plans, which will be developed prior to each of the biennial years, and brought to the Board for approval in the preceding June of each fiscal year.

The assumption in Attachment A also do not represent the final spending plan assumptions. For example, tuition and fees will be set early in the calendar year of each upcoming fiscal year and fringe benefit assumptions will be adjusted as the year approaches, using Comptroller-provided rates.

The models in Attachment B indicate that the System would result in losses of \$8.7M and \$14.8M in each of the respective years FY18 and FY19. These would be the system's operating results if:

- spending doesn't change from FY17,
- state funding remains flat with FY17, and
- assumptions presented in Attachment A come to fruition

As it is the obligation of CSCU to present a balanced budget, much work and many changes will be required to cover these losses.

The primary drivers of net costs going up (offset by some increase in revenues) are:

- Wages are held flat as bargaining unit agreements which expired June 30, 2016 have not been renegotiated
- Anticipated increases in fringe benefit rates each year based on history averaging 4%,,
- Inflationary cost increases in spending such as utilities and services averaging 1.7% in FY17 and compounded to 2.1%, and
- An FY18 increase of contributions to retiree medical costs in accordance with SEBAC (3% of medical costs)
- OPM provides additional revenues for staffing and expenses associated with new state facilities (additional personnel for new buildings include custodial and security where applicable)
- Housing and Food revenues increase, as do related costs, which offset each other
- Other revenues are essentially flat, except for the State's reimbursement of fringe benefits, assuming:
  - state appropriations are flat
  - a 3% increase in University Fee consistent with assumptions in the current CHEFA Series P calculations
  - a tuition and all other fees increase of 2%, offset by an enrollment decline of 2%

## ANALYSIS – CAPITAL REQUEST

The Capital Request in this Biennium package does not include the funding already approved via Public Act 14-98 enabling the System's CSCU 2020 program. These approvals total \$95.0 million for each of FY18 and FY19. CSCU 2020 was initially developed for the previous University System and served the four Universities with capital requirements extending for ten years. In FY15 certain amounts were brought into the program, which are specifically for the Community Colleges. This funding request also excludes facilities that are funded through CHEFA revenue bonds.

Under this Biennium Capital Request, we are asking the State to support requirements totaling \$121.9 million and \$114.6 million for FY2018 and FY2019, respectively. This is request both respects the funding received for projects during the current biennium period and the state's limited capacity to provide general obligation bond financing in the next biennium.

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 needs of the system are not to increase capacity, but rather modify use of existing facilities or replace and upgrade those that cannot be modified. Two notable exceptions will increase classroom space at Middlesex and

Manchester Community Colleges which, according to our evaluations and master plans, are dense and require more classroom space in certain areas.

In addition, we are requesting modest sums in each year to continue to enhance safety features of our buildings in accordance with the recommendations of our safety experts.

**RECOMMENDATION**

Approve the FY18/FY19 Biennium Baseline Operating Fund and Capital Requests as presented.

08/25/16 Finance & Infrastructure  
09/16/16 BOR



**CONNECTICUT STATE COLLEGES & UNIVERSITIES**  
**FY18 and FY19 Biennium Request**  
**Modeling Assumptions**

	<u>FY18</u>	<u>FY19</u>	<u>Origin</u>	<u>Notes</u>
<b>Key Assumptions:</b>				
Enrollment decline	-2.0%	-2.0%	CSCU	1
Tuition increase	2.0%	2.0%	CSCU	2
Fees increase	2.0%	2.0%	CSCU	2
University fee	3.0%	3.0%	CSCU	3
Retiree medical contribution	3.0%	0.0%	Contract	4
Other fringe benefit rates	4.0%	4.0%	CSCU	5
Housing	3.9%	3.9%	CSCU	5
Food services	3.5%	3.5%	CSCU	6
Other expenses, blended	1.5%	1.5%	CSCU	7
Personnel Costs/Wages	0.0%	0.0%	OPM	8

**Notes:**

General - All assumptions are for modeling purposes and will be updated for formulation of the System's Spending Plans in June of each biennium year.

1. Enrollment decline is based on historical enrollments
2. Tuition and fee increases are consistent with prior biennium submittal
3. University fee increase is consistent with CHEFA submittal for Series P bonds
4. In accordance with SEBAC, state will contribute match for retiree medical costs
5. Other fringe benefit increase assumption is consistent with (1) SEBAC agreement as it relates to retiree medical contributions, and (2) historical in relation to all other costs
6. Housing and food revenues and expenses are both inflated at historical rates
7. Other expenses are inflated at CPI rates depending on type; blended rate shown
8. As instructed by OPM all wages are held at FY17 rates

## CONNECTICUT STATE COLLEGES &amp; UNIVERSITIES

## FY18 and FY19 Biennium Submittal - Baseline Operating Budget

\$ millions

Account Name	FY17 Budget	Baseline Operating Budget		FY18 Biennial Budget vs. FY17 Budget Inc (Dec)		FY19 Biennial Budget vs. FY18 Biennial Budget Inc (Dec)	
		FY18 Budget	FY19 Budget				
<b>Revenue</b>							
Tuition (Gross)	299.9	299.9	299.9				
Student Fees	226.5	227.1	227.8	0.6	0.3%	0.7	0.3%
State Appropriations	318.0	318.8	322.1				
Fringe Benefits Paid By State	248.1	260.0	270.5	11.9	4.8%	10.4	4.0%
State Appropriation Operational Support	-	-	-				
State Appropriation Dev Education	9.5	9.5	9.5				
Outcomes-Based Funding	1.6	1.6	1.6				
Housing	66.0	67.2	68.4	1.2	1.8%	1.2	1.8%
Food	33.2	33.7	34.2	0.5	1.5%	0.5	1.5%
All Other Revenue	27.6	27.6	27.6				
Less: Contra Revenue	(8.8)	(8.8)	(8.8)				
<b>Total Revenue</b>	<b>1,221.6</b>	<b>1,236.7</b>	<b>1,252.8</b>	<b>15.1</b>	<b>1.2%</b>	<b>16.1</b>	<b>1.3%</b>
<b>Personal Services</b>	588.4	588.5	590.3				
<b>Fringe Benefits</b>	343.4	359.8	374.2	16.4	4.8%	14.4	4.0%
<b>Total Personal Services &amp; Fringe Benefits</b>	931.8	948.3	964.5	16.5	1.8%	16.2	1.7%
<b>Other Expenses</b>	255.0	259.5	264.9	4.5	1.7%	5.4	2.1%
<b>Total Expenditures</b>	<b>1,186.8</b>	<b>1,207.8</b>	<b>1,229.4</b>	<b>21.0</b>	<b>1.8%</b>	<b>21.6</b>	<b>1.8%</b>
<b>Addition to (Use of) Funds Before Designated Items</b>	<b>34.7</b>	<b>28.8</b>	<b>23.3</b>	<b>(5.9)</b>	<b>-16.9%</b>	<b>(5.5)</b>	<b>-19.1%</b>
<b>CSU Transfers Per Policies</b>							
Debt Service CHEFA Transfer	(21.2)	(21.8)	(22.5)	(0.6)	3.0%	(0.7)	3.0%
Debt Service Residence Halls	(9.0)	(9.0)	(9.0)				
Debt Service Parking Garage	(3.4)	(3.4)	(3.4)				
CSU Policy Set-Aside	(2.3)	(2.3)	(2.3)				
CSU Use of Reserves	2.2	-	-	(2.2)	-100.0%		
<b>Total CSU Transfers</b>	<b>(33.7)</b>	<b>(36.5)</b>	<b>(37.2)</b>	<b>(2.8)</b>	<b>8.4%</b>	<b>(0.7)</b>	<b>1.8%</b>
<b>CCC Net Transfers</b>	<b>(0.9)</b>	<b>(1.0)</b>	<b>(1.0)</b>	<b>(0.1)</b>	<b>15.2%</b>		
<b>Net Change</b>	<b>0.2</b>	<b>(8.7)</b>	<b>(14.8)</b>	<b>(8.8)</b>		<b>(6.2)</b>	

# Proposed FY18 and FY19 Biennium Budget FINAL

Project Title (a)	Location	Total Estimated Project Cost (Includes Future Biennium Request)	Previous Authorized Funds	Allocated Authorizations	FY 2018	FY 2019	Total FY 18-19 Requested Funding
<b>Code Compliance/Infrastructure Improvements</b>	<b>Universities</b>	<b>27,248,463</b>			<b>14,469,866</b>	<b>12,778,599</b>	<b>27,248,464</b>
Central Connecticut State University					5,932,235	6,673,764	12,605,999
Eastern Connecticut State University					2,903,563	3,266,508	6,170,071
Southern Connecticut State University					5,200,652	5,850,734	11,051,386
Western Connecticut State University					4,433,416	4,987,593	9,421,008
Preexisting 2020 Funding Commitments					(4,000,000)	(8,000,000)	(12,000,000)
<b>*Code Compliance/Infrastructure Improvements</b>	<b>Colleges/Sys. Off.</b>	<b>57,108,169</b>			<b>26,874,433</b>	<b>30,233,737</b>	<b>57,108,168</b>
Asnuntuck Community College					2,693,248	3,029,904	5,723,152
Capital Community College					1,651,566	1,858,011	3,509,577
Gateway Community College					1,379,466	1,551,899	2,931,365
Housatonic Community College					2,051,424	2,307,852	4,359,276
Manchester Community College					2,272,111	2,556,125	4,828,235
Middlesex Community College					2,863,995	3,221,995	6,085,990
Naugatuck Valley Community College					3,834,292	4,313,579	8,147,871
Northwestern Community College					1,878,210	2,112,986	3,991,196
Norwalk Community College					3,189,026	3,587,654	6,776,680
Quinebaug Community College					1,621,101	1,823,739	3,444,840
Three Rivers Community College					1,314,653	1,478,985	2,793,638
Tunxis Community College					1,754,154	1,973,423	3,727,577
Charter Oak College	Charter Oak				102,644	115,474	218,118
System Office	System Office				268,543	302,111	570,653
<b>Telecommunications Infrastructure Upgrade</b>	<b>System</b>	<b>4,000,000</b>			<b>2,000,000</b>	<b>2,000,000</b>	<b>4,000,000</b>
<b>New and Replacement Equipment Program</b>	<b>System</b>	<b>13,530,000</b>			<b>6,600,000</b>	<b>6,930,000</b>	<b>13,530,000</b>
Charter Oak					600,000	630,000	1,230,000
Community Colleges					6,000,000	6,300,000	12,300,000
Universities							
<b>Convert existing Gym into library and student services</b>	<b>Asnuntuck</b>	<b>34,395,609</b>	<b>3,806,609</b>			<b>30,589,000</b>	<b>30,589,000</b>
<b>New Automotive, Sustainability &amp; Manufacturing</b>	<b>Gateway</b>	<b>56,990,011</b>			<b>5,000,000</b>	<b>4,868,094</b>	<b>9,868,094</b>

