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

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, October 16, 2014

Café 2, Room 166, Asnuntuck Community College, 170 Elm Street, Enfield, 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. **Board of Regents President, Dr. Gregory W. Gray**

6. **Student Advisory Committee**

7. **Faculty Advisory Committee** *Attachment 1 - pg 105*

8. **Approval of Minutes**

    a) September 18, 2014 Regular Meeting

9. **Consent Agenda**

10. **Information Security Policy** *(BOR CIO via board-approved IT governance process.)* 49

11. **Academic & Student Affairs Committee – Merle Harris, Chair**
    a) Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs 67

12. **Audit Committee – Craig Lappen, Chair** *no report/no exhibit*

13.   Finance & Infrastructure Committee – Matt Fleury, Chair
   a)   FY16 - FY17 Biennium Budget Options   71
   b)   **Informational items** (no vote)
         i.   CSCU 2020 Update   92
         ii.   FY15 Budget Risks and Opportunities   93

14.   HR & Administration Committee, Naomi Cohen, Chair
   a)   Pre-Employment Background Verification Policy   97

15.   Executive Committee – Nicholas M. Donofrio, Chair   *no report/no exhibit*

16.   Opportunity to Address the Board
   a)   ACC students
   b)   ACC faculty & staff

17.   Executive Session

18.   Adjourn

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ITEM
Suspension of a program in New Media Communications leading to an Associate of Science (AS) degree at Tunxis Community College for a period of not more than two years. The program must be reactivated or fully terminated by October 31, 2016.

BACKGROUND
The college requests a suspension only of the New Media Communication program. Due to a variety of circumstances, the program has not met expectations. However, with new bachelor programs developed at Eastern CSU, the college expects that transfer articulation with those programs will increase the it's demand and reinstatement will be requested. At this point in time, all students previously enrolled in the program have been successfully advised into other degree programs.

9/10/2014 – Academic Council
10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend a program in New Media Communications leading to an Associate of Science (AS) degree at Tunxis Community College for a period of not more than two years. The program must be reactivated or fully terminated by October 31, 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 with the addition of a concentration in Accounting to the existing MBA at Western Connecticut State University.

BACKGROUND
Summary
WCSU graduates approximately 100 accounting majors each year. Many of these students go on to pursue the Certified Public Accountant (CPA) license. In addition to passing the CPA exam and meeting experience requirements, an individual must have 150 credit hours of education to become licensed in the State of Connecticut. Other states have similar requirements. Our accounting students use multiple paths to earn the 150 credit hours including double-majoring or continuing onto graduate school. Unfortunately, without a concentration in accounting, our MBA program is less attractive to these students than other programs.

Of the four CSU units, Central Connecticut State University now offers an MBA with a specialization in Accounting, while the other universities do not. The WCSU offering will be an attractive program both from a cost and convenience standpoint in comparison to programs offered at private institutions located near major employers in the Fairfield County area. With course offerings in the evening, including in the summer months, the WCSU offering will be attractive to students seeking to meet the 150 credit hour educational requirement for the CPA license while working in industry or public accounting as well as students seeking to complete the educational requirement prior to being hired.

Need for the Program
The largest public accounting firms are requiring that the 150 credit hour educational requirement be met prior to hiring candidates and the larger regional CPA firms are adding or considering adding the requirement as well. Additionally, for some firms, the employee will receive a higher starting salary if they have completed a master's degree. The concentration will enhance the qualifications of the candidate since it provides advanced coursework directly related to the profession. In *U.S. News and World Report's* annual "Top Jobs" rankings for 2014, "accountant" ranked as the third best business job. In addition, the unemployment rate for accountants and auditors is 4.2% - compared to a national unemployment rate of 6.7% and for those with a CPA, the unemployment rate is approximately 3% (AICPA 2013 Report). Also, according to AICPA, over 40,000 accounting graduates were hired by public accounting firms in 2012.

Curriculum
Four elective accounting courses are being added, with three electives offered each calendar year. These four elective courses are in addition to the existing accounting course offered as part of the MBA core course requirements.

Curriculum Details for a Program Modification						
Course Number and Name	**L.O.**	**Pre-Req.**	**Cr Hrs**	**Course Number and Name**	**L.O.**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
Strategic Cost Management			3			

1

Core Course Prerequisites			Elective Courses in the Field (3 of the following 4)		
18 Credits in Accounting			Advanced Accounting Topics		3
			Advanced Valuation Topics		3
			Financial Statement Analysis		3
			Advanced Topics in Tax		3
Total Other Credits Required to Issue Modified Credential					
Learning Outcomes – L.O.					

1. Through an advanced understanding of accounting theory, students will be able to apply theory to accounting practice.
2. Students will be able to analyze and evaluate accounting trends and issues.
3. Students will be able to interpret financial statements.
4. Students will be able to explain emerging tax issues.
5. Students will be able to explain cash flow and valuation techniques.
6. Students will be able to implement analytical techniques to evaluate quality of earnings and financial statements.

Students

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Academic year 2012-2013		Academic year 2013-2014		Academic year 2014-2015	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers – **N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
New Students	**N/A**	**23**	**N/A**	**25**	**N/A**	**25**
Returning Students	**N/A**	**38**	**N/A**	**33**	**N/A**	**31**
ACTUAL Headcount Enrollment		61		58		56
ACTUAL FTE per Year						
Size of Credentialed Group for Given Year						

Faculty

The proposed concentration makes use of existing members of the accounting faculty with expertise, teaching and professional experience in the subject matter.

The expected incremental resource requirements are in support of 6 credit hours. Currently, the accounting faculty support one existing MBA core course and one pre-requisite course. After the concentration is added, the accounting faculty will support 12 credit hours including three elective courses as the pre-requisite course will be supported through an on-line module and will no longer require support.

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Learning Resources
It is not anticipated that there will be a need for additional special resources to support the Master of Business Administration (MBA) with a concentration in Accounting.

Facilities
It is not anticipated that there will be a need for additional facilities to support the Master of Business Administration (MBA) with a concentration in Accounting.

Fiscal Note
Using existing approved resources, the Accounting Department should be able to support the additional courses in the MBA concentration. Currently, the Accounting Department teaches two courses per year in the MBA program with one of those courses a pre-requisite (ACC 504). Going forward, the pre-requisite course will be supported using a standardized on-line module course.

The Accounting Department intends to offer three to four courses per year, depending upon demand. Incrementally, this is one to two courses. The incremental course offerings will most often be summer offerings, and thus, the incremental cost of the concentration is the summer stipends for up to 2 courses, or approximately $12,000.

Number of incremental students, part-time (annually) – 15
Number of courses taken, part-time (assume 4 annually) – 60
Number of credit hours – 180
Incremental revenue (at part-time fee of $475 per credit) - $85,500
Incremental faculty hour – 6
Incremental faculty costs (estimate) - $12,000

Review of Documents:
  a) Campus Review
      Approved by Western Connecticut State University Senate May 7, 2014
      Approved by Western Connecticut State University Graduate Council May 12, 2014
  b) Campus Budget and Finance
      Approved by Western Connecticut State University Planning and Budget Committee April 9, 2014
  c) Campus President or Designee
      Approved by Provost May 27, 2014
  d) Academic Council
      Approved by the Academic Council September 10, 2014
  e) System Office

Accreditation:
Accredited under the Western Connecticut State University Institutional NEASC accreditation of June 4, 2014.

9/10/2014 – Academic Council
10/2/2014 – Academic & Student Affairs Committee
10/16/2014 – Board of Regents

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve modification of the Masters of Business Administration program adding a concentration in Accounting at Western Connecticut State University

A True Copy:

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

ITEM
A modification of the current Bachelor of Science with a concentration in Business
Administration to licensure and accreditation as a Business Administration major.

BACKGROUND
Summary
Charter Oak State College has had a Business Administration concentration within its General
Studies major or over 35 years. This change is an outgrowth of the College's strategic planning
process, the recommendations of the Business Committee Core-Faculty, and the
recommendations from its students. In addition, it is in alignment with the DHE decision that
Charter Oak should develop majors, not continue to develop concentrations as part of its general
studies degree. Most students don't understand that a concentration is not a major since our
concentrations have a minimum of 36 credits.

