

CT BOARD OF REGENTS FOR HIGHER EDUCATION

CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, October 15, 2015

[Room 214-The Events Center in Beacon Hall, Housatonic Community College, Bridgeport, CT](#)

1. Call to Order
2. Roll Call and Declaration of Quorum
3. Adoption of Agenda
4. Board of Regents Chairman Nicholas M. Donofrio
5. CSCU System President Mark E. Ojakian
6. Student Advisory Committee
7. [Approval of Minutes – September 17, 2015 Regular Meeting](#)
8. Consent Agenda
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9. Executive Session
10. Appointment of President – Northwestern Connecticut Community College
11. Academic & Student Affairs Committee – Merle Harris, Chair
12. Audit Committee – Elease E. Wright, Chair
13. Finance & Infrastructure Committee – Matt Fleury, Chair
 - a) Update CSCU 2020 and Other Facilities Projects (information only) 48
14. HR & Administration Committee, Naomi Cohen, Chair
15. Executive Committee – Nicholas M. Donofrio, Chair
16. Adjourn

Opportunity to Address the Board (limit 3 min. per speaker)

Students – 15 minutes

Faculty & Staff – 15 minutes

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in International and Area Studies leading to a Bachelor of Arts degree at Central Connecticut State University to substantially change the curriculum and change the title to “International Studies.”

A True Copy:

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

ITEM

Modification of undergraduate program in International and Area Studies at Central Connecticut State University

BACKGROUNDSummary

Central Connecticut State University has applied for a modification of its International and Area Studies program leading to a Bachelors of Arts (BA) degree. By increasing the flexibility of our program, we will reduce its size from 57 credits to 39 credits. This should increase our on-time graduation rate. We do this by changing the foreign language requirement from a credit-based (18 credits) to a competency-based requirement. Adding new course options in to the core and the electives, and allowing students to specialize in EITHER a region OR a theme will also increase our on-time graduation rate. The other modifications are directed to the quality of the major. A true understanding of International Studies requires some work abroad, a rigorous education requires significant course work at the 400-level, and substantial work in an international region or theme should be supplemented by academic work in a related minor. Finally, the title of the program does not need to be confusing to students, so we propose shortening it from "International and Area Studies" to "International Studies."

Need for the Program

As a result of assessment, we identified the following four specific parts of our program that should be improved.

1. Flexibility. We need to recognize that students satisfy the language requirement in several different ways. Also, there are new course offerings that we should allow our students to take as part of their core or as electives. Finally, we should allow students to specialize either in a region of the world or in a specific international theme instead of requiring all students to specialize in a region.
2. Our current program does not require students to have any actual international experience, and so we need to add a course abroad or equivalent experience to the core requirements.
3. Our current program does not require enough upper-level work of our students, and so for the rigor of our major we need to require a certain number of credits be taken at the 400-level.
4. Our current major is so large (57 credits) that it does not accommodate a minor. This is very unfortunate because an International Studies major works so well with a great many minors. We need to find a way to decrease the size of our program so that students can fit a minor into their course of studies without delaying their graduation date.
5. The current title of the program is confusing to some students.

Curriculum

- The program will be reduced in size from a super-major of 57 credits, to a standard major of 39 credits. The reduction is accomplished by the removal of the 18 credit language requirement in favor of a competency-based language requirement.

- The core requirements will be increased from 15 to 18 by the addition of a required experience abroad or internship.
- Currently, students are required to take either ANTH 347 or HIST 301 to satisfy the research requirement in the core. We would like to add PS 250 and GEOG 442 to that list to give students more options.
- Currently, students are required to take two of the following three courses. GEOG 120, HIST 122 or PS 104 to satisfy the global requirement in the core. We would like to add the new course IS 150 to that list to give students one more option.
- The elective credits will be reduced from 24 to 21 to offset the addition of 3 credits to the core.
- The elective credits will be made more flexible. Currently, all students must complete a specialization (15 credits) and a concentration (9 credits): the specialization must be in a particular world region, while the concentration must be on a particular theme. Under the proposed modification, the concentration will require only 6 credits, and students may choose whether to specialize in a region and concentrate on a theme, or to specialize in a theme and concentrate on a region.
- To enhance the rigor of the program, all students will be required to complete 9 of their elective credits at the 400-level.
- The change will require that students complete a minor to accompany the major. For students who do not meet the language competency requirement, the minor COULD be taken in a language appropriate to their area of study. That said, students would be free to choose from any minor.

Curriculum Details for a Program Modification <i>(to be use as appropriate for specific modification request)</i>						
Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
IS 225			3			
6 credits from (IS 150, GEOG 120, HIST 122, PS104)			6	Demonstrated competency in reading/writing/speaking and understanding of a single modern language (other than English) equal to completion of a 226-level language course.		
3 credits from (PS 250, ANTH 347, GEOG 442, HIST 301)			3			
3 credits from experience abroad or internship			3			
IS 475		Senior Standing/IS Major	3			
Core Course Prerequisites				Elective Courses in the Field		
				Geographical Areas/Themes in Global Studies		21
				Option A-15 credits in regional courses/6 credits in thematic courses		
				Option B-15 credits in thematic courses/6 credits in regional courses		
				9 credits of the above must be completed at the 400-level		
Total Other Credits Required to Issue Modified Credential						18
Students will be required to complete a minor with this modified major						

Faculty

No change from the current program. This is an interdisciplinary program. All participating faculty have primary appointments in other departments. Many faculty teach courses in the International Studies program, and the only effect of the proposed modifications will be that some faculty will offer sections of certain courses somewhat more often, and sections of certain other courses somewhat less often. There are no full or part-time staff positions assigned to this program.

Fiscal Note

The funds listed below were sufficient for the operation of the program during fiscal years 2014 and 2015. The proposed modifications do not require any additional resources.

FY 2015

- \$4000 operating budget
- \$18,426 part-time lecturing budget

FY 2014

- \$4000 operating budget
- \$21,624 part-time lecturing budget

Other Considerations:

Not applicable

September 9, 2015 – Academic Council

September 25, 2015 – BOR-Academic and Student Affairs Committee

October 15, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new Program

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a program in Dance Education leading to a Bachelor of Science in Education degree (BSED) at Central Connecticut State University for a period of three years until October 30, 2018

A True Copy:

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

ITEM

New Program for Dance Education at Central Connecticut State University

BACKGROUNDSummary

Central Connecticut State University has applied for license of a program in Dance Education leading to a Bachelors of Science in Education (BSED) degree. The University currently offers a Dance Minor for all interested majors, as well as a Cross-Endorsement in Dance Education for those who are already pursuing a BSED degree in another content area. There are no initial undergraduate majors that meet the needs of an individual seeking a teaching certification in Dance Education in the state of Connecticut. Graduates of the program will acquire hands-on experiences in the area of teaching dance education, as well as embracing personal development, diversity, wellness, technical dance training, and choreography. The program will prepare graduates to become qualified, dedicated dance educators for teaching dance education, K-12.