## ATTACHMENT C

Project Title (a)	Location	Total Estimated Project Cost (Includes Future Biennium Request)	Previous Authorized Funds	Allocated Authorizations	FY 2018	FY 2019	Total FY 18-19 Requested Funding
New Academic Building	Manchester	78,833,008			7,446,802		7,446,802
Weaton & Snow Reno/Addition	Middlesex	67,052,775			11,644,063		11,644,063
MEP & Distribution systems upgrade	Naugatuck	6,000,000			6,000,000		6,000,000
ADA Compliance Project	Naugatuck	10,250,000			5,000,000	5,250,000	10,250,000
Glacer Ridge Site/Ampitheater Improvements	Naugatuck	2,300,000			2,300,000		2,300,000
Renovate the White building	Northwestern	2,846,250			825,000	2,021,250	2,846,250
Renovations to Greenwoods Hall	Northwestern	27,951,394			2,685,817		2,685,817
B wing MEP/code upgrades and new façade	Norwalk	23,804,045	5190031		18,614,014		18,614,014
East campus-re roofing project	Norwalk	3,300,000			300,000	3,000,000	3,300,000
New Maintenance Garage	Quinebaug	4,822,131			476,088	4,346,043	4,822,131
Parking Lot Replacement	Tunxis	3,300,000			300,000	3,000,000	3,300,000
100 & 200 Building Roof Replacement	Tunxis	2,500,000			250,000	2,250,000	2,500,000
Land and Property Acquisition Program	System	5,000,000			5,000,000		5,000,000
Advance Manufacturing-Emerging Technology Centers	System	5,625,000			2,750,000	2,875,000	5,625,000
Security Improvement Program	System	8,000,000			3,000,000	5,000,000	8,000,000
Totals		439,856,855	8,996,640		121,536,083	115,141,723	236,677,803

# **BOARD OF REGENTS FOR HIGHER EDUCATION**

## **RESOLUTION**

**concerning**

### **FY18/FY19 Biennium Submittal to OPM**

**September 16, 2016**

WHEREAS, The Board of Regents for Higher Education (BOR) under its statutory authority shall “prepare a single budget request itemized by [constituent units]... and shall submit such budget request displaying all operating funds to the Secretary of the Office of Policy and Management...”, and

WHEREAS, A proposed FY18/FY19 Biennium Baseline Operating Budget and Capital Budget Requests have been developed for submission to the Office of Policy and Management (OPM), and

WHEREAS, If given the opportunity, the Board intends to request additional funds through Expansion Options for strategic initiatives and other currently unfunded priorities, targeted at student welfare; therefore be it

RESOLVED, That the Board of Regents for Higher Education hereby approves and submits for review and recommendation to OPM the Baseline Operating Budget schedules and detailed data requested by OPM which include the following requests:

	<b><u>FY18 Request</u></b>	<b><u>FY19 Request</u></b>
State Appropriations	318.8	322.1
Fringe Benefits Paid By State	260.0	270.5
State Appropriation Dev Education	9.5	9.5
Outcomes-Based Funding	1.6	1.6
State Support	<b><u>589.9</u></b>	<b><u>603.6</u></b>

with expectation that fringe benefits paid by the state will be adjusted for actual costs incurred, and be it further

RESOLVED, That the Board of Regents for Higher Education hereby approves and submits for review and recommendation to OPM a Capital Budget totaling \$121.5 million and \$115.1 million for facilities requirements of FY18 and FY19, respectively, and be it further

RESOLVED, That these requests may be adjusted by the President of the Connecticut State Colleges & Universities as a result of guidelines issued by or discussions with the Secretary of OPM or for other technical purposes, and be it further

RESOLVED, That the requests shall be transmitted to the Office of Policy and Management for its review and recommendation upon approval by the Board of Regents.

A True Copy:

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

**ITEM**

Frequency of CSCU 2020 Reporting

**BACKGROUND**

Legislation requires the CSCU 2020 Program provide semiannual and five-year interval fiscal reports in addition to an annual audit to the Governor and General Assembly. Reporting will terminate when all program funds are exhausted after FY 2019. In FY 2009 the former Board of Trustees requested, for their reference, the submission of a monthly report prepared by staff to ensure proper program oversight of projects and funding. The Board has recognized the monthly reports typically display only minor changes from month to month.

**ANALYSIS**

The Connecticut General Statutes Sec. 10a-91a through -91h, “The Board of Regents for Higher Education Infrastructure Act” established the CSCU 2020 program by authorizing up to \$1.053 billion in general obligation bonds beginning Fiscal Year 2009 and ending Fiscal Year 2019, for the purpose of renewing, modernizing, enhancing, expanding, acquiring and maintaining the infrastructure of the Connecticut State Universities in addition to some Community College improvements in FY 2015 and FY 2016.

Several financial reporting requirements are required under Sec. 10a-91 to ensure a level of program oversight.

1. From January, FY 2010, and terminating after FY 2019 when 2020 program funds are exhausted the Board submits semiannual reports to the Governor and General Assembly. The reports identify all projects, program funding, individual project fiscal status, project schedules and projections for the next succeeding year.
2. For January, 2014, and January, 2019, the Board issues a five-year CSCU 2020 performance review to the Governor and General Assembly. The report compares actual expenditures to original estimated costs and the progress of each project.
3. The Board appoints an independent auditor to annually conduct an audit of CSCU 2020. Each annual report is submitted to the Governor and the General Assembly.

In addition to these reports, on October 8, 2008, the former Board of Trustees approved a “Resolution Concerning Fiscal Oversight” BR 08-61 for the CSCU 2020 program that included a requirement to provide the Board with monthly reports containing, at minimum, expenditures to date for each project, projected total expenditures for each project versus budget and progress of each project to completion versus the established project milestones including an explanation of any delays.

The monthly submission of CSCU 2020 program reports to the Board have demonstrated that month-to-month program changes are not significant. Further, as the program has matured there are good control procedures in place and audits have resulted in no adjustments and clean opinions in each year under audit. In an effort to efficiently utilize the Board's and the staff's time, we propose that the reports listed above as part of Sec. 10a-91 continue to be presented to the Board as required by statute, and that after the September 16, 2016 Board meeting, a semiannual presentation will begin. If issues to projects and/or significant changes should arise, such matters shall be presented to the Board at the next available meeting, irrespective of the semiannual schedule.

**RECOMMENDATION**

Rescind BR 08-61 and provide a CSCU 2020 semiannual status report to the Board of Regents following the passage of the proposed resolution.

8/25/16 Finance Committee

9/16/16 Board of Regents for ratification



**BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

**concerning**

**Frequency of CSCU 2020 Reporting**

**September 16, 2016**

WHEREAS, Legislation requires the CSCU 2020 Program provide semiannual and five-year interval fiscal reports in addition to an annual audit to the Governor and General Assembly, and

WHEREAS, Reporting will terminate when all program funds are exhausted after FY 2019, and

WHEREAS, In FY 2009 the former Board of Trustees requested, for their reference, the submission of a monthly report prepared by staff to ensure proper program oversight of projects and funding (BR 08-61), and

WHEREAS, The Board has recognized the monthly reports typically display only minor changes from month to month and that the program has matured with good processes and oversight, therefore be it

RESOLVED, That the previous 2009 Board resolution BR 08-61 is rescinded, and

RESOLVED, That reporting and updates of the CSCU 2020 Program shall proceed semiannually.

And be it further

RESOLVED, That if issues arise of a material nature, such matters shall be presented to the Board at the next available meeting, irrespective of the semiannual schedule.

A True Copy:

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



**ITEM**

Purchase of 330 High Street for Eastern Connecticut State University

**BACKGROUND**

The CSUS 2020 Land and Property Acquisition Program provides an available fund source for the acquisition of properties that are strategic to meet current and future academic and support needs of the four universities. Land and buildings considered for purchase are located adjacent to, or nearby the universities and will include residential, open land, and industrial zoned properties. It is important that funds be on hand to purchase strategic properties as they become available for acquisition or else they may be sold to private entities and the opportunity for their acquisition may be lost for several years.