Need for the Program
Business Administration has been one of our most popular concentrations and will continue to
be. The Bureau of Labor Statics report indicators professional and business service areas will
experience broad and extensive employment growth over the next 15 years. Changing the
Business Administration concentration to a major would give the students a better competitive
advantage in the employment selection process. This fall we have 262 students in the business
concentration. Last fall we had 202.

Curriculum
The curriculum for the major has been modified slightly to require business law and business
statistics. In addition, the major clearly outlines how students can take a 9 credit focus in project
management, small business, logistics, human resources management, or organizational
management. The curriculum continues to require a capstone course. The assignments in the
courses often draw upon experiences in the work force. The curriculum allows for easy transfer.
We have articulation agreement with all of the 12 community colleges.

Students
The program is designed for adult students.   Students must have 9 credits to come to Charter
Oak. Students can begin at the start of any of the 8 week terms (six starts a year). Students are
advised by professional advisors and by the business faculty on the Business Committee.

Faculty
The college only uses part time faculty. The Business Faculty approved the changes in the
curriculum and approved the change to a major. I have attached a list of the faculty who will be
teaching in the degree program to the original report. All hold the required degrees and have
gone through the hiring process, faculty orientation, and data security training.

Learning Resources
All the courses are online developed using the BlackBoard platform. There is an online
orientation for all students, 24/7 help desk, online library, online tutoring, online advising, and
online book store.

Facilities
Online.

Fiscal Note
The only new cost is the cost of developing two new courses.

Program Discontinuation
Once the program is approved, we will target a spring 2015 start. We will give the students the option of completing the concentration or moving to the major.

Review of Documents:
  a) Campus Review: Reviewed by Business Committee and by Academic Council
  b) Campus Budget and Finance: Reviewed by CFO, Cliff Williams
  c)   Campus President: Reviewed by Pres. Klonoski
  d) Academic Council:
  e) System Office

Accreditation:
Charter Oak is accredited by NEASC. Charter Oak comes up for our 10 year review in fall 2016. This program doesn't need to go to NEASC for a substantive change per e-mail from NEASC on August 18, 2014.

8/13/2014 – ConnSCU Academic Council
10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of a new major in Business Administration, changing the current Concentration to a Major, leading to a Bachelor of Science degree at Charter Oak State College.

A True Copy:

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

ITEM
Modification of Bachelor of Science or Bachelor of Arts with a concentration in Psychology to a major in Psychology. Seeking both licensure and accreditation.

BACKGROUND
Summary: Charter Oak State College has had a Psychology concentration within its General Studies major or over 35 years. This change is an outgrowth of the College's strategic planning process, the recommendations of the Social and Behavioral Core-Faculty, and the recommendations from its students. In addition, it is in alignment with the DHE decision that Charter Oak should develop majors, not continue to develop concentrations as part of its general studies degree. Most students don't understand that a concentration is not a major since our concentrations have a minimum of 36 credits.

Need for the Program
The Bureau of Labor Statistics job outlook projects employment growth of 53% for industrial organizational psychologists, 12% for psychologists, 11% for clinical, counseling and school psychologists and 11% for all other positions in psychology over the next 10 years. The Bureau of Labor Statistics job outlook also projects and increased demand for psychologists in the health care industry over the same period. Changing the psychology concentration to a major would give students a competitive advantage in the employment selection process, and in graduate school selection.

Curriculum
Two courses were added to the curriculum: psychology statistics course and a history and systems course. In addition, the major was restructured to more clearly delineate the elective credits so students would receive a depth in one area of study. (Before it said a cohesive program of study.)   The curriculum allows for easy transfer. We have articulation agreements with all of the community colleges.

Students
The program is designed for adult students.   Students must have 9 credits to come to Charter Oak. Students can begin at the start of any of the 8 week terms (six starts a year). Students are advised by professional advisors and by the business faculty on the Social and Behavioral Science Committee. Currently we have 133 students in the concentration. Last fall we had 118.

Faculty
The college only uses part time faculty. The Psychology Faculty approved the changes in the curriculum and approved the change to a major. I have attached a list of the faculty who will be teaching in the degree program. All hold the required degrees and have gone through the hiring process, faculty orientation, and data security training.

Learning Resources
All the courses are online developed using the BlackBoard platform. There is an online orientation for all students, 24/7 help desk, online library, online tutoring, online advising, and online book store.

Facilities
None needed

Program Discontinuation
Once the program is approved, we will target a spring 2015 start. We will give the students the option of completing the concentration or moving to the major.

Fiscal Note
The only expense is the development of the two new courses.

Review of Documents:
   a)   Campus Review: Social and Behavioral Science Committee and Academic Council
   b)   Campus Budget and Finance: Proposal approved by CFO
   c)   Campus President: Proposal approved by President, Ed Klonoski
   d)   Academic Council:
   e)   System Office

Accreditation:
Charter Oak is accredited by NEASC. Charter Oak comes up for our 10 year review in fall 2016. This program doesn't need to go to NEASC for a substantive change per e-mail from NEASC on August 18, 2014.

8/13/2014 – ConnSCU Academic Council
10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a new program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure and accreditation of a new major in Psychology, changing the current Concentration to a Major, leading to a Bachelor of Science degree at Charter Oak State College.

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 Applied Behavior Analysis leading to a Master of Science (M.S.) degree at Western Connecticut State University. Licensure and accreditation of a program in Applied Behavior Analysis through CAEP in 2019.

BACKGROUND
Summary
In 2012, Western Connecticut State University began a program in Applied Behavior Analysis (ABA) to prepare candidates to have an empirical approach for discovering environmental variables that reliably influence socially acceptable behaviors and provide conceptually systematic interventions.

The current program provides two tracks leading to eligibility to take the Board Certified assistant Behavior Analyst (BCaBA) certification examination. Candidates currently complete these courses as a cohort with an average of 25 enrollees.

In 2016, the Behavior Analyst Certification Board will implement a new Master's degree requirement that will contain the sequence of required ABA courses. According to the new BCBA degree regulations, candidates need a minimum of a master's degree from an accredited university that was (a) conferred in behavior analysis, education, or psychology, or (b) conferred in a degree program in which the candidate completed a BACB approved course sequence. Therefore this proposal for a new graduate degree is critical in order to maintain our current certification status and enrollment trends. We will continue to maintain our certificate only program for those candidates who already possess a Master's degree in education or psychology.

Need for the Program
The region and nation are facing a growing crisis with 1 in 68 children now diagnosed across the autism spectrum. As students along the spectrum age and exit the school systems, the community will need certified specialists to design transitions and environments to meet their needs. Furthermore, the field of Applied Behavior Analysis is also used in substance abuse programs, prison programs, gerontology, and prevention programs, as well as business management. Currently, there are only 341 Board Certified Behavior Analysts in Connecticut, and this number will be inadequate to meet the surge in demand for ABA services.

Curriculum
The graduate ABA Program defined: The *Masters in Science Applied Behavior Analysis Program* consists of 30 credits, 19 of those credits meet the requirements for a certificate as a **Board Certified Behavior Analyst.** The program includes 11 credits in further graduate level coursework on assistive technology, grant writing, research in applied Behavior analysis, and a culminating capstone project.