Need for the Program

The National Dance Education Organization (NDEO) reviewed research on dance education in K-12 settings. According to the most recent research review by NDEO, in a Fast Response Survey System (FRSS, July, 2013) data from the U.S. Department of Education reported that 43% of elementary students have access to dance education and of those who received dance, 36% received dance training from teachers in physical education and only 7% received their training from dance specialists. It is imperative to have qualified dance teachers delivering quality instruction to ensure positive benefits of dance within schools. According to the SAT College Entrance Examination Board, data from their Student Descriptive Questionnaire, students who study dance scored an average of 36 points higher on verbal and 15 points higher on math SATs.

Connecticut Dance Teacher Certification was approved in July 1, 2008. At that time, the Connecticut State Department of Education, appointed Central Connecticut State University to serve as the only host to the dance teacher certification. Currently, CCSU services all those students who are interested in dance cross-endorsement, DSAP candidates, and those interested in the Formal Pathway to CT Dance Teacher Certification. These are currently the only ways to receive a dance education certification. With the development of the Dance Education major, students would be able to apply as an undergraduate student for their initial certification programs seeking their teaching certification (K-12) in Dance Education.

According to the Connecticut State Department of Education, as of December 2013, dance educator statistics included only 48 people having received a unique endorsement in dance through various pathways. There need to be more opportunities for students to become certified in dance education to ensure the positive benefits of dance are experienced by our K-12 students. Numerous high schools are integrating dance and some schools have students identify a major, such as dance. Many of these schools would be feeder schools for dance majors at CCSU. Offering this major will allow CCSU to positively impact enrollment numbers at the undergraduate level.

Curriculum

We currently have the curriculum that supports hosting dance certification for the state of Connecticut. The CCSU Department of Physical Education and Human Performance dance courses, are based on dance education supporting Connecticut's formal pathway to dance teacher certification and the cross endorsement. Our mission embraces personal development, diversity, wellness, technical dance training, choreography, knowledge and skills. In alignment with the National and Connecticut dance content, the program is committed to teaching dance education as our primary focus and provide experiences that enable students to become highly qualified future dance educators.

The program curriculum has been carefully aligned with National and Connecticut dance content standards in order to educate and train students in various areas of dance education. Students will be required to engage in a variety of field experiences prior to their student teaching and will enroll in a full semester of student teaching, which includes an 8-week placement at the elementary level and an additional 8-week placement at the secondary level. Students will also be well prepared to pursue advanced degrees in arts administration and business, as well as employment in the commercial dance field including but not limited to; private studios, convention coordinators, choreographers, and community enrichment programs.

We will accept all applicable general education coursework that is required in the new dance education major from Community Colleges and other State Universities. We will also determine transfer credits on an individual basis after review of the course description and syllabus. Transfer credits will only be accepted with a passing grade of a B or higher. Currently, there is an articulation agreement with Naugatuck Valley Community College.

Students

Geographically, CCSU offers prospective students in the Central Connecticut area an opportunity to study dance education at a state school. Due to the fact that CCSU is the host of the Dance teacher certification, there are not any other colleges or universities that offer a dance education major leading to Connecticut K-12 Dance Education certification.

Although, the proposed Dance Education major does not currently exist, we have a number of successful graduates of the formal pathway and cross endorsement in dance education. In the short time since the formal pathway to dance teacher certification was approved on July 1, 2008, we have had a number of successful graduates, which include:

- Dance Director at the secondary level and at magnet schools
- Dance Teachers at the elementary and secondary levels.
- Dean of students/Dance Teacher at the secondary level.
- Graduates have been hired at the university level as adjunct professors.
- Additionally, students have been admitted to masters programs.

Faculty

Currently one full-time faculty in dance education will continue as the Dance Education Program Coordinator. As the need to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. Currently, approximately 50% of the dance courses are taught by part-time faculty. Having the content and field expertise by specialized dance professionals is necessary and important for delivering quality dance education. However, that percentage is significantly reduced when examining the overall dance education major. Within the major, students would also take science and additional pedagogy based courses, which are taught by full-time faculty. Overall, in the proposed dance education major, approximately 85% of the major would be taught by full-time faculty. With program growth, an additional full-time faculty would be warranted, which would also significantly reduce the need for part-time faculty.

Learning Resources

The dance program focuses on community outreach to enhance not only the learning of students, but also foster community partnerships. The dance program currently goes into school systems, retirement facilities, and the New Britain Museum to name a few. These partnerships and community outreach will only increase with more students and a dedicated Dance Education major.

The dance program also brings professional dance companies onto the campus in order to bring culture and recognition of the arts to the university. The most recent and largest community outreach activities included the Annual Connecticut High School Dance Festival held at CCSU in October of 2012 and March 2014. This annual festival was the first of its kind to be held in the Northeastern Region. The goal of the high school dance festival is that it is a statewide festival in which participants will enhance their dance education by attending a full day of classes and an evening dance gala. The festival is opened to high school faculty, students and invited professional guests throughout the tri-state area. Nationally acclaimed dance professionals, educators and performers teach over twenty master classes in a variety of dance forms. The High School Dance Festival not only provides each individual high school student the opportunity to experience professional dance classes, but to also find comfort in a college community where in many instances, a college career may not be anticipated. The dance festival is an opportunity for high school students to fit in and belong in a non-traditional major, and it creates an outlet for the non-traditional student. The non-traditional student may feel more comfortable in the artistic community; therefore, having students who would not normally attend college, attend. Attendance and interest has steadily increased from over 200 attendees at the first annual high school dance festival to over 300 attendees at the second annual festival. This ongoing event is already scheduled for October 10, 2015, and CCSU has recently partnered with the most prestigious National Dance Education Organization (NDEO).

Facilities

The Dance Program at Central Connecticut State University makes full use of the Welte Stage, one of the finest performing arts resources in the state. CCSU hosts various dance performances including nationally acclaimed modern/ballet companies (i.e. Jennifer Muller/*The Works*, Paul Taylor 2, Martha Graham Junior Company, Hubbard Street of Chicago) These opportunities are

made affordable to the Greater Hartford/ New Britain communities and provide entertainment, educational programs, conferences, elevating educational programs in the performing arts for a diverse demographic. Welte also hosts the Albano's Ballet Company Nutcracker every holiday season where 1500 local public school students are bussed in to watch the performance. Welte also allows our students to perform with and learn from these renowned individuals. Use of the Welte Auditorium enables the development of a relationship between the university and the community and widens the ground base for dance education and the performing arts not only on campus, but also throughout New England.

Fiscal Note

The required curriculum and facilities are already in place. Currently one full-time faculty in dance education would continue as the Dance Education Program Coordinator. As the need increases to offer more dance classes on a regular basis, every fall and spring, then an additional full-time faculty who specializes in dance education would need to be hired. We will use the faculty that currently exists for the initial year of the new program implementation; when numbers increase with the new program, a full time faculty member would need to be hired; the increase in matriculating students in the major will justify the need to hire a new tenure-track position.