Board of Regents Property Acquisition Procedures for the universities permit each university to pursue the first priority on their list at any one time. If the property is unable to be purchased, the university cannot proceed to the second priority until all the other universities have acted on their first priority. To date all priorities have been acted on with either a purchase or elimination. Current purchase are on a request by request basis as funding can support. Of the \$8,250,190 CSUS 2020 funding allocated for property purchases through FY 2017, \$5,185,259 remains uncommitted for potential university purchases.

**ANALYSIS**

Eastern has an established long term goal with obtaining residential properties on Prospect Street, High Street and Windham Street that are adjacent to the university. The long term goal for incorporating land parcels as part of the campus has enabled the university to establish a street presence and expand ever so slightly on the campus footprint as opportunities allow. The owner of 330 High Street has expressed interest with selling their residential property to the State for Eastern's use. 330 High Street is a .19 acre lot containing a 1,166 square foot cape style house constructed in 1954. The acquisition of this property will be the final residential parcel purchased on High Street for the university. This purchase is also significant due to its close proximity to the new Fine Arts Instructional Center.

Subsequently, the Department of Administrative Service commissioned property appraisals of and negotiated terms and conditions for 330 High Street. The negotiated purchase cost for this property is \$85,000.

This purchase will be funded from FY 2009 of the CSCU 2020 Land and Property Acquisition Program.

**RECOMMENDATION**

Approve the purchase of 330 High Street for \$85,000 for Eastern Connecticut State University pending final approvals of the Department of Administrative Services, State Properties Review Board, and Attorney General.

8/25/16 Finance Committee

9/16/16 Board of Regents for ratification

# **BOARD OF REGENTS FOR HIGHER EDUCATION**

## **RESOLUTION** **concerning**

### **The Purchase of 330 High Street for Eastern Connecticut State University**

**September 16, 2016**

- WHEREAS, The purchase of a residential property adjacent to Eastern Connecticut State University has been offered for sale to the Board of Regents of the Connecticut State Colleges and Universities, and
- WHEREAS, The residential property is located at 330 High Street, Willimantic, CT, and
- WHEREAS, The acquisition of property on High Street is part of a planned long term university effort to obtain real estate parcels that are adjacent to Eastern to increase buildable land area, enhance esthetics and better promote the university street frontage, and
- WHEREAS, The acquisition of 330 High Street is consistent with Eastern's long term property acquisition goals, and
- WHEREAS, The purchase of 330 High Street totals \$85,000, and
- WHEREAS, This purchase will be funded from FY 2009 of the CSCU 2020 Program Land and Property Acquisition Program, and
- WHEREAS, The Board of Regents property purchase is contingent on the approvals of the Department of Administrative Services, State Properties Review Board, and Attorney General; therefore be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities will purchase 330 High Street for the consideration of \$85,000 for Eastern Connecticut State University.

A CERTIFIED TRUE COPY:

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

# **BOARD OF REGENTS FOR HIGHER EDUCATION**

## **RESOLUTION**

**concerning**

**Signing Authority**

**September 16, 2016**

WHEREAS, This action is pursuant to the Board of Regents' statutory authority under CGS 10a-72 and 10a-89, which state that the BOR shall make rules for the government of the constituent units of higher education and shall determine the general policies of the constituent units, therefore be it

RESOLVED, That the resolution concerning Signing Authority, adopted by the Board of Regents for Higher Education on September 19, 2013 is rescinded, and

RESOLVED, That persons elected to or employed in the following positions by the Connecticut State Colleges & Universities are authorized to sign all official documents within their jurisdiction executed under the policies of the Board of Regents, for their respective institutions and, for System Office, for the Connecticut State Colleges and Universities and the institutions therein:

System President and Institution Presidents  
System Chief Finance Office and Institution Chief Financial  
Officers/Chief Administrative Officers

And be it further

RESOLVED, That the documents resulting in expenditures in excess of \$5,000,000 shall require dual signatures, and

RESOLVED, That the each President shall create a re-delegation of signing authority using a prescribed format and submit that form to System Office, and

RESOLVED, That such re-delegations will be appropriate to the employee's position, consistent among the institutions, and be updated annually, and

RESOLVED, That this change will go into effect upon update of re-delegation materials by each of the institutions or System Office, but no later than November 1, 2016, prior to which the existing policy is in force at the respective location.

A True Copy:

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

**ITEM**

Update to Delegation of Signing Authority

**BACKGROUND**

This action is pursuant to the Board of Regents' statutory authority under CGS 10a-72 and 10a-89, which state that the BOR shall make rules for the government of the constituent units of higher education and shall determine the general policies of the constituent units.

**ANALYSIS**

The Board of Regents approved a delegation of signing authority most recently on September 19, 2013. The resolution is included herein as Attachment A.

Pursuant to recommendations provided by employees in a process improvement event held recently at the System Office, management agrees that the current signature authorities require both simplification and more consistent structure at the seventeen institutions and at system office.

The current authorities specify position descriptions for the System Office, the Connecticut State Universities, the Connecticut Community Colleges, and Charter Oak State College. The positions may not apply at each institution and may change from time to time. Further, the current delegation provides unlimited signature authority to all those individuals listed which is not in the best practice of good internal controls.

Each time positions change, this policy must be re-approved by the Board which is an inefficient use of time.

The proposed revision to policy, Attachment B, simplifies the process by providing the Presidents and Chief Financial Officers/Chief Administrative Officers of the institution and the System Office with the authority to sign on behalf of their institutions, or in the case of System Office on behalf of the Connecticut State Colleges & Universities and the institutions. However, if the document (contract, purchase order, etc.) is in excess of \$5M, a second signature is required. It further provides the Presidents with the opportunity to re-delegate authority. Such re-delegation will be in an amount and a designation appropriate to the employee's position, collected by the System Chief Financial Officer, reviewed for consistency among the institutions, updated at least annually, and serve as the System's master documentation of signature authority for control and audit purposes. Each institution will retain its own copy for the same purposes.

**RECOMMENDATION**

Approval of the proposed policy revision, as shown in Attachment B, and accompanying draft Board Resolution, to be effective upon update of re-delegation materials by each of the institutions or System Office, but no later than November 1, 2016, prior to which the existing policy is in force at the respective location.

8/25/16 – Finance Committee

9/16/16 – Board of Regents

**BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

**concerning**

**Signing Authority**

**September 19, 2013**

WHEREAS, This action is pursuant to the Board of Regents' statutory authority under CGS 10a-72 and 10a-89, which state that the BOR shall make rules for the government of the constituent units of higher education and shall determine the general policies of the constituent units, therefore be it

RESOLVED, That the resolution concerning Signing Authority, adopted by the Board of Regents for Higher Education on January 19, 2012 is rescinded, and

RESOLVED, That persons elected to or employed in the following positions by the Board of Regents (BOR) are authorized to sign all official documents within their jurisdiction executed under the policies of the BOR:

*For the Board of Regents for Higher Education*

President of the Board of Regents  
Senior Vice President for Academic & Student Affairs  
Vice President for Community Colleges  
Vice President for State Universities  
Vice President for Human Resources  
Chief Financial Officer  
Chief Information Officer  
Chief of Staff

*For the Connecticut State Universities*

President  
Executive Vice President  
Provost and Academic Vice President  
Senior Vice President  
Vice President for Academic Affairs  
Vice President for Finance and Administration  
Vice President for Institutional Advancement  
Vice President for Student Affairs  
Vice President for Student and University Affairs  
Chief Administrative Officer  
Chief Financial Officer  
Chief Human Resources Officer  
Chief of Staff/Vice President for Organizational Development



*For the Connecticut Community Colleges*

President  
Deans  
Director of Human Resources

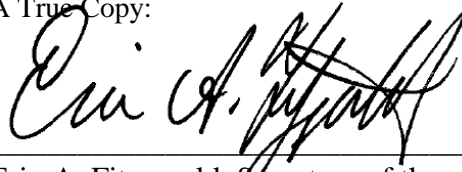
*For Charter Oak State College*

President  
Provost  
Chief Financial and Administrative Officer  
Executive Director of the CTDLC

And be it further

RESOLVED, That the President of the Board of Regents and each University and College President may designate in writing other persons who shall act as their agents in signing contracts of up to \$50,000 and/or other documents in such areas as personnel, payrolls, purchasing, financial matters, university planning, and maintenance. The written authorization shall indicate the appropriate level of signing authority for each person so designated.

A True Copy:

A handwritten signature in black ink, appearing to read "Erin A. Fitzgerald", written over a horizontal line.

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

## **CONNECTICUT STATE COLLEGES & UNIVERSITIES**

### **DELEGATION OF SIGNING AUTHORITY**

**August 2016**

This policy delegates signing authority by the Board of Regents of Higher Education to the Connecticut State Colleges and Universities executives.

The System Office executives listed below have the authority to sign documents on behalf of the System, and on behalf of the institutions it serves. Executives of each institution listed below have the authority to sign documents on behalf of that institution.

**It is expected that all official documents indebteding the respective institutions have been budgeted in the fiscal year in question, or will be accommodated within the approved budget. Any exceptions must be approved by the President of the Connecticut State Colleges & Universities. Any agreements that would structurally change the System must be approved by the Board of Regents.**

For each of the System Office, Connecticut State Universities, Connecticut State Colleges, and Charter Oak State College, the following executives have the authority to sign all documents on behalf of his/her organization:

System President and Institution Presidents

System Chief Finance Office and Institution Chief Financial Officers/Chief Administrative Officers

However, if the document in question exceeds \$5M, then two signatures shall be required. Each President has the authority to re-delegate authority within his/her institution. Re-delegations will be specific to the employee's function and in an amount appropriate for the position. Such re-delegation must be documented, signed, and will state a dollar value limitation associated with a position/title, not an incumbent's name. The re-delegation documents should be submitted to the System Chief Financial Officer for maintenance of a master documentation of signature authority.