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs
Program Core Courses			
EPY 641 Applied Behavior Analysis I	4		4
EPY 642 Applied Behavior Analysis II	4	EPY 641	4
EPY 643 Applied Behavior Analysis III	4	EPY 642	4
EPY 644 Applied Behavior Analysis IV	4	EPY 643	4
EPY 645 Applied Behavior Analysis V	4	EPY 644	3
EPY 651 Assistive Technology for Applied Behavior Analysis	1	EPY 641 & 642	3
EPY 652 Grant writing for Applied Behavior	2	EPY 641 & 642	2

1

Analysis			
EPY 653 Capstone Project in Applied Behavior Analysis		EPY 641, 642, 643, 644, 645, 651, 652 & 654	3
EPY 654 Research in Applied Behavior Analysis	3	EPY 641 & 642	3

Learning Outcomes:
1. Use assistive technology to promote the skills of speaking, reading, writing and listening with individuals with developmental disabilities who require behavioral modifications.
2. Prepare and submit a competitive grant proposal to a public or private organization.
3. Evaluate research for utility in the practice of diagnosing and treating individuals with developmental disabilities or behavior modification needs.
4. Demonstrate knowledge and expertise in all areas of the Behavior Analyst Task List- Fourth Edition http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf .

WCSU just completed a legacy NCATE visit focused on continuous improvement. We will continue our efforts in continuous improvement as we move to our new accrediting body, CAEP.

Students
Each cohort will consist of 25 part-time students. New cohorts will enter each year and complete the program in an academic year plus two summer sessions. The projection assumes no attrition as students move as a cohort through the program.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0	50	0	0	0	0
New Students (first time matriculating)	0	60	0	60	0	60
Continuing (students progressing to credential)	0	0	0	60	0	60
Headcount Enrollment	0	110	0	120	0	120
Total Estimated FTE	28.75		50.42		46.25	

Faculty

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Janet Burke, Professor	Ed.D. in Curriculum & Instruction, Wayne State University	Autism, Applied Behavior Analysis	Coordinator of Applied Behavior Analysis
Kathryn Campbell, Professor	Ph.D. School Psychology, Teachers College, Columbia University	Psychology	
John Caruso, Professor	Ph.D. Supervision & Curriculum, University of Connecticut	Curriculum/Technology	Teach Grant Writing/Assistive Tech

2

Learning Resources

It is not anticipated that there will be a need for additional special resources to support the Master of Science (M.S.) in Applied Behavior Analysis.

Facilities

It is not anticipated that there will be a need for additional facilities to support the Master of Science (M.S.) in Applied Behavior Analysis.

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Not including internal transfers)		$557,815		$780,127		$765,674
Program-Specific Fees						
Other Revenue						
Total Annual Program Revenue	**$557,815**		**$780,127**		**$765.674**	

PROJECTED Expenditures	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)		$43,418		$45,589		$47,858
Faculty (Full-time, total for program)	1	$188,143	2	$281,130	2	$295,186
Faculty (Part-time, total for program)		$68,751		$78,937		$68,751
Total Estimated Expenditures		**$300,312**		**$405,656**		**$411,805**

Review of Documents:
  a) Campus Review
      Approved by Western Connecticut State University Senate May 7, 2014
      Approved by Western Connecticut State University Graduate Council May 12, 2014
  b) Campus Budget and Finance
      Approved by Western Connecticut State University Planning and Budget Committee May 12, 2014
  c) Campus President or Designee
      Approved by Provost May 27, 2014
  d) Academic Council
      Approved by the Academic Council September 10, 2014
  e) System Office

Accreditation:

The accreditation of the program in Applied Behavior Analysis would be through CAEP in 2019.

9/10/2014 – Academic Council
10/2/2014 – Academic & Student Affairs Committee
10/16/2014 – Board of Regents

3

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Applied Behavior Analysis leading to a Master of Science (M.S.) degree at Western Connecticut State University for a period of three years until October 31, 2017.

A True Copy:

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

ITEM
Continuation of the Center for Teaching Excellence and Leadership Development at Central Connecticut State University

BACKGROUND
The Center for Teaching Excellence and Leadership Development at Central Connecticut State University was established March 5, 2004 (BR 04-11), and was last reauthorized for continuation October 8, 2009 (BR 09-056) until December 31, 2014 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' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years. Campus presidents review this report and then forward a recommendation for continuation.

President Jack Miller has recommended that the authorization for the Center for Teaching Excellence and Leadership Development be continued.

RATIONALE
The mission of the Center for Teaching Excellence and Leadership Development is to facilitate faculty members achieving the full potential as teachers and scholars so that they can effectively and creatively support student learning.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
Inactive due to understaffing, the Center was reorganized in 2011 and became very active in June 2013; under the leadership of a full-time professor with three credit hours of course relief per term. Highlighted faculty development activities are: Course Design Symposium: On Ground and Online at CCSU (February 2014), Creative Arts Faculty Workshop (March 2014) and Evaluating Your Student Evaluations (April 2014). Attendance at these activities included 72 faculty members and administrators. Additionally the Center conducted workshops at the campus Second Annual Faculty Day (April 2014) which had an attendance of more than 70. In collaboration with the campus' Instructional Design and Resource Center and the dean of graduate studies, the Center secured a $13,000 Innovation Grant to fund the training of 10 faculty members in standards for effective online courses.

In January 2015, the expanded, redesigned role of Center director/administrator with 15 official hours a week will be implemented and the Board of Advisors will become more active. It is anticipated, subsequently, that the Center's activities will be enlarged. The new organization of the Center will include an ungraded, redesigned website to serve as an online resource for faculty members wherein they would catch up on faculty news, trends in teaching and view a calendar of events.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Beginning Balance			$0.00	($338)	$1,063

Total Revenues			$10,100	$12,751	$20,367
Total Expenses			$10,438	$11,350	$19,297
Revenues Less Expenses			($338)	$1,063	$2,133
Ending Balance			($338)	$1,063	$2,133

Summary of Projected Revenues and Expenses					
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Beginning Balance	$2,133	$2,133	$2,133	$2,133	$2,133
Total Revenues	$25,327	$25,327	$25,327	$25,327	$25,327
Total Expenses	$25,327	$25,327	$25,327	$25,327	$25,327
Revenues Less Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance	$2,133	$2,133	$2,133	$2,133	$2,133

The Center's projected revenue is derived from institutional support, chiefly the salary for an adjunct faculty member.

10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Teaching Excellence and Leadership Development at Central Connecticut State University until December 31, 2021

A True Copy:

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

ITEM
Continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University

BACKGROUND
The David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University was established November 14, 1986 (BR 86-167), and was last reauthorized for continuation October 8, 2009 (BR 09-058) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President Elsa M. Nunez has recommended that authorization for the David Morris Roth Center for Connecticut Studies be continued.

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

The Center was established by David Morris Roth, professor of History from 1962 until his death on December 13, 1986; and initially authorized by a resolution of the CSU Board of Trustees in November 1986, renaming the Center in his honor. The Center was formally dedicated in May 1987.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Center continues to add to its collection of bibliographies, monographs, dissertations, town and local histories, publications, town records and historical textbooks. Notably, archives from Windham/Willimantic and the Mansfield Club were recently added. The Center's current director, Dr. Barbara M. Tucker has had several recent publications; and others are either being reviewed or are being developed, including a book examining the industrial development of the state through an analysis of its architectural history, a project sponsored by the Connecticut Trust for Historical Preservation.

In addition to establishing a dedicated website, the Center has participated in a national (COPLAC) distance learning project on Native American Studies and recently began to collaborate with Eastern's Communication and Performance Arts departments to research, write and perform a play on the state's response to World War I.

STUDENT/FACULTY/COMMUNITY IMPACT

A student worker is assigned to assist the Center director each term. Several of these students have subsequently pursued graduate work in history, archives or information technology and others have elected to become teachers. A large part of the Center's activities involves research; faculty members have participated in the Center's activities and have sought the Center's assistance with their own project. Participating students have gained valuable experience from the Center's research projects, with several having their work published, performed or acknowledged as having significantly contributed to a Center project.