Accreditation:

The proposed Dance Education major will align with the National Dance Association content area standards, National Dance Education Organization standards, as well as the Connecticut State Dance Standards.

The proposed major will be housed in the Department of Physical Education and Human Performance in the School of Education and Professional Studies (SEPS) at Central Connecticut State University. Teacher Education programs in SEPS are accredited through the National Council for Accreditation of Teacher Education (NCATE), which is now the Council for the Accreditation of Educator Preparation (CAEP). Thus, the Dance Education major will be reviewed and go through state and national accreditation.

Review of Documents:

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

September 9, 2015 – Academic Council

September 25, 2015 – BOR-Academic and Student Affairs Committee

October 15, 2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Africana Studies at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for Africana Studies at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Africana Studies at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Africana Studies was established February 2, 2001 (BR 01-11), and was last reauthorized for continuation September 23, 2010 (BR 10-56) until September 1, 2015 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for Africana Studies and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The Center for Africana Studies is dedicated to developing and promoting interdisciplinary study and teaching about Africa, African Americans, and people of African descent through the Diaspora. The Center was established in recognition of the fact that “Africa and the African Diaspora have been marginalized in Western and especially US History.” The Center works in support of the CCSU mission and vision to broadly educate students as globally aware and engaged professionals and citizens.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center for Africana Studies provides a setting wherein students might address issues and factors that affect their academic performances. To that end, the Center has developed and implemented mentoring and student retention programming; and has provided students with structure and a support system which further their academic engagement and success. Additionally, several of the Center’s activities are designed to bridge the gaps that often separate students of African descent from other students, faculty and the general community. Its activities include hosting conferences, lectures and cultural events; developing and promoting study exchange programs, professional development, student internships and partnerships with internal and external organizations.

The Center is presently forming a Community Advisory Board to support its interaction and exchange with local, national and international entities; expand the network of mentor and internship opportunities for students, and add outside professional resources and support for the Center.

STUDENT INVOLVEMENT

Both undergraduate and graduate students are continuously engaged by the Center with a series of academic, social and professional events and projects including: exchange programs, conferences, internships, study groups, film and lecture series, cultural events, and research activities. Moreover, students are encouraged to execute student-initiated programming that meet the standards of the Center's mission, address the experiences of contemporary college life, and are collaborative with campus' student organizations and the New Britain community.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Total Revenues	\$75,536	\$98,056	\$81,653	\$80,368	\$81,423
Total Expenses	\$75,419	\$96,254	\$81,356	\$80,368	\$85,204
Revenues Less Expenses	\$117	\$1,802	\$297	\$0	(\$3,781)

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Total Revenues	\$78,759	\$84,258	\$89,008	\$93,578	\$98,508
Total Expenses	\$78,759	\$84,258	\$89,008	\$93,578	\$98,508
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0

The Center's projected revenue is derived from operational funds through the Provost's Office and fees generated by the Center's activities.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Education, Research, and Outreach at Outer Island at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Education, Research, and Outreach at Outer Island was established July 21, 1995 (BR 95-66), and was last reauthorized for continuation September 23, 2010 (BR 10-57) until September 1, 2015 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for Education, Research, and Outreach at Outer Island and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center for Education, Research, and Outreach at Outer Island is to develop and present programs of instruction, research, and public outreach at Outer Island, Branford, CT in collaboration with the United States Fish and Wildlife Service – Stewart B. McKinney Wildlife Refuge.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center develops and presents instructional and public outreach activities. A WeatherBug station has been up and running since this past July. The Center’s recently launched a website to display information and data on its projects. To pursue its mission, the Center will continue to use the Island as a platform to engage and inform the public regarding its research and increase the number of CSU faculty and students utilizing the island for instruction and research.

STUDENT INVOLVEMENT

Faculty members from CCSU and SCSU bring their students to the island for research, lab work and writing exercises. It is estimated that 30 K-12 student groups – approximately 540 students

– participate in educational programs on the Island; and another 1,200 people visit during the summer. For CCSU students, a new study using molecular techniques to examine the biodiversity of the biofouling communities on the Island, as well as a pilot study on water quality have been initiated.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance				\$2,316	\$5,439
Total Revenues			\$19,256	\$21,070	\$23,622
Total Expenses			\$16,940	\$17,947	\$18,757
Revenues Less Expenses			\$2,316	\$3,123	\$4,865
Ending Balance			\$2,316	\$5,439	\$10,,304

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$10,,304	\$15,673	\$11,673	\$9,173	\$8,173
Total Revenues	\$32,204	\$34,814	\$37,455	\$40,128	\$42,834
Total Expenses	\$26,835	\$38,814	\$39,955	\$41,128	\$42,334
Revenues Less Expenses	\$5,369	(4,000)	(2,500)	(1,000)	\$500
Ending Balance	\$15,673	\$11,673	\$9,173	\$8,173	\$7,673

The Center's revenue is derived from annual allocations from the Outer Island Foundation. Central's in-kind contribution is 6 load hours (3 per semester) of compensation for the Center's coordinator. The Center hopes to leverage its improved facility and history of outreach and education to compete for research and education funding from federal and state sources in the coming years.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for International Education at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for International Education at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for International Education at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for International Education was established March 2, 1990 (BR 90-20), and was last reauthorized for continuation (BR 10-058) until September 1, 2015 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Center for International Education and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to engage faculty and students in the pursuit of global understanding. The Center promotes knowledge and awareness by providing opportunities for people from different cultures to interact and exchange ideas. The Center values diversity, and fosters an environment that advocates cross-cultural understanding and international cooperation.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center's broad spectrum of short-term study abroad programs rank among the nation's top 20, in partnership with over 20 overseas colleges and universities. The Center provides post-admission immigration and cross-cultural support to growing numbers of international students, and faculty and visiting scholars. The Center houses a self-funding unit – the Intensive English Language Program which offers non-credit instruction to state, other U.S. citizens and international students intending to matriculate at Central. Courses in English Language Listening and Speaking and in Reading and Writing are offered at five levels. The Center promotes internationalization of Central's curriculum by forging alliances with teaching faculty, department chairs, academic deans, the Faculty Senate and ad hoc committees.