Official documents include contracts and purchase orders, or other items that are external to the System. This policy does not impact personnel policies, or policies that are internal in nature.

The attached template will be completed by each institution, submitted to the System Chief Financial Officer, and reviewed and, if necessary, updated at the beginning of each fiscal year.

This policy will go into effect upon update of re-delegation materials by each of the institutions or System Office, but no later than November 1, 2016, prior to which the existing policy is in force at the respective location.

# Connecticut State Colleges & Universities - (Institution)

8/15/2016

Approval Level	Position	Financial Matters						
		Contracts	Requisitions	Purchase Orders with Contract	Purchase Orders without Contract	Invoices	Checks	Travel Authorizations
1	President	Unlimited but >\$5,000,000 requires CFO also	Unlimited but >\$5,000,000 requires CFO also	Unlimited but >\$5,000,000 requires CFO also	Unlimited but >\$5,000,000 requires CFO also	Unlimited but >\$5,000,000 requires CFO also	≤ \$250,000 > Need Dual Signature	Unlimited
1	Chief Financial Officer	Unlimited but >\$5,000,000 requires President also	Unlimited but >\$5,000,000 requires President also	Unlimited but >\$5,000,000 requires President also	Unlimited but >\$5,000,000 requires President also	Unlimited but >\$5,000,000 requires President also	≤ \$250,000 > Need Dual Signature	Unlimited
1								
1								
2								
2								
3								
3								
4								
4								

## Notes:

- 1) Contracts commit the system to business with a particular vendor under certain terms and conditions and thus have the most restrictive approval authorities.
- 2) Requisitions are requests for purchases to be made. These are the least restrictive approvals because there is no encumbrance against system funds until the PO.
- 3) Purchase Orders acknowledge that a purchase is in accordance with all contracts and applicable state Statutes and commits the system to do business for a specific purchase. Purchase Orders under contract are less restrictive than Purchase Orders that are not under contract. In the latter case, such Purchase Order becomes the legal contract.
- 4) Invoice approvals are acknowledging that the goods or services have been received and it is ok to pay. In most instances invoices are against an open purchase order. There are some direct pays such as; subscriptions, food, fees etc. in which case there is more restrictive approvals since there is not already a PO.
- 5) Checks are actual payments and approval signature authority is the most restrictive.
- 6) Travel authorizations are approvals given to employees to travel on state business. In state travel may be approved by a supervisor. Out of state travel is restricted to level 1 approvers.
- 7) Secondary approvals must be from a level 1 or 2 approver if within their limit.
- 8) Approvals may be by any legal means of approving or signing documents and transactions.

**ALL CONTRACTS AND REQUISITIONS MUST BE CONTEMPLATED IN THE BUDGET FOR THE YEAR IN QUESTION. EXCEPTIONS MUST BE APPROVED BY THE INSTITUTION CFO.**



**STAFF REPORT****FINANCE & INFRASTRUCTRE COMMITTEE**

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**ITEM**

Western Connecticut State University (“WCSU”) Pilot Program to offer in-state tuition and fees to current and prospective students from certain New York counties.

**BACKGROUND**

WCSU has seen undergraduate enrollment decline by approximately 15% since 2011, as shown in the attached proposal. This has contributed to fiscal challenges that, along with declining state funds, has led to a budget imbalance for the University. In turn, this has necessitated use of unrestricted reserves over the past few years, which is not a sustainable solution.

The University has begun a number of marketing and communication strategies to enhance enrollment. Currently, WCSU has excess capacity in both academic facilities and dormitories. Filling excess capacity will improve fiscal results as well as afford the University the ability to offer more programs and enhanced auxiliary services.

After conferring with the other CSUs, it was determined that WCSU will limit the pilot to only certain neighboring counties which would mitigate the impact on the other CSUs but provide WCSU the biggest positive impact.

As we have increased tuition and fees each year by the same percentage over time, the spread between in-state and out-of-state has continued to grow each year. More currently, our neighboring states have begun to offer competitive rates to out-of-state students, including our Connecticut residents. This pilot program is intended to combat a potential erosion of our base, the Connecticut resident, due to these competitive offers of discounted rates.

**ANALYSIS**

The proposal prepared by WCSU is attached. WCSU proposes to begin this pilot in the Fall 2017 in order to provide time for marketing. The pilot will be extended to existing students from the counties listed as well as new students and will be supported with a marketing program. Additional research performed by the University is included in the attached proposal.

WCSU has provided in their analysis a map showing that within a 35 mile radius of the campus, a significant portion fall into the state of New York. This would indicate that for commuter students, we could expect a great deal more from across the border if the rates were competitive. WCSU Enrollment management expects that the New York enrollments from the select counties could double under this pilot program.

However, we would expect that at least some percentage of students would be residential; as the dormitories are currently under capacity, this would be a good source of additional revenue for the University.

Increases in enrollment would benefit the University both financially and academically. Additional students would afford the opportunity to offer more courses and programs, would support the auxiliary services offered by WCSU, and would enrich the overall student experience through diversity.

As indicated in the attached proposal, WCSU has conferred with the other three CSUs prior to submitting the pilot to the Board for approval. Although the other CSUs raised some concern over creating a competition among the Universities, it was suggested that if price alone were the deciding factor, those New York residents currently attending CSUs would have stayed in New York and gone to SUNY or CUNY.

WCSU estimated that the first year of the pilot would cost approximately \$290K net due to the grandfathering of current students, and the reduction in tuition rates, offset by the influx of an new students at the reduced rate. There are 103 students at WCSU today who would qualify for the tuition reduction (freshmen through juniors from the specified counties). That figure assumes no natural attrition among those students. Management assumes 75 new, qualified freshman under the program, and that 96 new students would be a break-even point. In addition, there will be a marketing cost of about \$100,000 to support the pilot, which will be absorbed by prioritizing the University's existing budget. WCSU believes that by the second year, the local marketing with high schools will bring in additional students and that the University will begin to benefit from the increased enrollment, in excess of the tuition differential.

## **RECOMMENDATION**

Approve WCSU's proposal to offer in-state tuition and fee rates to residents of seven New York neighboring counties: Dutchess, Putnam, Westchester, Orange, Rockland, Sullivan and Ulster. This pilot would begin in Fall 2017 and be evaluated after a two-year period for continuation. Those students already at WCSU who geographically qualify and new students admitted under this pilot will continue at in-state rates until graduation or withdrawal.

08/25/16 Finance & Infrastructure  
09/16/16 BOR

**BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

**concerning**

**Western Connecticut State University Tuition Pilot**

**September 16, 2016**

- WHEREAS, The Board pursuant to its statutory authority - Section 10a-99 and Public Act 11-48 of the Connecticut General Statutes (CGS) – shall review and establish tuition and fees annually for the Connecticut State Colleges & Universities for such purposes as the board deems necessary, and
- WHEREAS, Western Connecticut State University (WCSU) has been developing a strategy to reverse a negative enrollment trend, and
- WHEREAS, WCSU is located on the New York State border, and
- WHEREAS, But for the high differential between in-state and out-of-state tuition and fee rates charged by the Universities, WCSU believes that it could considerably increase enrollments from neighboring counties, and
- WHEREAS, In the first year of such pilot, WCSU will need to invest approximately \$290K in tuition revenue and \$100K in marketing the pilot, and
- WHEREAS, In subsequent years, the management of WCSU believes the program will result in enrollment sufficient to enhance their fiscal position, and
- WHEREAS, The other three CSUs may be impacted, but the impact is mitigated by confining the pilot to select counties, therefore be it
- RESOLVED, That WCSU's proposal be approved to waive out-of-state rates for students resident in the New York counties of Dutchess, Putnam, Westchester, Orange, Rockland, Sullivan and Ulster to the extent of an in-state student as a pilot program spanning two full academic cycles, and that this pilot will begin in Fall 2017.

A True Copy:

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

August 15, 2016

**Proposal for a Pilot Tuition Discount Plan to Increase Student Enrollment in Select New York  
Neighboring Counties At Western Connecticut State University (WCSU)**

**1. Proposal**

Commencing with the Fall, 2017 semester, as a two year pilot program, WCSU proposes to charge New York State students residing in the neighboring counties of Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster and Westchester the same in-state tuition and fees it does Connecticut State students. This should have the beneficial impacts of:

- reversing the disturbing decline in WCSU enrollment noted below and increasing overall enrollment in the coming years;
- attracting and importing New York State students to WCSU to increase the number and quality of Connecticut's future workforce;
- increasing the number of students in the residence halls (NOTE: no room and board discount is being proposed, only tuition and fees).

It must be emphasized that WCSU's top priority in enrollment management is and always will be Connecticut students, either first-time/full-time or transfer students especially from CScU colleges. However, with the declining numbers of Connecticut high school students (see Chart No. 1) and increasing competition for these students from other institutions of higher education, this out-of-state strategy is absolutely essential to WCSU's future as a strong, vibrant and growing institution of higher education.

**2. Discussion**

Western Connecticut State University is located in Danbury, CT. It's Westside and Midtown campuses are located 3.1 and 5.8 miles, respectively, from the New York State border. Within WCSU's regional service area are the bordering counties of Dutchess, Putnam and Westchester and the neighboring counties of Orange, Rockland, Sullivan and Ulster. The cities of Newburgh (Orange), Poughkeepsie (Dutchess) and White Plains (Westchester) are all within easy driving distance of the University (i.e. under one hour). As an added note, two New York high schools, Brewster and Carmel (Putnam) have their graduation exercises in the O'Neill Center on WCSU Westside campus. It is also estimated by officials of the Danbury Fair Mall, New England's fifth largest, that approximately 40% of their retail customers are from New York.