The Center continues to work with the public. Its phone service answers inquiries not only from local residents but responses to questions from as far away as California. Residents often research their family's history. Examples of community involvement include a group of high school students recently using the Center's material to complete a project on local history, and a local resident conducting research for a book on the poor residing in Willimantic.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Beginning Balance	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenues	$53.956	$54,734	$57,730	$68,395	$76,133
Total Expenses	$53.956	$54,734	$57,730	$68,395	$76,133
Revenues Less Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance	$0.00	$0.00	$0.00	$0.00	$0.00

Summary of Projected Revenues and Expenses					
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Beginning Balance					
Total Revenues	$83,181	$87,290	$91.604	$96.133	$100,893
Total Expenses	$83,181	$87,290	$91.604	$96.133	$100,893
Revenues Less Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance	$0.00	$0.00	$0.00	$0.00	$0.00

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

10/2/2014 – Academic and Student Affairs Committee
10/15/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2021

A True Copy:

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

ITEM
Continuation of the Center for Communication Disorders at Southern Connecticut State
University

BACKGROUND
The Center for Communication Disorders at Southern Connecticut State University was initially
established in 1955 and was last reauthorized for continuation October 8, 2009 (BR 09-058) until
December 31, 2014 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. Campus presidents review this report and then forward a recommendation
for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy,
the review period for Centers and Institutes has been extended from five to seven years.

President Mary A. Papazian has recommended that authorization for the Center for
Communication Disorders be continued.

RATIONALE
The mission of the Center for Communication Disorders is to provide a variety of family-
inclusive speech, language, hearing and advocacy services for children and adults with
communication disorders in the culturally and economically diverse communities of the Greater
New Haven area and it surrounding counties. As an integral component of the Department of
Communication Disorders, the Center serves as a required clinical training venue for
undergraduate and graduate students. The Center's clinical services are provided by graduate
students under the supervision of licensed and certified faculty and clinical instructors.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
On average, approximately 220 individual clients are seen each academic term. The Center
provided 2,523 hours of audio logical services and 23,304 hours of Speech-Language Pathology
services from fall 2009 through summer 2014. The Center recently instituted an innovative
summer language/literacy camp serving children aged 5 to 10 who experience language-based
reading impairments. A Central Auditory Processing Disorders diagnostic clinic was reinstituted
and the Adult Neurogenic (stroke) clinic was expanded to serve a greater number of individuals
with a wide array of acquired neurologically based communication impairments. The Center
collaborated with four departmental faculty members and their student researchers engaged in
clinically based research.

Pursuant to its goals, the Center has established target criteria within its assessment and
evaluation plan. Each of the criteria was met or exceeded during the most recent evaluation
period, lessons learned were articulated and actions taken to continue and/or improve goal
attainment.

STUDENT/FACULTY/COMMUNITY IMPACT
All departmental undergraduate students (n=170) completed a minimum of 25 hours of direct
observation of clinical speech-language pathology and audiology clinical services at Center. The
department admitted 199 graduate students from fall 2009 through fall 2013 and all completed
80 to 150 hours of clinical practica. From 2010 to 2014, 94% of graduate students completed

their course of study and all who sought employment were successful, mostly in Connecticut. Over the course of the past five years, the Center has provided evaluation and treatment services totaling more than 2,500 hours in audiology and more than 23,000 hours in speech-language pathology to members of the university and greater New Haven communities. More than 95% of the Center's clients have expressed satisfaction with services received (ratings of "strongly agree" or "agree" in response to survey questions). Additionally, more than 90% of students have expressed satisfaction with their practicum experience.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Beginning Balance	$333,914	$368,056	$396,082	$409,679	$335,428
Total Revenues	$97,857	$137,983	$149,490	$108,855	$96,953
Total Expenses	$63,715	$109,956	$135,893	$183,106	$216,708
Revenues Less Expenses	$34,142	$28,027	$13,597	($74,251)	($119,755)
Ending Balance	$368,056	$396,082	$409,679	$335,428	$215,673

Summary of Projected Revenues and Expenses					
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Beginning Balance	$335,428	$352,257	$370,457	$392,257	$414,057
Total Revenues	$115,000	$120,000	$130,000	$140,000	$150,000
Total Expenses	$98,171	$101,800	$108,200	$118,200	$128,500
Revenues Less Expenses	$16,829	$18,200	$21,800	$21,800	$21,500
Ending Balance	$352,257	$370,457	$392,257	$414,057	$435,557

The Center is self-sustaining through its client revenue. The accrued revenue is being held in reserve in anticipation of major expenditures in capital equipment associated with the development of new clinical facilities as part of the planned redevelopment and relocation of the School of Health and Human Services building.

10/2/2014 –Academic and Student Affairs Committee
10/16/2014 – Board of Regents

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Communication Disorders at Southern Connecticut State until December 31, 2021

A True Copy:

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

ITEM
Continuation of the Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University

BACKGROUND
The Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University was established December 10, 2009 (BR 09-80) by the CSU Board of Trustees, which set its sunset date as December 31, 2014. 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President Mary A. Papazian has recommended that authorization for the Center for Excellence in Autism Spectrum Disorders be continued.

RATIONALE
The mission of the Center for Excellence in Autism Spectrum Disorders is to serve as a resource and collaborative partner by developing, validating, and delivering effective, innovative training, services, and technical assistance to teachers, other school-based personnel, families, and community service providers in the use of evidence-based practices for individuals ages 3 – 21 with autism spectrum disorders in Connecticut.

The Center consists of three divisions – Training, Research and Outreach. Goals and objectives for the Center and each division have been specified by the Center's staff in consultation with internal and external advisory boards. Programs and activities have been developed to achieve those goals and objectives.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Center has completed Phase 1 of 3 in establishing the Connecticut Autism Training Initiative – a program to build schools' capacity to serve children with autism spectrum disorders. The Center has also conducted professional development services for 20 school districts – 1 or 2-day workshops focused on understanding autism spectrum disorders (ASD) and evidence based practices to address their educational challenges. The Center has developed or implemented a number of other activities including SIT for Autism – training for individual who babysit or care for children on the spectrum; Autism – a structured art education program for young adults; Quality Program Indicators – an evaluation tool to assist schools and families in assessing their programs; Annual Autism Conference, Saturday Seminar Series, Higher Education Symposium, White Papers, community events and research studies. Pre and post survey responses on evaluations of the Center's activities indicate that there have been statistically significant changes in participants' knowledge in identifying ASD characteristics, in using evidence-based practices in increased communications and in other targeted focus as well. Analyses of data collected on the Center's other major activities indicate goal attainment or progress toward meeting goals and objectives.

STUDENT/FACULTY/COMMUNITY IMPACT

Students have played prominent roles in the development and implementation of Center activities. A graduate student who originally conceived and developed the SIT for Autism training program has presented at two national conferences and is developing a professional article. Other graduate students have presented at national conferences and undergraduates have conducted research and participated in other Center activities.

Growth in the community involvement can be seen in participation in the Center's annual conference. During its first year, there were 100 attendees at a one-day event and last spring, there were 500 attendees at a two-day conference.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Beginning Balance		$0.00	$5,000	$5,282	$5,282
Total Revenues	$18,089	$165,247	$160,702	$153,039	$94,278
Total Expenses	$18,089	$160,247	$160,420	$153,039	$94,278
Revenues Less Expenses	$0.00	$5,000	$282	$0.00	$0.00
Ending Balance	$0.00	$5,000	$5,282	$5,282	$5,282

Summary of Projected Revenues and Expenses					
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Beginning Balance	$5,285	$18,664	$35,414	$53,614	$73,364
Total Revenues	$115,168	$125,000	$132,000	$139,000	$146,000
Total Expenses	$101,789	$108,250	$113,800	$119,250	$123,800
Revenues Less Expenses	$13,379	$16,750	$18,200	$19,750	$22,200
Ending Balance	$18,664	$35,414	$53,614	$73,364	$95,564

The Center was launched upon the promise of a $600,000 federal grant. However, the second half of this grant was rescinded due to budget cuts. The University contributed a total of $135,651 in operating funds for fiscal years 2012 through 2014 to counteract, in part, the loss of these funds. It is anticipated that federal, state and private grants and the Center's revenue generating activities will sustain the Center over the course of the next five years.