STUDENT INVOLVEMENT

Over the course of the previous five years, 2,719 University students have had an international experience under the Center's sponsorship. A cumulative 1,384 students have enrolled in its English language program. The number of students and faculty receiving immigration services have ranged from 300 to 350 each year.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$131,825	\$88,924	\$53,054	\$65,690	\$39,227
Total Revenues	\$1,550,520	\$1,511,780	\$1,982,091	\$1,793,211	\$1,990,585
Total Expenses	\$1,593,421	\$1,547,650	\$1,969,455	\$1,766,748	\$1,902,838
Revenues Less Expenses	(42,901)	(35,870)	\$12,636	(26,463)	\$87,747
Ending Balance	\$88,924	\$53,054	\$65,690	\$39,227	\$126,973

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$60,824	\$137,755	\$252,129	\$408,888	\$630,817
Total Revenues	\$2,342,863	\$2,547,938	\$2,772,736	\$3,036,508	\$3,326,660
Total Expenses	\$2,265,932	\$2,433,564	\$2,615,977	\$2,814,580	\$3,030,917
Revenues Less Expenses	\$76,931	\$114,374	\$156,759	\$221,929	\$295,743
Ending Balance	\$137,755	\$252,129	\$408,888	\$630,817	\$926,500

The Center anticipates receiving operating expenses and discretionary personal services from the University totaling \$135,000 each year. Other funds include an annual grant from the CCSU Foundation, Inc. The bulk of the Center's revenue is generated from fees charged to participants.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Latin American, Latino, and Caribbean Center at Central Connecticut State University until December 31, 2022

BACKGROUND

The Latin American, Latino, and Caribbean Center was established under its original name October 6, 1995 by the CSU Board of Trustees (BR 95-73), and was last reauthorized for continuation (BR 10-59) until September 1, 2015. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Latin American, Latino, and Caribbean Center and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System’s Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center’s 2015 Sunset Report/Review for Continuation.

RATIONALE

The Latin American, Latino, and Caribbean Center promotes the understanding and the appreciation of the historical, social, and cultural life of Latin American and Caribbean societies and of Latinos in the United States.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center seeks to achieve its mission through education, community events, study abroad and international exchange, community outreach and research. During the reporting period, the Center has sponsored a significant amount of events with the aim of creating cultural capital - creating awareness of Latin/Caribbean cultural activities. A special focus has been placed on bringing artists and intellectuals from Latin/Caribbean countries to the campus, and addressing relevant current events. The Center’s community outreach activities are centered on connecting K-12 students and teachers to the campus. The Center provides mentoring and tutoring services to students in its attempt to promote the recruitment and retention of Latino students. The Center promotes study abroad and student exchange programming with universities and professional institutions and schools in the vast Spanish-speaking cultural area.

STUDENT INVOLVEMENT

The Center is staff, in part, by an annual average of seven undergraduate students who serve as role models attracting students and student organizations to the Center's activities. They full involvement in the Center's activities afford them opportunities to develop leadership skills. As a supportive resource center, the Latin American, Latino, and Caribbean Center welcomes and serves a large number of students from the campus and its surrounding community.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance					
Total Revenues	\$64,317	\$55,767	\$95,893	\$75,501	\$78,899
Total Expenses	\$68,246	\$58,351	\$94,878	\$68,589	\$79,460
Revenues Less Expenses	(3,929)	(2,584)	\$1,015	\$6,912	(565)
Ending Balance					

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance					
Total Revenues	\$22,311	\$23,427	\$24,598	\$25,828	
Total Expenses	\$22,311	\$23,427	\$24,598	\$25,828	
Revenues Less Expenses					
Ending Balance					

The Center's projected revenue is derived from operational funds.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

ITEM

Continuation of Westside Nature Preserve Center at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Westside Nature Preserve Center at Western Connecticut State University until December 31, 2022

BACKGROUND

The Westside Nature Preserve Center was established on approximately seven acres of land on WCSU's Westside campus October 1, 1993 by the CSU Board of Trustees (BR 93-69). The Center was last reauthorized for continuation September 23, 2010 (BR 10-65) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each Center or Institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John B. Clark has reviewed or been briefed on the evaluation of the Westside Nature Preserve Center and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to: (1) promote instruction and research in the biological and environmental sciences at Western Connecticut State University, (2) provide a peaceful setting for members of the University community to reconnect with the natural world, and (3) encourage visitors to experience nature, and thereby, to value it and want to protect it wherever it is found.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Previously, the Preserve was used as a site for at least 40 student research projects. However, the structure of senior research projects was changed. Today, two biology classes annually conduct complex studies at the Preserve and several courses regularly use the Preserve as a laboratory. Kiosks have been installed at both entrances to the Preserve and they contain maps, messages and brochures. Copies of self-directing tour maps are available for hikers. Signs at each of 10 stations along the tour enable hikers to access pictures, text and video describing what is seen around each station. A website for the Preserve is hosted by WCSU. The Center conducts public tours and public lectures, and elementary and middle school students participate in special programming.

STUDENT INVOLVEMENT

At least 120 WCSU students use the Preserve as a laboratory each semester. A new Ecology project will involve another 40 or more students each year. Experience in cataloging invasive species is excellent preparation for graduate programs and work in environmental fields.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$4,758	\$5,258	\$3,128	\$3,128	\$2,610
Total Revenues	\$500	\$500	\$900	\$300	\$300
Total Expenses	\$0	\$2,630	\$900	\$818	\$0
Revenues Less Expenses	\$500	(2,130)	\$0	(518)	\$300
Ending Balance	\$5,258	\$3,128	\$3,128	\$2,610	\$2,910

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$2,910	\$2,910	\$2,910	\$2,910	\$2,910
Total Revenues	\$300	\$300	\$300	\$300	\$300
Total Expenses	\$300	\$300	\$300	\$300	\$300
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$2,910	\$2,910	\$2,910	\$2,910	\$2,910

The Center's projected revenue is expected to be derived from donations. The Center has an endowment containing \$10,169.60, managed by the WCSU Foundation. If the need arises, the Center will conduct targeted fundraising or utilize its current operational balance and/or endowment earnings.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Westside Nature Preserve Center at Western Connecticut State University until December 31, 2022.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Public Policy and Social Research at Central Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Center for Public Policy and Social Research at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Public Policy and Social Research at Central Connecticut State University until December 31, 2022

BACKGROUND

The Center for Public Policy and Social Research (CPPSR) was established April 3, 2003 by the CSU Board of Trustees (BR 03-13); merging the Center for Public Policy and Practical Politics, established July 14, 2000 and the Center for Social Research, established June 12, 1992. CPPSR was last reauthorized for continuation September 23, 2010 by the CSU Board (BR 10-60) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of CPPSR and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission CPPSR is to enrich the quality of public policy, public service, University outreach, and applied research in Connecticut.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

CPPSR supports applied social research at CCSU, providing opportunities for students and faculty to hone skills while providing quality research to the state's public and non-profit sectors. During this reporting period, the Center's projects provided 459 student participation opportunities and 336 faculty research slots. CPPSR promotes excellence in provision of public services through its programs of professional development and certification of municipal and regional officials, and when possible, the Center extends this effort internationally. The Center trained 2,625 public service registrants during this report period. The Center's Veterans History Project collected over 700 oral histories from the state's veterans. The Center aspires to make the state a model for the teaching and learning of Chinese language and culture through its Confucius Institute and Model State Project. Public Service Scholarships have been awarded to 27 Educational Opportunity Program students at CCSU totaling \$146,000.