Consequently, because of WCSU's close proximity to New York, one would be led to believe that the University should be able to successfully recruit these students, especially from New York neighboring counties within close traveling distance to the University. However, such is not the case and over the past six years, WCSU has suffered significant and disturbing declines in total FTE student enrollment and New York neighboring county students as the chart on the next page shows:



	<u>Total</u>	<u>NYS Pilot Counties</u>	<u>NYS Pilot Counties as % of Total</u>
FY 2011:	4750.6	234.4	4.9
FY 2012:	4608.8	211.2	4.6
FY 2013:	4356.6	192.5	4.4
FY 2014:	4240.3	180.0	4.2
FY 2015:	4200.8	188.0	4.5
FY 2016:	4081.2	149.7	3.7
FY 2017: (estimated)	4038.0	130.2	3.2

The numbers above represent a total enrollment loss of 15.0% or 712.6 undergraduate students. Over the same time period, students from the NYS pilot counties decreased by 44.4% or 104.2 students. With actions taken this year, current data suggests the possibility of a minor loss or a “flat” (i.e. similar) enrollment for FY 2017 as FY 2016. However, while the losses may have been stopped or minimized, this is clearly not acceptable, WCSU must see positive enrollment growth over the coming years. (See Chart No. 2 for more comprehensive FY 2011-17 enrollment trend data including in-state and all New York State students).)

Unfortunately, due to the significant price spread between the out-of-state tuition of \$22,878 currently charged by WCSU and the in-state tuition of \$8,106 charged by SUNY colleges (e.g. Purchase, New Paltz, Old Westbury, etc.), and \$6,650 charged by City University of New York colleges (e.g. Baruch, CCNY, John Jay, Lehman, etc.) in the region (see Chart No. 3), WCSU has been unable to attract sufficient numbers of New York State students in its regional service area to offset the reduced number of Connecticut resident students due to the declining number of high school graduates noted above. In essence, WCSU has inadvertently “priced itself out of the market” especially for those New York high school students looking for a quality, public university education in the region. Please see Chart No. 4 for WCSU’s regional recruiting area.

As a most disturbing example, despite intensive recruiting efforts, WCSU currently enrolls 38.4 students from the bordering New York county of Westchester with an estimated high school population of 69,868. These 38.4 students represent the total amount attending WCSU (freshman through senior year) or an average 9.6 students per class year! Please see Chart No. 5 for the current (Fall 2016) full time student enrollment for those select New York counties in the pilot proposal, and Chart 6 for a detailed presentation of the current yield and recruiting potential of New York students residing in these counties.

However, given the extremely low number of New York students in these counties attending WCSU, this presents a great potential for enrollment growth, given the correct recruitment strategy and financial tools to do so, i.e. the proposed New York State pilot tuition discount plan.

### **3. Potential Impact on Western Connecticut State University**

If this policy is approved, WCSU enrollment management staff estimate that in the first year (AY2016-17), the University will be able to attract an additional **75 students** from the New York pilot counties. This will result in tuition and fees of \$751,275 (i.e. 75 students times current in-state tuition of \$10,017) and

room and board fees of \$286,000 (based on an estimated 35% or 26 students, who will be campus residents with an average room and board rate of \$11,000) for total increased revenues of \$1,037,275.

However, there will be New York pilot county students already attending WCSU for AY17-18, who would also be eligible or “grandfathered” for the new, discounted rate from the current out-of-state tuition and fees of \$22,878 to the in-state of \$10,017. Consequently, the University would incur a reduction in revenues of \$1,324,683 (based on the AY16-17 enrollment of approximately **103 eligible or “grandfathered” students** by the loss of \$12,861 in tuition and fees per student). Consequently, there would be **revenue shortfall of \$287,408** (loss of \$1,324,580 less new student revenues of \$1,037,275) in the first year of the pilot program. The estimated **“breakeven” for AY17-18 would be 96 students**, (estimated revenues of \$1,331,232) to completely offset any loss.

In the second year of the pilot program, given additional marketing with high school counsellors and intensified recruiting efforts of prospective students and their parents or guardians through social media, advertising campaigns and campus visits, it is hoped that at least an additional 75 students can be enrolled in AY18-19 for a total of **additional 150 students over the two year pilot program**. At this point, the University would experience a net increase in revenues. Most importantly, if the pilot is successful, it could be argued that the policy be extended to all New York residents, especially the major student markets of New York City and Long Island. All the CSUs would be invited and encouraged to participate.

#### **4. Potential Impact on Central, Eastern, and Southern Connecticut State Universities (CSUs)**

It is hoped that in the pilot phase of this proposed policy, that any negative impact on the other CSUs will be minimal and after the pilot, the impact will be beneficial, if the policy adopted turns out to be successful and extended to include all CSUs.

In this regard, it must be emphasized that this proposal is the product of a consultative process which began in Fall, 2015 included numerous meetings and conference calls with representatives from all CSUs and CSCU Central Office. At these discussions, care was taken to appreciate the differences in the enrollment management strategies and particular issues at each sister institution. Importantly, it was also recognized that among the CSUs, WCSU’s significant enrollment declines had reached a critical point which called for immediate action. It was also emphasized that any proposal should not unduly disadvantage the other CSUs. Consequently, the pilot program only includes those New York counties in close proximity to WCSU noted above and does not include those of New York City and Long Island (which may have a negative impact on student enrollment at the other CSUs). Additionally, as far as concerns about any current Central, Eastern or Southern students from the select New York counties who may be attracted to Western because of the lower rates, it was commented that these students may have chosen their respective institutions for reasons other than price (e.g. academic program, athletics, legacy, etc.) and, if indeed, price was the primary factor in their decision a New York student might well have chosen a SUNY or CUNY college with much lower tuition rather than a CSU.

Consequently, if the WCSU pilot program proves to be successful, and with BOR review and approval, it is fully intended that the other CSUs, if they so desire, will then have the same capability to charge in-state tuition and fees to New York residents.

## **5. Conclusion**

This is a student recruitment plan that must be enacted as soon as possible if WCSU is to have the capability to successfully address the mounting financial challenges it faces now and in the future, which are clearly demonstrated in Chart No 7. It will be one of the major components of a comprehensive plan to increase enrollment, restore financial stability and produce an educated workforce to ensure a bright future for WCSU, the region and the State of Connecticut.

### **Charts**

Chart No. 1: Projections of High School Graduates (2011-27) – Connecticut and New York

Chart No. 2: WCSU FY 2011-17 Undergraduate FTE Student Enrollment Trends for In-State, Out-of-State, NY State and Pilot New York Counties

Chart No. 3: New York resident Student College Cost Comparison: WCSU vs. SUNY and CUNY Area Colleges

Chart No. 4: WCSU Regional Recruiting Radius Map

Chart No. 5: Current (Fall 2016) FTE Undergraduate Enrollment by Selected New York Counties and Class

Chart No. 6: WCSU New York Pilot Counties Student Enrollment: Current Yield & Recruiting Potential

Chart No. 7: WCSU Budget History and Outlook – Actual: FY11-FY15; Estimated FY16-FY17

## Projections of High School Graduates – Connecticut and New York\*

Year	CT HS Graduates	NY HS Graduates
2011	43,005	212,829
2012	42,205	207,814
2013	41,146	202,914
2014	40,816	204,966
2015	40,942	206,218
2016	40,606	207,985
2017	40,065	211,809
2018	39,486	211,325
2019	38,503	212,814
2020	39,104	216,885
2021	38,340	217,984
2022	38,264	209,845
2023	38,336	213,018
2024	38,127	216,603
2025	36,949	214,450
2026	35,583	212,669
2027	34,521	208,955

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\*Source: Western Interstate Commission for Higher Education (WICHE):

American College Testing (ACT) and College Board (SAT)

## WCSU FY 2011-17 Undergraduate FTE Student Enrollment Trends for In-State, Out-of-State, NY State and Pilot New York Counties

	Total	In-State	Out-of-State	New York State	Pilot New York Counties**
<b>FY 2011</b>	4750.6	4328.6	422.0	309.2	234.4
<b>FY 2012</b>	4608.8	4246.3	362.5	277.9	211.2
<b>FY 2013</b>	4356.6	4049.7	306.9	243.0	192.5
<b>FY 2014</b>	4240.4	3969.9	270.5	217.9	180.0
<b>FY 2015</b>	4200.8	3954.3	246.5	209.1	188.0
<b>FY 2016</b>	4081.2	3861.4	219.8	188.0	149.7
<b>FY 2017 (Estimated)</b>	4038.0	3836.4	201.6	152.4	130.2

\*Source: WCSU Office of Institutional Research & Assessment

\*\* Includes Dutchess, Orange, Putnam, Rockland, Sullivan,  
Westchester, and Ulster Counties

## New York Resident Student College Cost Comparison WCSU vs. SUNY and CUNY Area Colleges\*

Yearly Rate	WCSU		SUNY **	CUNY ***
Yearly Rate (Full Time)	In-State	Out-of-State	In-State	In-State
Tuition	\$5,216	\$16,882	\$6,470	\$6,350
Fees	\$4,801	\$5,996	\$1,636	\$300
<b>Total Tuition &amp; Fees</b>	<b>\$10,017</b>	<b>\$22,878</b>	<b>\$8,106</b>	<b>\$6,650</b>
<b>Difference: WCSU Out-of-State vs. SUNY/CUNY In-State</b>	<b>N/A</b>	<b>N/A</b>	<b>\$14,772</b>	<b>\$16,228</b>