10/2/2014 –Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Autism Spectrum Disorders at Southern Connecticut State University until December 31, 2021

A True Copy:

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

ITEM
Continuation of the Meteorological Studies and Weather Center at Western Connecticut State University

BACKGROUND
The Weather Center at Western Connecticut State University was established February 6, 1981 (BR 81-28) after existing for over a decade as an instructional laboratory in Earth Science. The Center was last reauthorized for continuation October 8, 2009 (BR 09-62) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation. Per the Board of Regents' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years.

President James M. Schmotter has recommended that the authorization for the Meteorological Studies and Weather Center be continued.

RATIONALE
The mission of the Meteorological Studies and Weather Center is to provide the most accurate and up-to-date information to our clients, the public, and emergency management agencies.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The focus of the Center has evolved over time; since it has contributed to the successful creation of a reputable meteorology degree and no longer needs to address the appropriate curriculum for a meteorology degree, the Center continues to serve a vital professional development function for meteorology students as well as providing opportunities for the university to form professional partnerships and promote the study of meteorology. The Center's outreach activities, conducted along the entire educational pipeline, encourage the stimulation of interest and empowerment of students in meteorology and science, influencing their academic and career goals.

The Center's annual Tri-State Weather Conference provides students and the public opportunities to learn about topics not normally covered in the environment of traditional undergraduate education. Approximately 2,450 students and members of the public have toured the Weather Center over the course of the past five years. A formal program for prospective students offers a tour and a shadowing day with an upperclassman of high academic standing. After-school and summer programs afford high school students the chance to learn about and participate in weather forecasting, broadcasting and different transmission mediums.

The Center is working to develop a new partnership with IBM for applied research experience that will further enhance opportunities for Western's students and faculty members; and will otherwise seek to expand support for research in meteorology.

STUDENT/FACULTY/COMMUNITY IMPACT

The Center fully engages students in all aspects of its operation including professional weather forecasting on and off camera, providing products and services to clients, providing public service activities and supporting community engagement, and interacting with scholars in the field of meteorology. Students have been successful in gaining employment or admission to graduate programs as a result of their degree and participating in Center activities.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	**FY 2010**	**FY 2011**	**FY 2012**	**FY 2013**
Beginning Balance		$0.00	$0.00	$0.00	$0.00
Total Revenues	$73,870	$74,519	$79,197	$79,397	$79,984
Total Expenses	$73,870	$74,519	$179,197	$79,397	$79,984
Revenues Less Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance	$0.00	$0.00	$0.00	$0.00	

Summary of Projected Revenues and Expenses					
	FY 2014	**FY 2015**	**FY 2016**	**FY 2017**	**FY 2018**
Beginning Balance	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenues	$113,051	$118,704	$124,639	$130,871	$137,414
Total Expenses	$113,051	$118,704	$124,639	$130,871	$137,414
Revenues Less Expenses	$0.00	$0.00	$0.00	$0.00	$0.00
Ending Balance	$0.00	$0.00	$0.00	$0.00	$0.00

The Center is self-supporting – contracts for services with professional organizations, fundraising and fees are its sources of revenue.

10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Meteorological Studies and Weather Center at Western Connecticut State University until December 31, 2021

A True Copy:

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

ITEM
Continuation of the Institute for Financial Literacy at Western Connecticut State University

BACKGROUND
The Institute for Financial Literacy at Western Connecticut State University was established December 10, 2009 (BR 09-82), by the CSU Board of Trustees, which set its sunset date as December 31, 2014. 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' recently adopted Academic Program Review Policy, the review period for Centers and Institutes has been extended from five to seven years. Campus presidents review this report and then forward a recommendation for continuation.

President James M. Schmotter has recommended that the authorization for the Institute for Financial Literacy be continued.

RATIONALE
The mission of the Institute for Financial Literacy is to provide WCSU students with the general knowledge and practical experience in the effective management of personal finances by providing skills needed to cope with the financial challenges of today's rapidly changing world.

PRINCIPAL ACTIVITIES/ACCOMPLISHMENTS
The Institute arranged for (Student) Peer Leaders to undergo approximately 20 hours of training in the curriculum of the National Financial Educators Council; thus the students became certified by that entity to teach financial literacy. Subsequently, pairs of Peer Leaders present one-hour multimedia programs on financial matters to students. The Institute established a website to inform students and supplement their knowledge of sound financial practices. In addition to conducting workshops and modules, undertaking marketing and outreach activities, the Institute arranged for guest presentations.

STUDENT/FACULTY/COMMUNITY IMPACT
During the spring semester of 2014, the Peer Leaders made four presentations to a total of 49 students. Surveys indicate the presentations were well-recived. Also during the spring semester, two guest speakers addressed a total of 38 students.

BUDGET

Summary of Revenues and Expenses					
	FY 2010	**FY 2011**	**FY 2012**	**FY 2013**	**FY 2014**
Beginning Balance		$13,200	$26,400	$39,600	$52,800
Total Revenues	$30,000	$30,000	$30,000	$30,000	$30,000
Total Expenses	$16,800	$16,800	$16,800	$16,800	$27,650
Revenues Less Expenses	$13,200	$13,200	$13,200	$13,200	$2,350
Ending Balance	$13,200	$26,400	$39,600	$52,800	$55,150

Summary of Projected Revenues and Expenses					
	FY 2015	**FY 2016**	**FY 2017**	**FY 2018**	**FY 2019**
Beginning Balance	$2,350	$4,700	$7,050	$9,400	$11,750
Total Revenues	$30,000	$30,000	$30,000	$30,000	$30,000
Total Expenses	$27,650	$27,650	$27,650	$27,650	$27,650
Revenues Less Expenses	$2,350	$2,350	$2,350	$2,350	$2,350
Ending Balance	$4,700	$7,050	$9,400	$11,750	$14,100

All revenue is generated by an annual donation from the Union Savings Bank of Danbury, CT.

10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

an Institute of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Financial Literacy at Western Connecticut State University until December 31, 2021

A True Copy:

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

ITEM
Discontinuation of the David T. Chase Free Enterprise Institute at Eastern Connecticut State
University

BACKGROUND
The David T. Chase Free Enterprise Institute at Eastern Connecticut State University was
established April 12, 1985 (BR 85-52), and was last reauthorized for continuation October 8,
2009 (BR 09-057) until December 31, 2014 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. Campus presidents review this report
and then forward a recommendation for continuation or discontinuation.

President Elsa M. Nunez has recommended discontinuation of the David T. Chase Free
Enterprise Institute.

RATIONALE
The mission of the David T. Chase Free Enterprise Institute is to support the advancement of the
free enterprise system. The Institute played an important role in the University's intention to
provide teaching, research and public service. The Institute conducted an annual Distinguished
Lecture Series that brought nationally recognized policy and business leaders to the campus to
lecture on economic and business issues. In addition to the lecture series, the Institute also
supported the Distinguished Business Executive in Residence presentations and the Chase
Medallion, awarded to a business professional exemplifying ethical, personal and professional
success.

The Center was funded by gifts from Chase Enterprises which no longer provides funding.
Activities that had been sponsored by the Institute will be continued using the institution's
Operating Funds to the extent that they meet the needs of students and faculty. These include
lectures, seminars and student research projects. Eastern's administration has determined that it
is possible to organize and administer these activities without the expense of operating the
Institute.

10/2/2014 –Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the
David T. Chase Free Enterprise Institute at Eastern Connecticut State University
effective December 31, 2014

A True Copy:

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

ITEM
Discontinuation of the Center for Financial Forensics and Information Security at Western Connecticut State University

BACKGROUND
The Center for Financial Forensics and Information Security at Western Connecticut State University was established January 28, 2005 (BR 05-02), and was reauthorized for continuation October 8, 2009 (BR 09-060) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation or discontinuation.

President James M. Schmotter has recommended discontinuation of the Center for Financial Forensics and Information Security.

RATIONALE
The mission of the Center for Financial Forensics and Information Security is to be a resource center for professionals, community organizations, teaching faculty, and students in critical areas of financial forensics and information security.

There has been little activity related to this Institute in the last five years and little current faculty support. Based upon conversations with the Chair and faculty of the Accounting Department, university administrators have decided to discontinue the Center for lack of need.