STUDENT INVOLVEMENT / COMMUNITY ENGAGEMENT

The Center's recently established Bilingualism and English Language Learning Research Lab and Teacher Training Academy will serve as a resource to the state's K-12 schools by researching and promoting evidence-based instructional methods and effective learning strategies. CCSU students are woven into the Center's programmatic efforts as active participants and/or recipients. The Center sponsored a number of community engagement initiatives including major conferences which attracted over 10,000 attendees during this reporting period.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$1,185,294	\$1,203,943	\$774,619	\$838,258	\$632,118
Total Revenues	\$1,085,978	\$463,073	\$844,823	\$987,059	\$933,162
Total Expenses	\$1,067,329	\$892,397	\$781,184	\$1,193,199	\$926,898
Revenues Less Expenses	\$18,649	(429,324)	\$63,639	(206,140)	\$6,264
Ending Balance	\$1,203,943	\$774,619	\$838,258	\$632,118	\$638,382

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$638,382	\$648,011	\$669,930	\$704,982	\$754,053
Total Revenues	\$1,168,261	\$1,214,991	\$1,263,591	\$1,314,134	\$1,366,700
Total Expenses	\$1,158,632	\$1,193,072	\$1,228,539	\$1,265,063	\$1,302,676
Revenues Less Expenses	\$9,629	\$21,919	\$35,052	\$49,071	\$64,024
Ending Balance	\$648,011	\$669,930	\$704,982	\$754,053	\$818,077

The bulk of the Center's projected revenue is derived from legislative funding and contracts, and the other sources are grants and gifts, and the general fund.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Sustainable Energy Studies at Eastern Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of Center for Sustainable Energy Studies at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Sustainable Energy Studies at Eastern Connecticut State University until December 31, 2022

BACKGROUND

The Center for Sustainable Energy Studies was established July 14, 2000 by the CSU Board of Trustees (BR 00-74), and was last reauthorized for continuation by that Board on September 23, 2010 (BR 10-61) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Elsa M. Nunez has reviewed or been briefed on the evaluation of the Center for Sustainable Energy Studies and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Center's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Center is to engage in energy research, to enable students to understand the crucial role and impacts of energy resources and energy consumption in society and to prepare students for post-graduate employment and advanced education through the study of the scientific, environmental, economic, political, and social implications of energy science and energy policy.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Center has worked cooperatively with faculty and staff to develop a liberal arts sustainable energy science program and an interdisciplinary program in sustainable energy studies. Its academic programs are: a Bachelor of General Studies with a concentration in Sustainable Energy Management, a minor in Sustainable Energy Studies, an Energy Science track within the Environmental Earth Science, Bachelor of Science major, and an individualized major plan for Sustainable Energy Studies. The Center has also developed an array of opportunities for student research participation, academic internships, faculty research collaboration and faculty development in sustainable energy science and sustainable energy studies. Other Center activities focus working to develop ECSU as a green campus and community outreach.

STUDENT INVOLVEMENT

On an annual basis, an average of 516 students are served by the Center's faculty and courses. The Environmental Earth Science department graduates an average of 21 students each year with the highest number coming from the Energy Science track. These graduates continue to join the sustainable energy studies workforce, as project managers of local utility companies, energy efficiency outreach managers, renewable energy installers/sales and relation positions.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance					
Total Revenues	\$116,127	\$138,540	\$21,642	\$47,000	\$49,000
Total Expenses	\$116,127	\$138,540	\$21,642	\$12,214	\$25,616
Revenues Less Expenses	\$0	\$0	\$0	\$34,786	\$23,384
Ending Balance					

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance					
Total Revenues	\$46,000	\$48,215	\$49,458	\$50,778	\$52,078
Total Expenses	\$46,000	\$48,215	\$49,458	\$50,778	\$52,078
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance					

The Center's projected revenue is derived from operational funds, and endowment funds from the ECSU Foundation.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Sustainable Energy at Eastern Connecticut State University until December 31, 2022.

A True Copy:

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

ITEM

Continuation of the Institute for Sustainable Energy at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Sustainable Energy at Eastern Connecticut State University until December 31, 2022

BACKGROUND

The Institute for Sustainable Energy was established July 14, 2000 by the CSU Board of Trustees. (BR 00-76). It was last reauthorized for continuation September 23, 2010 (BR 10-62) until September 1, 2015 by that Board. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President Elsa M. Nunez has reviewed or been briefed on the evaluation of the Institute for Sustainable Energy and recommends that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute's 2015 Sunset Report/Review for Continuation.

RATIONALE

The current mission of the Institute is to identify, develop and become an objective energy and educational resource regarding the means for achieving a sustainable energy future for Connecticut.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

Institute's activities are focused upon six areas outlined as: (1) Provided technical support to state's technical high school system on energy efficiency matters, performed energy benchmarking for schools, municipalities and state agencies and assisted such entities in obtaining funding to implement energy and cost-saving measures. (2) Influenced public policy through legislative testimony, service on Governor's Council on Climate Change and participations on a broad range of boards and committees. (3) Helped to create and co-chair and administer: (a) state's Green LEAF Schools programs and (b) state's Alliance on Campus Sustainability – educational/awareness and energy sustainability efforts. (5) Worked with national partners and brought innovative best practices to the state via workshops, forums, training courses, presentations, listservs and websites. (6) Positioned Institute for longer-term funding to implement various sustainability initiatives in the state.

STUDENT INVOLVEMENT

Over the course of the past five years, the Institute has employed 25 paid student interns for an average of 13 months; and as also provide credit internships for 11 students. Interns participate in a wide range of Institute work projects. The internships provide valuable professional workplace experience, resulting in excellent work experience and references.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$622,895	\$658,502	\$383,603	\$403,695	\$228,538
Total Revenues	\$624,049	\$695,009	\$594,345	\$583,750	\$657,073
Total Expenses	\$588,442	\$969,908	\$574,253	\$758,907	\$752,297
Revenues Less Expenses	\$35,607	(274,899)	\$20,092	(175,157)	(95,224)
Ending Balance	\$658,502	\$383,603	\$403,695	\$228,538	\$133,314

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$133,314	\$133,314	\$133,314	\$133,314	\$133,314
Total Revenues	\$717,718	\$729,874	\$764,688	\$801,242	\$839,624
Total Expenses	\$717,718	\$729,874	\$764,688	\$801,242	\$839,624
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$133,314	\$133,314	\$133,314	\$133,314	\$133,314

The Institute's projected revenue is derived from an annual grant from the Connecticut Energy Efficiency Fund managed by the Energy Efficiency Board. The Institute is working to broaden, diversity, and stabilize funding sources and anticipates progress in this area over the next 5 years.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

ITEM

Continuation of Institute for Holistic Health Studies at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Holistic Health Studies at Western Connecticut State University until December 31, 2022

BACKGROUND

The Institute for Holistic Health Studies was established October 5, 2005 (BR 00-87) by the CSU Board of Trustees, and was last reauthorized for continuation September 23, 2010 (BR 10-64) until September 1, 2015. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each Center or Institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John B. Clark has reviewed or been briefed on the evaluation of the Institute for Holistic Health Studies and recommend that its authorization be continued.