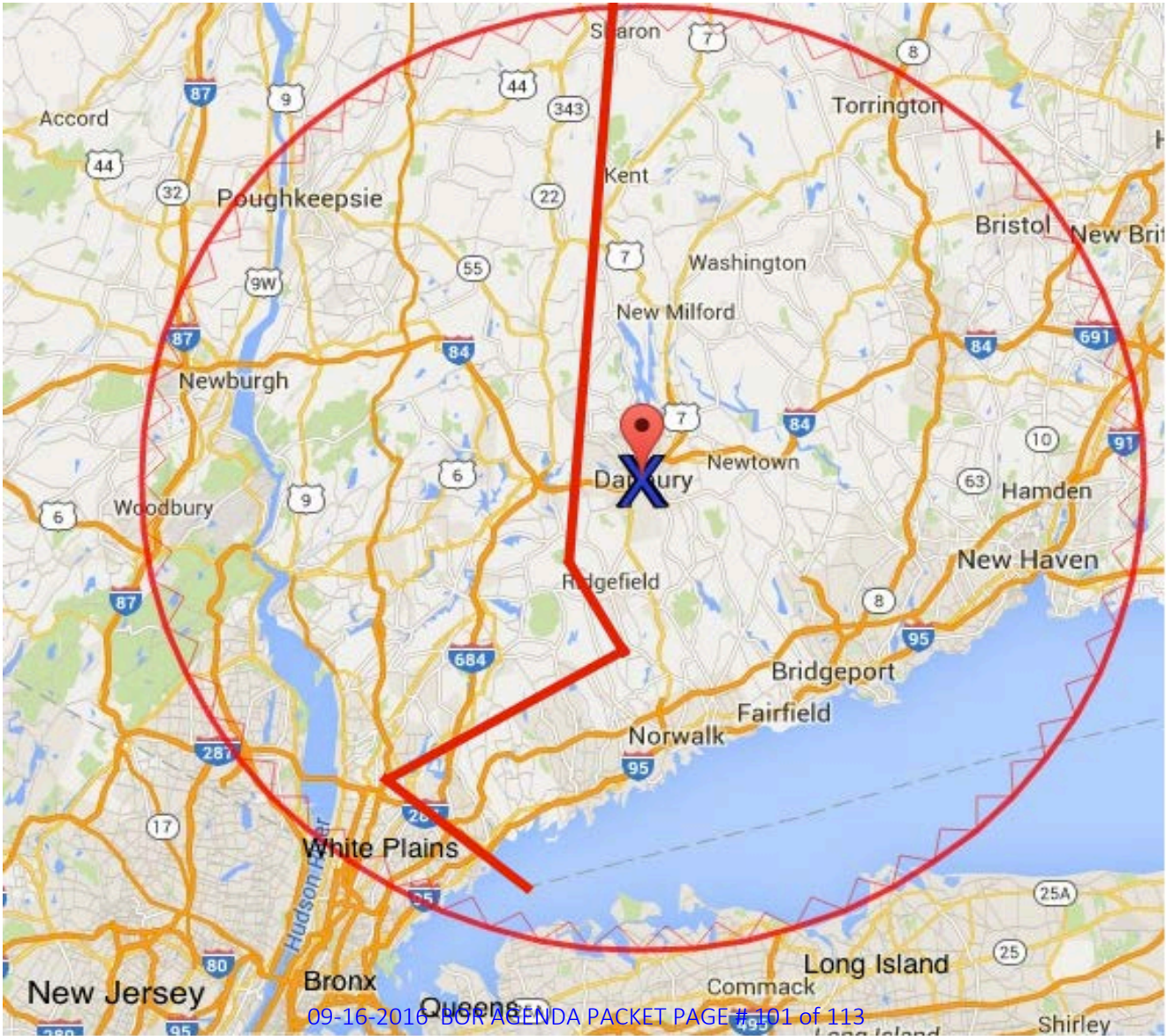
\*\*\* CUNY Colleges: Queens, Lehman, Brooklyn, CCNY, etc.

\*\* SUNY Colleges: Purchase, New Paltz, Old Westbury, etc.

\*Source: [www.wcsu.edu](http://www.wcsu.edu)/[www.suny.edu](http://www.suny.edu)/[www.cuny.edu](http://www.cuny.edu)



WCSU Regional Recruiting Radius Map\*



\*Source: Google/acscdg.com

## Current (Fall 2016) FTE Undergraduate Enrollment by Pilot New York Counties and Class\*

Pilot County	Total	Freshman	Sophomore	Junior	Senior
Putnam	<b>64.8</b>	9.4	13.3	23.2	18.9
Westchester	<b>38.4</b>	8.5	10.6	10.3	9.0
Dutchess	<b>41.5</b>	6.0	5.1	13.8	16.6
Orange	<b>1.4</b>	0.0	0.0	0.0	1.4
Rockland	<b>0.9</b>	0.0	0.0	0.0	0.9
Sullivan	<b>1.3</b>	0.0	1.3	0.0	0.0
Ulster	<b>1.4</b>	1.4	0.0	0.0	0.0
<b>Total</b>	<b>149.7</b>	<b>25.3</b>	<b>30.3</b>	<b>47.3</b>	<b>46.8</b>



## WCSU New York Pilot Counties Student Enrollment: Current Yield and Recruiting Potential\*

Pilot County	Estimated High School Population**	WCSU Current FTE Enrollment**	Yield/Percentage
Westchester	69,868	<b>38.4</b>	0.0005
Orange	28,568	<b>1.4</b>	0.0001
Rockland	28,054	<b>0.9</b>	0.0000
Dutchess	20,484	<b>41.5</b>	0.0020
Ulster	10,459	<b>1.4</b>	0.0001
Putnam	6,747	<b>64.8</b>	0.0096
Sullivan	3,572	<b>1.3</b>	0.0004
<b>Total</b>	<b>167,752</b>	<b>149.7</b>	<b>0.0009</b>

\*Source: [www.newyorkschoools.com](http://www.newyorkschoools.com)

[www.nysed.gov](http://www.nysed.gov)

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\*\*Fall 2016

## Pilot New York State County WCSU Market Share and Projected Potential Enrollment By Penetration Rate Percentage

Pilot County	SAT Students (2016)*	WCSU Freshman (Fall 2016)	Market Share	.001	.003	.005	.010
Putnam	1,420	9.4	.007	1.4	4.3	7.1	14.2
Westchester	14,767	8.5	.001	14.8	44.3	73.8	147.7
Dutchess	3,168	6.0	.002	3.2	9.5	15.8	31.7
Orange	4,443	0.0	---	4.4	13.3	22.2	44.4
Rockland	4,058	0.0	---	4.1	12.2	20.3	40.6
Sullivan	537	0.0	---	0.5	1.6	2.7	5.4
Ulster	1,428	1.4	.0009	1.4	4.3	7.1	14.3
<b>Total</b>	<b>29,821</b>	<b>25.3</b>	<b>.000848</b>	<b>29.8</b>	<b>89.5</b>	<b>149.0</b>	<b>298.3</b>

\*These numbers represent those students who took the SAT  
only and are presumable college bound.  
09-16-2016 BOR AGENDA PACKET PAGE # 104 of 113  
Projected First Year Students: 75 (Market Share = .0025)

Chart 7

## WCSU Budget History and Outlook

### Actual: FY11-FY15 / Estimated FY16-FY17\*

	Revenues	Expenditures	Deficit/Surplus	Reserves	Enrollment
FY11	\$115,745,532	\$114,194,914	\$1,550,618	\$12,776,293	4,750.6
FY12	\$110,925,433	\$107,497,387	\$3,428,046	\$16,204,339	4,608.8
FY13	109,448,619	109,313,961	134,658	16,338,997	4,356.6
FY14	118,758,448	118,859,693	101,245	16,237,752	4,240.4
FY15	120,755,551	122,713,498	1,957,987	14,279,765	4200.8
FY16*	125,460,371	127,428,793	1,968,422	12,311,343	4081.2
FY17*	126,586,123	128,769,596	2,183,473	10,127,870	4,038.0