10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

<u>CT BOARD OF REGENTS FOR HIGHER EDUCATION</u>

RESOLUTION

concerning

Discontinuation of a Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Financial Forensics and Information Security at Western Connecticut State University effective December 31, 2014

A True Copy:

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

ITEM
Discontinuation of the Center for Graphics Research at Western Connecticut State University

BACKGROUND
The Center for Graphics Research at Western Connecticut State University was established April 1, 2004 (BR 04-14), and was reauthorized for continuation October 8, 2009 (BR 09-061) until December 31, 2014 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. Campus presidents review this report and then forward a recommendation for continuation or discontinuation.

President James M. Schmotter has recommended discontinuation of the Center for Graphics Research.

RATIONALE
The mission of the Center for Graphics Research is to serve as a focus for faculty and student research in computer-based imaging and related activities in computer animation.

Following review of the Center's Sunset Report, the university's administration decided that the level of Center activities and accomplishments does not warrant continuation.

10/2/2014 –Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Discontinuation of a Center of Excellence

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Graphics Research at Western Connecticut State University effective December 31, 2014

A True Copy:

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

ITEM
That Capital Community College continue discussions with the Hartford Public Schools Board of Education on the creation of Capital Community College Magnet Academy. Capital Community College will provide for review and approval by the System Office all contract terms and finance agreements. Upon review and approval by the System Office the formal review and approval will go back to the Academic and Student Affairs Committee and then the full Board.

BACKGROUND
Capital Community College (CCC) proposes to be the host of the Capital Community College Magnet Academy (CCCMA); an inter-district magnet school established under the Milo Sheff vs William A. O'Neil stipulation and proposed order, dated December 13, 2013. CCC, under the Board of Regents for Higher Education (BOR), in partnership with the Hartford Public Schools Board of Education (HBOE) has shared overall responsibility of CCCMA.

CCCMA is an Early College High School serving students in the eleventh and twelfth grades. CCCMA is located on the campus of CCC, 950 Main Street, Hartford, CT 06103. CCCMA is designed with a theme of "Community Engaged Learning" which strives to encourage students to think of themselves as members of a multicultural society whose vitality and health depends upon individuals who care about the community.

CCCMA is designated as an inter-district magnet Sheff school. The purpose of an inter-district magnet school is to reduce, eliminate or prevent racial, ethnic or economic isolation of public school students, while offering a high-quality curriculum that supports educational improvement. Overall, CCCMA's goal is to provide students with personalized and innovative learning in an early college high school environment on the campus of Capital Community College, which supports students from diverse backgrounds in developing the goals, values, self-discipline, work habits, academic and life skills needed to achieve personal success and to become engaged citizens for the good of the community and society at large.

10/2/2014 – Academic & Student Affairs Committee
10/16/2014 – Board of Regents

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Establishment of a Middle College

October 16, 2014

RESOLVED: That Capital Community College continue discussions with the Hartford Public Schools Board of Education on the creation of Capital Community College Magnet Academy. Capital Community College will provide for review and approval by the System Office all contract terms and finance agreements. Upon review and approval by the System Office the formal review and approval will go back to the Academic and Student Affairs Committee and then the full Board.

A True Copy:

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

ITEM
Approval of Tenure Recommendations from Central Connecticut State University

BACKGROUND
CCSU submitted two recommendations for tenure for last January 2014. Due to the reorganization of the Academic Affairs department, they were not brought to the Board at that time. It is recommended they be approved now. The president's original memo of recommendation is attached. The full background information for each is available from the BOR Provost's office by request.

10/2/2014 –Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Tenure Recommendation

October 16, 2014

RESOLVED: That the Board of Regents for Higher Education approve the president's recommendations for instructional faculty tenure at Central Connecticut State University for William Fothergill and Jennifer Piatek.

A True Copy:

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

MEMORANDUM

TO: Dr. Gregory W. Gray
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller
President, CCSU

DATE: December 3, 2013

SUBJECT: January Tenure Recommendations

I am pleased to present my recommendations for instructional faculty tenure, to be effective at the start of the spring 2014 semester:

    William Fothergill, Counseling and Wellness
    Jennifer Piatek, Physics and Earth Sciences

/cm
cc: C. Lovitt

ITEM

Adjustment of FY15 Portfolio Assessment Fee at Charter Oak State College

BACKGROUND

The Board of Regents, under its statutory authority (CGS 10a-6), reviews and establishes tuition and fees at Charter Oak State College (COSC) annually for such purposes as the Board of Regents deems necessary.

ANALYSIS

In March of 2014, the Board of Regents approved Tuition and Fees for the Connecticut State Colleges and Universities for FY15.   COSC has reexamined the application of its Portfolio Assessment Fee, which was reflected in the approved schedule s "Assessment Fee for Matriculated students per 3 credit course" and "Assessment Fee for CT non-matriculated students per 3 credit course."

Based upon this review, COSC has determined that these two subsets of Portfolio Assessment are more appropriately charged based on a "per course" basis. This description is better aligned with the intent of the fee.

RECOMMENDATION FOR FULL BOARD

Approve the amended FY15 Fee Schedule for Charter Oak State College (Attachment A).

    10/7/14 Finance & Infrastructure
    10/16/14 Board of Regents

RESOLUTION

concerning

FY2015 FEE ADJUSTMENT
AT
CHARTER OAK STATE COLLEGE

October 16, 2014

WHEREAS, The Board of Regents for the Connecticut State Colleges and Universities ("the Board") under its statutory authority - CGS 10a-6 - reviews and establishes fees annually for such purposes as the Board of Regents deems necessary, and

WHEREAS, In March of 2014, the Board set Tuition and Fees for Fiscal Year 2015 for the Connecticut Colleges and Universities and Charter Oak State College (COSC), including a fee for portfolio assessment per COSC student per 3-unit class, and

WHEREAS, COSC has reexamined its portfolio assessment fee as approved, and

WHEREAS, COSC has determined that a per course fee is more accurate in relation to the intent of this assessment, therefore be it

RESOLVED, That the Tuition and Fee Schedules adopted by the Board at their March 13, 2014 meeting are hereby amended, and be it further

RESOLVED, That the rates reflected on the attached schedule (ATTACHMENT A) are effective at COSC as appropriate for FY2015, and be it further

RESOLVED, That said rates may be reconsidered by the Board should circumstances warrant.

A True Copy:

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Erin A. Fitzgerald
Secretary

Charter Oak State College
FY2014 Actual Rates and FY2015 Proposed Rates

	AY 2014 Rate	Proposed AY 2015 Rate
Tuition (Resident) per credit	$258	$263
Tuition (Nonresident) per credit	$339	$346
College Fee (Resident) per semester	$180	$184
College Fee (Nonresident) per semester	$240	$245

Tier II Fees

Late Registration Fee per semester	$20	$40
Technology Fee per semester	$0	$50

Credit Assessment Program Review

Nonprofit review of one Program or 10 courses and the 4 Year Review	$2,000	$2,200
For-Profit review of one Program or 10 courses and the 4 Year Review	$4,146	$4,229
Nonprofit additional review of up to 5 additional courses within 4 Years	$0	$475
For-Profit additional review of up to 5 additional courses within 4 Years	$0	$813

Credential Evaluation of License or Certification

Matriculated students	$294	$300
CT non-matriculated students	$311	$317
Non-matriculated students, non-residents	$420	$504

Portfolio Assessment

Assessment Fee for matriculated students per course	$273	$320
Assessment Fee for CT non-matriculated students per course	$354	$400

ITEM
   Information Security Policy

Consistent with the standards approved by the BOR via adoption of the Information Security Program resolution dated October 17, 2013, the proposed Information Security Policy was developed by the Security Compliance Working Group (SWCG), reviewed and edited by the Information Technology Steering Committee and revised by the Investment Review Board. This is the foundational policy from which all BOR IT security standards will be developed. In total, there will be 17 standards written to provide guidelines and ensure compliance with National Institution of Standards and Technology (NIST), which the Board adopted last year to address data security controls.