This Staff Report, prepared by a staff member within the System's Office of the Provost and Senior Vice-President for Academic and Student Affairs, is a summation of the Institute's 2015 Sunset Report/Review for Continuation.

RATIONALE

The mission of the Institute is to provide the university and broader community with an opportunity to explore holistic health through programming and instruction. Additionally, the Institute prepares students for career and continuing education opportunities in holistic and integrative health.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS

The Institute has developed and implemented health fairs, workshops, lectures, wellness classes, and students' service learning activities. Additionally, the Institute's faculty and students have been exhibitors and presenters at area health fairs and related events. The Institute has established a Wellness Center on campus with a reception area and treatment rooms. The Institute has developed the curriculum for a new Holistic Health Option for students in the Health Promotion and Exercise Sciences department that has been approved for implementation beginning in the 2015Fall Semester.

STUDENT INVOLVEMENT

It is estimated that approximately 500 WCSU students, faculty and staff have attend the Institute's health fairs, workshops and related events over the course of the past five years. Students have served as volunteers at these events and have been trained to teach the Older Adult Strength Training classes. The Institute's service learning component has engaged a total of 35 students who have gained "real life experience" in developing and promoting health program and providing services to the University and surrounding communities. The number of students associated with the Institute who go on to graduate programs and other certification and training in holistic and integrative health is expected to increase with implementation of the new degree option.

BUDGET

Summary of Revenues and Expenses					
	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Beginning Balance	\$15,004.30	\$13,729.97	\$11,707.22	\$11,063.71	\$9,868.52
Total Revenues	\$4,162.05	\$3,945.29	\$3,442.30	\$3,935.51	\$3,628.69
Total Expenses	\$5,436.38	\$5,968.04	\$4,085.81	\$5,130.70	\$5,376.32
Revenues Less Expenses	(1,274.33)	(2,022.75)	(643.51)	(1,195.19)	(1,747.63)
Ending Balance	\$13,729.97	\$11,707.22	\$11,063.71	\$9,868.52	\$8,120.89

Summary of Projected Revenues and Expenses					
	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Beginning Balance	\$8,120.89	\$17,514.89	\$25,404.89	\$28,936.89	\$44,306.89
Total Revenues	\$20,900	\$20,900	\$27,600	\$27,600	\$34,300
Total Expenses	\$11,506	\$13,010	\$24,068	\$12,230	\$24,402
Revenues Less Expenses	\$9,394	\$7,890	\$3,532	\$15,370	\$9,898
Ending Balance	\$17,514.89	\$25,404.89	\$28,936.89	\$44,306.89	\$54,204.89

The Institute's projected revenue is expected to be generated from fees charged for its training classes and rental of its new treatment rooms and reception room.

9/25/15 – BOR-Academic and Student Affairs Committee

10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continuation of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Holistic Health Studies at Western Connecticut State University until December 31, 2022.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center of Excellence

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University.

A True Copy:

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

ITEM

Discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Multicultural Research and Education at Central Connecticut State University

BACKGROUND

The Center for Multicultural Research and Education was established May 9, 1997 by the CSU Board of Trustees (BR 04-11). The Center and was last reauthorized for continuation by the Board of Regents on November 15, 2012 until December 31, 2017. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents' Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution's president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the Center's evaluation recommends that its authorization be discontinued.

RATIONALE

The mission of the Center is to serve as a resource in providing professional development support and technical support for university and school faculty and administrators in individual and systemic change for education that is multicultural.

The faculty member who had sole responsibility for the operations of the Center has accepted the position of coordinator of the doctoral program within the School of Education and Professional Studies. In assuming her new duties, she indicated that she would not be able to continue directing the Center for Multicultural Research and Education. Per the suggestion of the department chair, the academic dean and the provost; President Miller recommends that the Board of Regents approve the discontinuation of the Center for Multicultural Research and Education.

9/25/15 – BOR-Academic and Student Affairs Committee
10/15/15 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of an Institute

October 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve suspension of activities at the Institute of Hospitality and Tourism at Central Connecticut State University until the Fall Semester of 2017.

A True Copy:

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

ITEM

Suspension of the activities of the Institute of Hospitality and Tourism at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve the suspension of activities at the Institute of Hospitality and Tourism at Central Connecticut State University until the Fall Semester of 2017.

BACKGROUND

The Institute of Hospitality and Tourism was established February 2, 2001 by the CSU Board of Trustees (BR 01-10). The Institute was last reauthorized for continuation by the CSU Board on September 15, 2011 until September 1, 2016; and this action was ratified by the Board of Regents on October 4, 2011. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Per the Board of Regents’ Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

The director/coordinator of the Center/Institute and/or other institutional administrators prepare a Sunset Report/Review for Continuation. The institution’s president reviews this evaluative self-study and then forwards his/her recommendation for continuation or discontinuation to the Board.

President John W. Miller has reviewed or been briefed on the evaluation of the Institute of Hospitality and Tourism, and recommends that the activities of the Institute be suspended until fall 2017.

RATIONALE

The mission of the Institute is to offer research and consulting services to tourism-hospitality organizations in the state – to help that industry to grow.

The University’s Hospitality and Tourism Program is housed in its Department of Geography. The Institute has not had a dedicated director since the retirement in 2010 of Professor David Truly, the founding director. Interim directorships have been ineffectual through the Spring Semester of 2013, when the Institute became inactive.

Central plans to submit a proposal to establish a Department of Hospitality and Tourism to the Board of Regents in the near future. Within the new department, Central plans for the Institute of Hospitality and Tourism to play an important role in providing authentic research experiences for majoring students majoring. Accordingly, President Miller requests the unprecedented approval from the Board of Regents to suspend the activities of the Institute of Hospitality and Tourism until fall 2017.

9/25/15 – BOR-Academic and Student Affairs Committee
10/15/15 – Board of Regents

ITEM

Use of Designated Fund Balances to Purchase Constituent Relationship Management Software at Southern Connecticut State University (SCSU).

BACKGROUND

Southern Connecticut State University is in the process of restructuring, reorganizing, re-equipping, and otherwise reinforcing its Enrollment Management functions. Key changes to date include; changing the reporting relationship of Enrollment Management so that it directly reports to the University President; bringing new leadership to the Enrollment Management organization, making substantial facilities investments in the area, and beginning a campaign of major operational changes to all aspects of the function, including the development of the University's first-ever Enrollment Management Plan.

These efforts have met with some important successes. While enrollment overall declined at Southern this Fall, enrollment of full-time undergraduates, the core of any enrollment effort at a University like Southern, was, in fact, level this year. Finally, freshman applications increased 54% over last year, and the size of the freshman class increased by over 9%.