CSCU 2020  
Monthly Project Status Report  
Reporting Period Through July 2016

PROJECT NAME	FUN D SOU RCE	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget- Projected)				
CCSU										
Auxiliary Services Fund Facilites (FY 2014)	2020	Ongoing	1,000,000	623,786	1,000,000	-	62%			X
Auxiliary Services Fund Facilities (FY 2011)	2020	Ongoing	1,937,000	1,717,397	1,937,000	-	89%			X
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	3,200,000	2,984,332	3,200,000	-	93%	Y		
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000	124,286	1,000,000	-	12%	Y		X
Auxiliary Services Fund Facilities (FY 2016)	2020	Ongoing	1,500,000		1,500,000	-	0%			X
Barnard Hall Additions & Renovations (Design)	2020		3,680,000	98,104	3,680,000		3%	Y		X
Burritt Library HVAC Code Compliance Improvement	2020	4/1/2013	2,182,000	1,784,580	2,182,000	-	82%	N	Project to commence Summer 2015	X
Burritt Library Renovations & Expansions (Design)	2020		5,161,000	240,257	5,161,000		5%	Y		
Copernicus Hall Lower Roof Replacement	2020		722,000		722,000	-	0%	Y		
Engineering Classroom Building (Design)	2020		9,900,000	42,864	9,900,000		0%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	2020	Ongoing	462,500	447,600	462,225	275	97%	Completed		X
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	2,235,000	1,817,290	2,235,000	-	81%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	768,953	1,000,000	-	77%	Y		X
General Fund Minor Capital Improvements Program (FY 2015)	2020	Ongoing	1,000,000	76,757	1,000,000	-	8%	Y		X
General Fund Minor Capital Improvements Program (FY 2016)	2020	Ongoing	2,345,000		2,345,000	-	0%			
HVAC Improvements - Campus-Wide	2020	Ongoing	5,970,000	4,464,615	5,970,000	-	75%	Y		
ITBD Renovations	2020	TBD	200,000		200,000	-	0%	Y		
Kaiser Hall/Bubble Renovations	2020		24,264,456	336,782	24,264,456		1%	Y		
Maloney Hall HVAC Improvements	2020	4/28/2016	1,220,000	532,162	532,162	687,838	Completed	Y		X
Willard & DiLoreto Hall Renovate/Expand (Design)	2020		8,360,137	1,083,437	8,360,137	-	13%	Y		X
Willard & DiLoreto Hall Renovate/Expand (Construction)	2020		51,845,000	5,005,017	51,845,000	-	10%	Y		X
New Northeast Food Service Facility	CHEFA	4/18/2016	10,304,000	9,639,856	10,304,000	-	94%	Y		X
New Residence Hall	CHEFA	9/30/2015	82,000,000	77,112,476	82,000,000	-	94%	Y		X
ECSU										
Auxiliary Services Fund Facilities (FY 2011)	2020	Ongoing	813,000	777,050	813,000	-	96%	Y		X
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,200,000	1,969,083	2,200,000	-	90%	Y		X
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	1,000,000	519,079	1,000,000	-	52%	Y		X
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000		1,000,000	-	0%	Y		
Auxiliary Services Fund Facilities (FY 2016)	2020	Ongoing	1,000,000		1,000,000	-	0%			X
Fine Arts Instructional Center (Construction)	2020	5/1/2016	83,556,000	83,227,464	83,556,000	-	97%	Y		X
Fine Arts Instructional Center (FF & E)	2020	Ongoing	4,115,000	2,044,821	2,500,000	1,615,000	82%			X
General Fund Minor Capital Improvement Program (FY 2015)	2020	Ongoing	1,000,000	943,672	1,000,000	-	94%	Y		
General Fund Minor Capital Improvement Program (FY 2016)	2020	Ongoing	1,000,000	391,736	1,000,000	-	39%			X
General Fund Minor Capital Improvements Program (FY 2009)	2020	Ongoing	872,686	855,666	872,686	0	98%	Completed		X
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	3,325,000	3,289,395	3,325,000	-	99%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	979,023	1,000,000	-	98%	Y		X
Goddard / Communication Building Renovations (Design)	2020	1/2/2018	2,551,000	176,797	2,551,000	-	7%	Y		X
Minor Capital Improvement Projects	CHEFA	Ongoing	515,000	434,666	515,000	-	84%	Y		
Shafer Hall Renovations (Design)	CHEFA	1/2/2018	4,100,000	1,756,566	4,100,000	-	43%	Y		X
SCSU										
Academic Laboratory Building (New)	2020	7/1/2015	71,910,000	66,563,361	73,768,565	(1,858,565)	90%	Y		X
Auxiliary Services Fund Facilities (FY 2011)	2020	Ongoing	1,126,265	1,125,562	1,125,562	703	Completed	Y		X
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,800,000	2,415,193	2,800,000	-	86%	Y		X
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	400,000	357,010	400,000	-	89%	Y		
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	2,000,000	1,895,426	2,000,000	-	95%	Y		X
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000	887,877	1,000,000	-	89%	Y		X
Auxiliary Services Fund Facilities (FY 2016)	2020	Ongoing	1,500,000	705,441	1,500,000		47%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	999,322	1,000,000	-	Completed	Completed		X
General Fund Minor Capital Improvements Programs (FY 2015)	2020	Ongoing	1,250,790	1,052,914	1,250,790	-	84%	Y	Funds Reallocated from MFH Lock Room & Roof Projects	X
General Fund Minor Capital Improvements Programs (FY 2016)	2020	Ongoing	1,000,000	932,302	1,000,000	-	93%	Y		X
Moore Field House Locker Room Renovation, Phase III	2020		1,119,592	1,057,682	1,057,682	61,910	Completed	Completed		X
Moore Field House Roof Replacement, Phase II	2020	9/30/2015	963,600	772,264	772,264	191,336	Completed	Completed		X
Wintergreen Renovations	2020	12/1/2015	1,975,000	1,953,781	1,975,000	-	99%	Y		
Brownell Hall Mechanical & Electrical Improvements	CHEFA	10/15/2015	2,684,000	2,601,371	2,601,371	82,629	100%	Completed		X
Minor Capital Improvement Project	CHEFA	Ongoing	1,100,000	1,081,860	1,100,000	-	98%	Y		
North Campus Residence Hall Upgrades	CHEFA	2/28/2016	3,305,000	2,130,473	3,305,000	-	64%	Y		
WCSU										

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			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget- Projected)				
Auxiliary Services Fund Facilities (FY 09)	2020	Ongoing	985,000	723,538	985,000	-	73%	Y		X
Auxiliary Services Fund Facilities (FY 11)	2020	Ongoing	1,081,000	424,646	1,081,000	-	39%	Y		X
Auxiliary Services Fund Facilities (FY 13)	2020	Ongoing	1,215,000	1,205,328	1,215,000	-	99%	Y		X
Auxiliary Services Fund Facilities (FY 14)	2020	Ongoing	1,000,000	418,411	1,000,000	-	42%	Y		X
Auxiliary Services Fund Facilities (FY 15)	2020	Ongoing	1,000,000		1,000,000	-		Y		
General Fund Minor Capital Improvements Program (FY 2009)	2020	Ongoing	1,485,000	1,221,906	1,485,000	-	82%	Y		
General Fund Minor Capital Improvement Program (FY 2012)	2020	Ongoing	950,000	841,336	950,000	-	89%	Y		X
General Fund Minor Capital Improvements Program (FY 2011)	2020	Ongoing	1,165,000	1,162,876	1,162,876	2,124	100%	Completed		X
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	545,000	532,199	545,000	-	98%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	992,970	1,000,000	-	99%	Y		X
General Fund Minor Capital Improvements Program (FY 2015)	2020	Ongoing	1,000,000	580,855	1,000,000	-	58%	Y		X
General Fund Minor Capital Improvements Program (FY 2016)	2020	Ongoing	1,000,000	299,668	1,000,000	-	30%	Y		X
Higgins Hall Annex - Learning Emporium	2020	10/1/2015	807,025	583,387	807,025	-	72%	Y		
Higgins Hall Renovations (Construction)	2020		31,562,406		31,562,406	-		Y		
Higgins Hall Renovations (Design)	2020		2,982,000		2,982,000	-		Y		
New Police Station (Design Only)	2020	12/1/2016	500,000	475,869	500,000	-	95%	N	Legislation did not reallacate funding	X
Steam and Hot Water Utilities' Infrastructure Central Heat Plant Improvements	2020	Ongoing	1,975,000	1,656,227	1,975,000	-	84%	Y		
Telecom Room - HVAC Improvements, Phase II	2020		472,000	338,495	472,000	-	72%	Y		
White Hall Classroom Building 2nd & 3rd Floor Renov	2020		350,000	0	350,000	-		Y		
Litchfield Hall Renovations (Construction)	CHEFA	5/12/2017	9,130,000	0	9,130,000	-	0%	Y		
Litchfield Hall Renovations (Design)	CHEFA	1/17/2016	1,064,000	895,900	1,064,000	-	84%	Y		X
Minor Capital Improvement Projects	CHEFA	Ongoing	1,397,000	1,291,700	1,397,000	-	92%	Y		
Westside Campus Parking Garage (Design)	CHEFA	3/10/2016	1,233,000	21,375	1,233,000	-	2%	Y		