OVERVIEW:

The proposed policy governs Information Security requirements to protect Connecticut State Colleges and Universities (CSCU) information assets and meet our federal and state requirements, e.g. Gramm-Leach-Bliley Act (GLBA). CSCU is required to have an Information Security Program that addresses the Availability, Integrity and Confidentiality of CSCU information assets. These policies apply to all faculty, staff and students and are primarily administered by the campus leadership and local Data Stewards. This policy outlines 17 information security standards, from the National Institute of Standards and Technology (NIST), which form the foundational architecture of the security policy. Each security standard will have a more detailed standards developed to explain the specific implementation and policy requirements that each institution must meet to be in compliance.

Although no set of policies can address all scenarios of IT security, these policies and their subsequent detailed standards will outline procedures to secure CSCU data and assets. Their primary goal is to guide users and administrators towards reasonable decisions and actions, within the framework of the standard. The Chief Information Officer, working with the Chief Information Security Officer oversees information security activities and the development of these 17 detailed security standards. Through the 17 standards, CSCU will protect resources from threats and ensure compliance with applicable laws and industry requirements. CSCU IT resources, whether owned or contracted, will be configured to meet the requirements set forth in the 17 security standards. Agreements that involve a third party assessing or managing CSCU IT resources shall require the third party to be responsible for complying with the requirements within the various standards. The BOR, University and College Presidents are responsible for keeping computer systems protected from activities that could compromise the confidentiality, integrity and availability of the resource. Presidents, utilizing their Data Stewards are encouraged to direct faculty and staff to the information security policies and discuss the impacts and outcomes of these policies on their specific work areas. This review of the information security policy should be documented in the personnel file, as appropriate.

   Purpose:

The CSCU Information Security Policy is the cornerstone for the CSCU Information Security Program. The purpose of this Information Security Policy is to define what must be done to protect CSCU information assets for availability, integrity and confidentiality.
Secondly, the Information Security Policy assigns ownership and accountability for meeting these Information Security requirements by delineating key roles and responsibilities in meeting CSCU Information Security objectives. Fulfilling both of these objectives will enable CSCU to implement a comprehensive system-wide Information Security Program.

Methodology:

CSCU needs to protect the availability, integrity and confidentiality of data while providing information resources to fulfill our academic mission. The information security program will be risk based. Implementation decisions will be made based on addressing the highest risk first. Using a layered ring approach, this policy will secure the inner ring, high risk data and systems, with the tightest controls and the outer ring, public data, with lower controls. This strategy allows the CSCU system to protect the availability, integrity and confidentiality of our system while using the least restrictive controls on academic systems and public networks.

Exceptions:

CSCU recognizes that at times implementing the NIST standards will not be possible because of technical or administrative limitations. CSCU will, whenever possible, implement the NIST standards and if unable to meet the NIST standards, document the exception. Exceptions because of technical limitations, e.g. legacy system cannot meet password requirements, will only need to be documented and submitted to the ISPO.

RECOMMENDATION

It is the recommendation of the BOR President, through the BOR CIO after having received the input of the IT Steering Committee via the governance process approved by the Board related to information technology, that the Board of Regents for Higher Education approves the proposed resolution adopting the Information Security Policy attached thereto.

August 27, 2014 JRT/BOR-CIO

09/18/2014 – BOR

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

INFORMATION SECURITY POLICY REQUIREMENTS
TO PROTECT CONNECTICUT STATE COLLEGES & UNIVERSITIES (CSCU)
INFORMATION ASSETS AND MEET FEDERAL AND STATE REQUIREMENTS
E.G., GRAMM-LEACH-BLILEY ACT (GLBA)

October 16, 2014

WHEREAS, The Board of Regents (BOR) has set the National Institute of Technology and Standards (NIST) as the foundational requirement for data security, amongst all 17 constituent units in their October 17, 2013 resolution.

WHEREAS, Prior to developing the necessary standards at the College and University level, an overarching policy must define the programmatic requirements of the Information Security Program, as set forth in the October 2013 BOR resolution.

WHEREAS, The Information Security Policy assigns ownership and accountability for meeting these Information Security requirements by delineating key roles and responsibilities in meeting CSCU Information Security objectives. Fulfilling these objectives will enable CSCU to implement a comprehensive system-wide Information Security Program.

WHEREAS,   The CSCU Security Program is framed on (NIST) and technical controls implemented based on SANS Critical Security Controls priorities. CSCU must develop appropriate standards and procedures required to support the BOR Information Security Policy**.** This policy will be further defined by standards, procedures, control metrics and control tests to assure functional verification.

WHEREAS,   The Information Security Policy has been developed through the Information Technology Governance Process; drafted by the Security Compliance Working Group, edited by the Information Technology Steering Committee and reviewed by the Investment Review Board; therefore be it

RESOLVED, The BOR Chief Information Officer recommends the adoption of the Information Security Policy attached hereto to protect CSCU information assets and meet our federal and state requirements, e.g. Gramm-Leach-Act (GLBA); therefore be it

RESOLVED, This policy fulfills the previously approved Board mandate that CSCU, through the IT Governance Process, shall have an Information Security Program that addresses the Availability, Integrity and Confidentiality of CSCU information

assets and applies to all faculty, staff and students and is primarily administered by the campus leadership and local Data Stewards; therefore be it

RESOLVED, Detailed operating standards for each of the 17 critical areas outlined in the policy will be developed with specific procedures and guidelines necessary for each College and University to be complaint with the BOR security program; therefore be it

RESOLVED,   Through the 17 standards, CSCU will protect resources from threats and ensure compliance with applicable laws and industry requirements, with the primary goal to guide users and administrators towards reasonable decisions and actions, within the framework of the standard.

A True Copy:

_____

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

Information Security Policy

Identifier: IT-003	
Revision Date:	**Effective Date:**
Approved by: BOR	**Approved on date:**

Table of Contents

1. Introduction

This Policy governs Information Security requirements to protect Connecticut State Colleges and Universities (CSCU) information assets and meet our federal and state requirements, e.g. Gramm-Leach-Bliley Act (GLBA). CSCU is required to have an Information Security Program that addresses the Availability, Integrity and Confidentiality of CSCU information assets. These policies apply to all faculty, staff and students and are primarily administered by the campus leadership and local Data Stewards. This policy outlines 17 information security standards, from the National Institute of Standards and Technology (NIST), which form the foundational architecture of the security policy. Each security standard will have a more detailed standards developed to explain the specific implementation and policy requirements that each institution must meet to be in compliance.

Although no set of policies can address all scenarios of IT security, these policies and their subsequent detailed standards will outline procedures to secure CSCU data and assets. Their primary goal is to guide users and administrators towards reasonable decisions and actions, within the framework of the standard. The Chief Information Officer, working with the Chief Information Security Officer oversees information security activities and the development of these 17 detailed security standards. Through the 17 standards, CSCU will protect resources from threats and ensure compliance with applicable laws and industry requirements. CSCU IT resources, whether owned or contracted, will be configured to meet the requirements set forth in the 17 security standards. Agreements that involve a third party assessing or managing CSCU IT resources shall require the third party to be responsible for complying with the requirements within the various standards. The BOR, University and College are responsible for keeping computer systems protected from activities that could compromise the confidentiality, integrity and availability of the resource.

2. Purpose

The CSCU Information Security Policy is the cornerstone for the CSCU Information Security Program. The purpose of this Information Security Policy is to define what must be done to protect CSCU information assets for availability, integrity and confidentiality.

Secondly, the Information Security Policy assigns ownership and accountability for meeting these Information Security requirements by delineating key roles and responsibilities in meeting CSCU Information Security objectives. Fulfilling both of these objectives will enable CSCU to implement a comprehensive system-wide Information Security Program.

3. Implementation Methodology

CSCU needs to protect the availability, integrity and confidentiality of data while providing information resources to fulfill our academic mission. The information security program will be risk based. Implementation decisions will be made based on addressing the highest risk first. Using a layered ring approach, this policy will secure the inner ring, high risk data and systems,

with the tightest controls and the outer ring, public data, with lower controls. This strategy allows the CSCU system to protect the availability, integrity and confidentiality of our system while using the least restrictive controls on academic systems and public networks.