However, much remains to be done; including strengthening retention efforts, and the highest priority at this time is to acquire, install, and fully utilize Constituent Relationship Management (CRM) software. The CRM will provide student lifecycle management and analytics for Admissions, Financial Aid, other Enrollment Management units, and academic departments. Each will have the ability to engage in more strategic, systematic, customized, cost effective, and track-able communications and outcomes management for students from prospect phase through graduation.

The first-year cost of acquiring, installing, and training staff to use Target X, the CRM proposed for Southern, is estimated not to exceed \$400,000. Southern proposes to use designated fund balances for this purchase. Future annual operating expenses for the system will be funded by the university's operating budget.

ANALYSIS

Target X, the software chosen for use at Southern, is already in use at two other units of the CCSU system, and is therefore the de facto system standard. Similar CRM systems are in broad use throughout higher education.

The designation of unrestricted fund balances for specific projects and purchases at a university, such as Target X, is authorized by Board policy. Expenditure of these funds requires Board approval.

RECOMMENDATION

Approve the utilization of up to \$400,000 in designated fund balances to fund the purchase of Target X CRM software at Southern Connecticut State University, as proposed above.

RESOLUTION
concerning
THE USE OF DESIGNATED FUND BALANCES
FOR THE PURCHASE OF ENROLLMENT MANAGEMENT SOFTWARE
AT
SOUTHERN CONNECTICUT STATE UNIVERSITY
October 15, 2015

- WHEREAS Southern Connecticut State University (SCSU) is currently modernizing its enrollment management organization, systems and processes, and
- WHEREAS Constituent Relationship Management (CRM) software is widely viewed as critical to the development of efficient, effective, and successful enrollment management operations in both public and private higher education, and
- WHEREAS SCSU has identified a particular software provider; Target X, which will meet the needs of the university, and
- WHEREAS Target X is currently in use at two other units of the CCSU system, and is therefore the de facto system standard for such software, and,
- WHEREAS SCSU proposes to purchase the software with designated fund balances of the university, and,
- WHEREAS The cost of the software will not exceed \$400,000, in the first year, and any future costs associated will be budgeted as part of the annual Spending Plan, and,
- WHEREAS Board policy allows the use of such fund balances for the proposed purchase, subject to Board approval, therefore be it
- RESOLVED That Southern Connecticut State University is authorized to use up to \$400,000 in designated fund balances to purchase the above noted software.

A true copy:

Erin A. Fitzgerald
Secretary

ITEM

Extension of United Technologies Corporation Program

BACKGROUND

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

ANALYSIS

CSU requests approval from the Board of Regents to extend the pilot Partnership Agreement with the United Technologies Corporation (UTC). Under the terms of this agreement, the Connecticut State Universities and Charter Oak College are part of 25 partner higher education institutions for UTC employees, for whom the corporation pays 100 percent of tuition and course fees. The field has included other Connecticut Higher Education Institutions such as UCONN, Albertus Magnus, Fairfield University, University of New Haven, Sacred Heart and University of Hartford.

Tuition benefits at UTC are coordinated through their Employee Scholar Program, which encourages employees to enroll in partner institutions. As a partner institution, CSU/Charter Oak offers UTC employees a 5% discount on tuition, which equates to a total discount of between 2% to 3% off of tuition and fees. In FY 2016, there is a discount of approximately \$31 per undergraduate and \$51 per graduate three-credit course. It is important to note that while UTC would receive a discount, CSU/Charter Oak would have zero risk of student no-shows, non-payment of tuition and fees, collection activities or bad debt expense. In addition, each of our institutions is showcased on a UTC website as a preferred partner for UTC employees seeking to utilize their education benefit. There is also a favorable impact on the 15% set aside for financial aid that each CSU budgets, as this population would contribute to, but not utilize, the 15% set-aside, as their employer funds 100% of their tuition and fees.

The total revenue of the UTC Pilot Program has increased by 24% or \$92,507 when comparing FY 2013 revenues versus FY 2015. The cost of offering the discount during this time period was approximately \$14,654. The increased revenue is a result of the extraordinary marketing opportunity that preferred providers are afforded, coupled with tuition benefit ranging from \$25,000 to \$65,000 per employee enrolled in the program. Enhanced access over the past two years has included the posting of announcements on their employee portal related to announcements, open houses, new programs and other updates, as well as allowing CSU to hold open houses at UTC operation centers. We further expect that there will continue to be increased enrollment, as UTC recently increased the annual funding, as well the more recent change which permits employees to seek more than one degree.

This agreement represents a sound business decision and a unique opportunity to help bolster student enrollments at CSU, particularly graduate enrollment, at a time when the pool of prospective traditional-age students is projected to continue decreasing. In addition to receiving a significant tuition benefit, the employees are also provided up to three hours off a week for their studies, which greatly increases their chances of successfully graduating.

CSUs have cultivated strong relationships throughout UTC, where many of our alumni are currently employed. Approximately two years ago, CCSU entered into a Quality Engineering Leadership partnership with Pratt & Whitney to increase the pipeline of qualified students into higher education and build awareness of careers in the aerospace quality engineering field. The Leadership Program has resulted in 8 CCSU students being hired full-time, an additional 20 students receiving scholarships, and Co-Op opportunities which are invaluable for students. The Leadership Program has recently been expended to include Environmental Health and Safety, which resulted in 2 new scholarships and additional Co-Ops for students. We believe that there will be many more opportunities in the future to leverage our relationship with UTC to benefit our students and our university. The continuation of this Partnership Agreement will continue to be an important step in strengthening those ties. We also believe that continuation of Partnership Agreement will continue to help CSU become more competitive in attracting non-traditional students in Connecticut.

RECOMMENDATION

Extend the initial two-year term for the UTC Partnership Agreement for another 5 years through classes which commence prior to December 31, 2020.

RESOLUTION

concerning

Extension of United Technologies Corporation Program

October 15, 2015

- WHEREAS, The Board pursuant to its statutory authority - Section 10a-99 of the Connecticut General Statutes (CGS) and Public Act 11-48 - "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university...", and
- WHEREAS, The Board approved a two-year United Technologies Pilot Program at its September 19, 2013 meeting, which offers the United Technologies Corporation (UTC) a 5% discount on tuition, or a total discount of between 2% to 3% of tuition and fees in return for the Connecticut State Universities and Charter Oak State College to be partner institutions, and
- WHEREAS, As partner institutions, the Connecticut State Universities and Charter Oak State College are afforded enhanced access to their employees through a web-site and marketing activities, and
- WHEREAS, These tuition benefits are funded and coordinated through UTC's Employee Scholar Program, which eliminates the costs associated with billing and collection, as well as financial risk associated with these students, and
- WHEREAS, The participants have experienced increased revenue as a result of the Pilot Program and that a continuation of the program is in the interest of the system, now therefore be it
- RESOLVED, That the Connecticut State Universities and Charter Oak State College extend the United Technology Corporation Pilot Program for another 5 years through classes which commence prior to December 31, 2020.