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			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget- Projected)				
						-				
<u>Asnuntuck</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,152,497	926,881	1,152,497	-	80%	Y		X
Advanced Manufacturing (Design)	2020	10/1/2014	2,000,000	1,525,000	2,000,000	-	76%	Y		
Advanced Manufacturing (Construction)	2020		13,095,779		1,309,577			Y		
Advanced Manufacturing (Equipment)	2020		3,186,450	294,269	3,186,450		9%	Y		
Campus-Wide Infrast. Improvement (Design/Bid)	2020		1,255,000		1,255,000	-		Y		
Equipment	Bond		1,750,000		1,750,000	-	0%	Y		
<u>Capital</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	809,036	25,000	809,036	-	3%	Y		
						-				
<u>Gateway</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	726,041	721,504	726,041	-	99%	Y		X
						-				
<u>Housatonic</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	940,436	924,757	940,436	-	98%	Y	Funding reallocated from GF Parking Structure	X
Addition & Renovations (Design/Construction)	Bond		45,136,817	18,000,000	45,136,817	-	40%	Y		
Parking Garage Repairs, Phase II	Bond		3,907,258	498,000	3,907,258	-	13%	Y		
<u>Manchester</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,156,451	1,156,450	1,156,451	-	100%	Completed		X
Compl/Infrast. Improvement - Campus-Wide Strucuture - Concrete Repairs	2020		450,000	450,000	450,000	-	100%	Completed		X
						-				
<u>Middlesex</u>						-				
Code Compliance/Infrastructure Imp. - Minor Capital Projects	2020	Ongoing	1,195,803	734,035	1,195,803	-	61%	Y		X
Chapman HallI - Building Envelope Renovations	2020		1,340,358		1,340,358	-		Y		X
Wheaton Hall - Chem Lab Renovations	2020		800,000	465,510	800,000	-	58%	Y		X
Advanced Manufacturing (Pre-Design)	2020		299,418	44,400	299,418	-	15%	Y		
Physical Plant - Replace Boiler, Breeching & Chiller	2020		1,532,500	899,200	1,532,500	-	59%	Y		X
<u>Naugatuck</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	2,063,574	1,126,869	2,063,574	-	55%	Y		X
Compl/Infrast. Improvement -Campus-Wide Remediation	2020		980,000		980,000	-		Y		
General Fund Parking Structure	2020	Ongoing	54,650		54,650	-		Y		
Founders Hall - Alteration & Renovations	Bond		32,417,627	26,000,000	32,417,627		80%	Y		X
<u>Northwestern</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	831,767	777,112	831,767	-	93%	Y		X
Joyner Building - Veterinarian Technologies & Allied Health Services	2020		24,650,786	7,000,000	24,650,786	-		Y		X
<u>Norwalk</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	1,460,002	1,413,877	1,460,002	-	97%	Y		
Library HVAC Repairs/Adj.	2020		430,000	327,458	327,458	102,542	100%	Completed		X
East Campus Chiller Replacement	2020		1,385,000		1,385,000	-	0%	Y		
East Campus Exterior Door Replacement (Design)	2020		45,000	45,000	45,000	-	100%	Completed		
East Campus Exterior Door Replacement (Construction)	Bond		527,724		527,724	-		Y		X
Phase IIII Additions & Renovations (Design)	Bond		28,800,000	1,500,000	28,800,000	-		Y		X
<u>Quinebaug</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	707,215	206,459	707,215	-	29%	Y		X
Parking & Site Improvements	Bond		2,189,622	1,000,000	2,189,622	-		Y		X
HVAC Improvements	Bond		1,612,500		1,612,500	-		Y		
Advanced Manufacturing	Bond	12/30/2016	8,898,724	6,000,000	8,898,724	-	67%	Y		X
<u>Three Rivers</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	679,601	447,056	679,601	-	66%	Y		
Boiler Replacement	2020		950,000	657,278	657,278	292,722	100%	Completed		X
Indoor Air Quality Adjustments	2020		450,000	0	450,000	-		Y		
Campus-Wide Site Remediation	2020		350,000		350,000	-		Y		
<u>Tunxis</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	824,172	211,782	824,172	-	26%	Y		X
Third Floor Classroom	Bond		4,993,817	4,993,817	4,993,817	-		Y		X
<u>Charter Oak</u>						-				
Code Compliance/Infrastructure Impr. - Minor Capital Projects	2020	Ongoing	60,570	60,570	60,570	-	100%	Completed		X
						-				

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			BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected)				
<b>SYSTEM</b>						-				
						-				
Master Plan Upgrades	2020	Ongoing	3,390,000	1,199,521	3,390,000	-	35%	Y		X
Smart Classroom Technology (SMART)	2020		20,000,000	12,713,388	20,000,000	-	64%	Y		X
Telecommunications Infrastructure Upgrades (FY 2016)	2020		1,000,000	584,599	1,000,000	-	58%	Y		X
New & Replacement Equipment (FY 2015)	2020	Ongoing	15,000,000	8,603,754	15,000,000	-	57%	Y		X
New & Replacement Equipment (FY 2016)	2020	Ongoing	10,415,000	4,445,545	10,415,000	-	43%	Y		X
<div> <div></div> <div>PROJECT SCHEDULE COLOR CODE</div> <div></div> <div>PROJECT IS WITHIN SCHEDULE ISSUE</div> <div></div> <div>MINOR PROJECT SCHEDULE ISSUE</div> <div></div> <div>SIGNIFICANT PROJECT SCHEDULE ISSUE</div> </div>										



**INFORMATION ITEM**

CSCU 2020 Reprogramming for Southern Connecticut State University

**BACKGROUND**

Legislative approval of the CSCU 2020 Program allocated project funding based on aggregated project and program estimated costs. Funding for individual projects may deviate from Board approval provided that total project costs do not increase more than 10% for projects one million or lower and 5% for projects two million or lower. Cost exceeding the 10% and 5% thresholds require legislative approval. Southern's new Academic Laboratory Building is a project valued more than \$1,000,000 with a total project cost exceeding the CSCU 2020 estimated cost, but under the 5% threshold.

As an information item, this report identifies a funding deficiency and that CSCU 2020 funding will be reallocated so the facility may be fully funded and all outstanding construction items completed.

**ANALYSIS**

The Department of Construction Services (DCS) is legislatively required to manage construction of all CSCU capital projects valued more than \$500,000. As an exception and with DCS approval the CSCU may manage projects valued less than \$2,000,000. This DCS approval customarily occurs as an "agency administer" approval. The DCS retains all professional consultants required to assist in design and implementation of the capital program for both agency administered and DCS administered projects. Key administration requirements include oversight of design, construction, maintaining project schedules and adhering to project budgets.

As with all CSCU 2020 projects the CSCU establishes the academic program, key project requirements and overall project budget. Overall project budgets are established based on a combination of historic resources, industry standards and a detailed budget breakdown, in concert with the DCS. CSCU is integrally involved through the design process to assure the academic programs are met within established budgets and design of our facilities remain consistent with our vision. Through construction of major projects the CSCU remains present but does not manage the process. Of the CSCU 2020 Program allocated \$808,000,000 funding, approximately \$650,000,000 has been implemented for design and construction of major facilities with more than \$350,000,000 of those fund expended through construction completion. With one exception, all projects have commenced through project phases on or below budget with facility occupancies maintained as scheduled.

The CSCU 2020 Program budgeted \$8,944,000 in FY 2009, \$57,698,000 in FY 2013 and \$5,473,000 in FY 2015, totaling \$72,115,000, for design construction and equipment

purchases for Southern's new Academic Laboratory Building. The DCS commenced with all administrative requirements from the project initiation and provided occupancy of this facility as schedule for the fall, 2015, semester. As the project achieved substantial completion the DCS recognized one of their processes allowed for an internal accounting error. The error allowed work to occur while not being properly identified as a direct project cost or financial exposure on DCS's project logs distributed to the project team, which includes the CSCU. The breakdown of costs is as follows:

**SCSU Academic Laboratory Funding Summary - 8/25/16**

**Project Funding**

\$	8,739,000	FY 2009 CSCU 2020 Preconstruction Funding
\$	205,000	FY 2009 Demolish Seabury Hall Funding
\$	57,698,000	FY 2013 CSCU 2020 Construction Funding
\$	5,473,000	FY 2015 CSCU 2020 Equipment Funding
\$	72,115,000	Total Project Funding

**Project Fund Transfers (committed & expended funds)**

\$	(8,739,000)	FY 2009 Preconstruction Fund Transfers to DCS
\$	(191,261)	FY 2009 Seabury Hall Demolition Fund Transfers to Southern
\$	(219,545)	FY 2013 University Audit Fee & Construction Fund Transfers to Southern
\$	(57,478,455)	FY 2013 Construction Fund Transfers to DCS
\$	(1,503,024)	FY 2015 University Equipment Expenditures
\$	(3,480,858)	FY 2015 DCS Equipment Expenditures
\$	(71,612,143)	Total Expenditures

**CSCU Unallocated Funds (remaining available funds)**

\$	72,115,000	Total Project Funding
\$	(71,612,143)	Total Expenditures
\$	502,857	Total Unallocated Funds

**Project Expenditures**

\$	72,115,000	Total Project Funding
\$	<b>(70,268,888)</b>	<b>DCS Project Expenditures/Commitments to Date</b>
\$	(1,913,830)	Southern Project Expenses to Date
\$	20,000	Budgeted Audit Fees
\$	<b>(1,810,847)</b>	<b>DCS Projected Additional Project Expenses</b>
\$	<b>(1,858,565)</b>	<b>Funding Shortfall</b>

Over the past several months the DCS has worked with the project consultants to resolve unfunded work completed, fiscal irregularities and remaining work required to close out this project. The Department of Administration's Commissioner has acknowledged the project cost overrun, indicated due to the current fiscal environment limitations does not have available funding to compensate for this overrun and respectfully asked that the CSCU fund the cost overrun. The revised total project cost is estimated at \$73,973,565 which creates a \$1,858,565 funding deficit. This results after negotiation of the requests

and consideration of legitimate vs spurious claims. A cost detail displaying project funding, fund transfers, unallocated funds and project expenditures is attached to this report.

Since the CSCU would not request a retroactive vote from the Board this report is for informational purposes. Since most work is complete or will soon be complete as determined by the DCS, as funding allows, and since all cost overrun items have an academic gainful use or are operation critical, the \$1,858,565 cost overrun will be funded from a portion of the \$10,000,000 FY 2016 Code Compliance /Infrastructure Improvement bond funds that are supplemental to the CSCU 2020 Program.

CSCU staff have worked with senior DCS staff to modify procedures, policy and protocol to assure similar program inconsistencies do not occur for current and future projects.

## **CONCLUSION**

CSCU staff will reallocate \$1,858,565 of the \$10,000,000 FY 2016 Code Compliance/Infrastructure Improvement Program bond funds to fund the project cost overrun. In addition, the CSCU staff have developed a process for enhanced reporting to us by the DCS in order to identify potential overruns before they occur.

8/25/16 Finance Committee for informational purposes

9/16/16 Board of Regents for informational purposes