A True Certified Copy:

Erin A. Fitzgerald
Secretary

CSCU 2020
Monthly Project Status Report
Reporting Period Through September 2015

PROJECT NAME	FUND SOURCE	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				
CCSU									
Burritt Library HVAC Code Compliance Improvement	2020	4/1/2013	2,182,000	240,257	2,182,000	11%	N	Project to commence Summer 2015	
General Fund Minor Capital Improvements Program (FY 2011)	2020	Ongoing	462,500	447,600	462,500	97%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	2,235,000	1,590,324	2,235,000	71%	Y		
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	3,200,000	1,962,647	3,200,000	61%	Y		
ITBD Renovations	2020	TBD	200,000		200,000	0%	Y		
HVAC Improvements - Campus-Wide	2020	Ongoing	5,970,000	4,464,615	5,970,000	75%	Y		
Copernicus Hall Lower Roof Replacement	2020		722,000		722,000	0%	Y		
Maloney Hall HVAC Improvements	2020	4/28/2016	1,220,000	229,274	1,220,000	19%	Y		
Willard & DiLoreto Hall Renovate/Expand (Design)	2020		8,360,137	17,424	8,360,137	0%	Y		
Kaiser Hall/Bubble Renovations	2020		24,264,456		24,264,456	0%	Y		
Engineering Classroom Building (Design)	2020		9,900,000		9,900,000	0%	Y		
Barnard Hall Additions & Renovations (Design)	2020		3,680,000		3,680,000	0%	Y		
Burritt Library Renovations & Expansions (Design)	2020		5,161,000	240,257	5,161,000	5%	Y		
New Northeast Food Service Facility	CHEFA	4/18/2016	10,304,000	1,479,968	10,304,000	14%	Y		X
Minor Capital Improvement Projects	CHEFA	Ongoing	800,000	647,927	800,000	81%	Y		X
New Residence Hall	CHEFA	9/30/2015	82,000,000	66,818,229	82,000,000	81%	Y		X
ECSU									
General Fund Minor Capital Improvements Program (FY 2009)	2020	Ongoing	872,686	855,666	872,686	98%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	3,325,000	2,510,671	3,325,000	76%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	831,906	1,000,000	83%	Y		
Fine Arts Instructional Center	2020	5/1/2016	83,556,000	55,985,846	83,556,000	67%	Y		
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,200,000	1,862,504	2,200,000	85%	Y		
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	1,000,000	464,598	1,000,000	46%	Y		
Goddard / Communication Building Renovations (Design)	2020	1/2/2018	2,551,000	71,855	2,551,000	3%	Y		
Minor Capital Improvement Projects	CHEFA	Ongoing	515,000	416,128	515,000	81%	Y		
Shafer Hall Renovations (Design)	CHEFA	1/2/2018	4,100,000	181,500	4,100,000	4%	Y		
SCSU									
Academic Laboratory Building (New)	2020	7/1/2015	67,587,000	0	67,587,000	0%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	1,299,000	1,299,000	1,299,000	100%	Completed		X
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	976,306	1,000,000	98%	Y		
General Fund Minor Capital Improvements Programs (FY 2015)	2020	Ongoing	1,000,000	740,268	1,000,000	74%	Y		X
Moore Field House Locker Room Renovation, Phase III	2020		1,119,592	1,059,888	1,119,592	95%	Y		X
Moore Field House Roof Replacement, Phase II	2020	9/30/2015	1,119,592	691,953	1,119,592	62%	Y		
Wintergreen Renovations	2020	12/1/2015	1,975,000	979,521	1,975,000	50%	Y		X
Auxiliary Services Fund Facilities (FY 2011)	2020	Ongoing	1,126,265	1,052,346	1,126,265	93%	Y		
Auxiliary Services Fund Facilities (FY 2012)	2020	Ongoing	2,800,000	1,563,814	2,800,000	56%	Y		X
Auxiliary Services Fund Facilities (FY 2013)	2020	Ongoing	400,000	220,800	400,000	55%	Y		X
Auxiliary Services Fund Facilities (FY 2014)	2020	Ongoing	2,000,000	54,090	2,000,000	3%	Y		X
Auxiliary Services Fund Facilities (FY 2015)	2020	Ongoing	1,000,000	225,388	1,000,000	23%	Y		X
Brownell Hall Mechanical & Electrical Improvements	CHEFA	10/15/2015	2,684,000	2,601,371	2,684,000	97%	Y		X
North Campus Residence Hall Upgrades	CHEFA	2/28/2016	3,305,000	1,950,433	3,305,000	59%	Y		X
Minor Capital Improvement Project	CHEFA	Ongoing	1,100,000	894,516	1,100,000	81%	Y		X
WCSU									
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 Improvements Program (FY 2011)	2020	Ongoing	1,165,000	995,906	1,165,000	85%	Y		
General Fund Minor Capital Improvement Program (FY 2012)	2020	Ongoing	950,000	592,528	950,000	62%	Y		X
General Fund Minor Capital Improvements Program (FY 2013)	2020	Ongoing	545,000	418,498	545,000	77%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	2020	Ongoing	1,000,000	365,814	1,000,000	37%	Y		X
General Fund Minor Capital Improvements Program (FY 2015)	2020	Ongoing	1,000,000	9,873	1,000,000	1%	Y		X
Higgins Hall Annex - Learning Emporium	2020	10/1/2015	807,025	583,387	807,025	72%	Y		
Steam and Hot Water Utilities' Infrastructure									
Central Heat Plant Improvements	2020	Ongoing	1,975,000	1,656,227	1,975,000	84%	Y		X
Auxiliary Services Fund Facilities (FY 09)	2020	Ongoing	985,000	685,459	985,000	70%	Y		
Auxiliary Srvices Fund Facilities (FY 11)	2020	Ongoing	1,081,000	41,910	1,081,000	4%	Y		X
New Police Station (Design Only)	2020	12/1/2016	500,000	131,974	500,000	26%	N	Legislation did not reallacate funding	
Litchfield Hall Renovations (Design)	2020		1,139,213	203,005	1,139,213	18%	Y		
Telecom Room - HVAC Improvements, Phase II	2020		472,000	338,495	472,000	72%			X
Westside Campus Parking Garage (Design)	CHEFA	3/10/2016	1,233,000	0	1,233,000	0%	Y		
Litchfield Hall Renovations (Design)	CHEFA	1/17/2016	1,064,000	413,826	1,064,000	39%	Y		X
Litchfield Hall Renovations (Construction)	CHEFA	5/12/2017	9,130,000	0	9,130,000	0%	Y		
Minor Capital Improvement Projects	CHEFA	Ongoing	1,397,000	1,260,372	1,397,000	90%	Y		X

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