CSCU recognizes that at times implementing the NIST standards will not be possible because of technical or administrative limitations. CSCU will, whenever possible, implement the NIST standards and if unable to meet the NIST standards, document the exception. Exceptions because of technical limitations, e.g. legacy system cannot meet password requirements, will only need to be documented and submitted to the ISPO.

4.   Policy Authority

This policy is issued by the Board of Regents for Higher Education for the Connecticut State Colleges & Universities.

5.   Scope

- This policy classifies networks, access, and security standards based on the data classification that resides on that network. This policy requires a level security protection on all internal networks, but places the greatest security requirements on networks which contain and process confidential data.
- For contracted and third party services, it is recognized that the CSCU will protect data transported via a secure internet connection. The third party is responsible by BOR contract for the protection and management of confidential data per federal and state statute, this policy and mandatory terms and conditions.
- This policy applies to all information assets and IT resources operated by the CSCU;
- This policy applies to all information assets and IT resources provided by CSCU through contracts, subject to the provisions and restrictions of the contracts ; and
- This policy applies to all authenticated users of CSCU information assets and IT resources.

The CSCU Security Program is framed on National Institute of Standards and Technology (NIST) and technical controls implemented based on SANS Critical Security Controls priorities. CSCU must develop appropriate standards and procedures required to support the Board of Regents (BOR) Information Security Policy**.** This policy will be further defined by standards, procedures, control metrics and control tests to assure functional verification.

The CSCU Security Program will be based on NIST Special Publication 800-53; this publication is structured into 17 control groupings, herein referred to as Information Security Standards.

6.   Roles and Responsibilities

a. **Board of Regents (BOR):** (i) Issues Information Security Policy; (ii) Sponsors the Development and Implementation of a Comprehensive Information Security Program; (iii) Oversees the security of all CSCU Information Resources.

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b. **BOR Chief Information Officer (CIO):** The BOR Chief Information Officer is responsible for the design, implementation, operations and compliance functions of the BOR Information Security Program for all CSCU constituent units. Their responsibilities include:

1. Establish the Information Security Program Office to assist in all the responsibilities and functions related to the BOR Information Security Program.
2. Designate a Chief Information Security Officer (CISO) or appropriate third party to manage the Information Security Program Office.
3. Annually provide the Board of Regents a report detailing the security program effectiveness and the risk.

c. **College and University Presidents:** The College and University Presidents are responsible for assuring that their respective institutions are complying with the BOR Information Security Program inclusive of all policies, standards, and procedures including managerial, administrative and technical controls for their institutions.

d. **Chief Information Security Officer (CISO):** The Chief Information Security Officer is appointed by the BOR CIO and manages information security throughout CSCU. The CISO, under the direction of the BOR CIO, is responsible for the development, implementation and maintenance of a comprehensive Information Security Program for the CSCU. This includes security policies, standards and procedures which reflect best practices in information security. The program with be based on standards developed by the National Institute of Standards and Technology.

e. **Security Compliance Working Group (SCWG):** The Security Compliance Working Group will be advisory to the CISO, BOR CIO, local IT Leadership and the College and University Presidents. Their primary function is to develop and draft policy requirements working closely with the CISO and campuses based on the security standards. The SCWG will be available to perform security assessments of the standards at their respective campuses.

f. **Contact Information:** To report security incidents, abuse or questions. Please ensure you include your local University or College reporting structure.

ISPM, Jeff Clark: jclark@commnet.edu
CIO, Joseph Tolisano: tolisanoj@ct.edu
General Email: SecProg@ct.edu

7.   Information and Information System Classifications

CSCU will establish security categories for both information and information systems. The security categories will be based on the potential impact on CSCU should certain events occur which jeopardize the information and information systems need by the organization to accomplish its mission, protect its assets, fulfill its legal responsibilities, maintain its day-to-day functions, and protect individuals. Security categories will be used in conjunction with vulnerability and threat information in assessing risk and controls.

8. Provisions for Information Security Standards

Access Control

CSCU will limit information system access to authorized users, processes acting on behalf of authorized users, or devices (including other information systems) and to the types of transactions and functions that authorized users are permitted to exercise.

Awareness and Training

CSCU will: (i) ensure that managers and users of information systems are made aware of the security risks associated with their activities and of the applicable laws, Executive Orders, directives, policies, standards, instructions, regulations, or procedures related to the security of CSCU information systems; and (ii) ensure that CSCU personnel are adequately trained to carry out their assigned information security-related duties and responsibilities.

Audit and Accountability

CSCU will: (i) create, protect, and retain system audit records to the extent needed to enable the monitoring, analysis, investigation, and reporting of unlawful, unauthorized, or inappropriate information system activity on protective enclave systems, specific to confidential data and confidential networks, at a minimum; and (ii) ensure that the actions of individual information system users can be uniquely traced for all restricted systems.

Assessment and Authorization

CSCU will: (i) periodically assess the security controls in CSCU information systems to determine if the controls are effective in their application; (ii) develop and implement plans of action designed to correct deficiencies and reduce or eliminate vulnerabilities in CSCU information systems; (iii) authorize the operation of CSCU information systems and any associated information system connections; and (iv) monitor information system security controls on an ongoing basis to ensure the continued effectiveness of the controls.

Configuration Management

CSCU will: (i) establish and maintain baseline configurations and inventories of organizational information systems (including hardware, software, firmware, and documentation) throughout the respective system development life cycles; and (ii) establish and enforce security configuration settings for information technology products employed in organizational information systems.

Contingency Planning

CSCU will establish, maintain, and effectively implement plans for emergency response, backup operations, and post-disaster recovery for CSCU information systems to ensure the availability of critical information resources and continuity of operations in emergency situations.

Identification and Authentication

CSCU will identify information system users, processes acting on behalf of users, or devices and authenticate (or verify) the identities of those users, processes, or devices, as a prerequisite to allowing access to CSCU information systems.

Incident Response

CSCU will: (i) establish an operational incident handling capability for CSCU information systems that includes adequate preparation, detection, analysis, containment, recovery, and user response activities; and (ii) track, document, and report incidents to appropriate CSCU officials and/or authorities.

Maintenance

CSCU will: (i) perform periodic and timely maintenance on CSCU information systems; and (ii) provide effective controls on the tools, techniques, mechanisms, and personnel used to conduct information system maintenance.

Media Protection

CSCU will: (i) protect information system media, both paper and digital; (ii) limit access to information on information system media to authorized users; and (iii) sanitize or destroy information system media before disposal or release for reuse.

Physical and Environmental Protection

CSCU will: (i) limit physical access to information systems, equipment, and the respective operating environments to authorized individuals; (ii) protect the physical plant and support infrastructure for information systems; (iii) provide supporting utilities for information systems; (iv) protect information systems against environmental hazards; and (v) provide appropriate environmental controls in facilities containing information systems.

Planning

CSCU will develop, document, periodically update, and implement security plans for CSCU information systems that describe the security controls in place or planned for the information systems and the rules of behavior for individuals accessing the information systems.

Personnel Security

CSCU will: (i) ensure that individuals occupying positions of responsibility within organizations are trustworthy and meet established security criteria for those positions; (ii) ensure that CSCU information and information systems are protected during and after personnel actions such as terminations and transfers; and (iii) employ formal sanctions for personnel failing to comply with CSCU security policies and procedures.

Risk Assessment

CSCU will periodically assess the risk to organizational operations (including mission, functions, image, or reputation), organizational assets, and individuals, resulting from the operation of organizational information systems and the associated processing, storage, or transmission of organizational information.

System and Services Acquisition

CSCU will: (i) allocate sufficient resources to adequately protect CSCU information systems; (ii) employ system development life cycle processes that incorporate information security

considerations; (iii) employ software usage and installation restrictions; and (iv) ensure that third-party providers employ adequate security measures, through federal and Connecticut state law and contract, to protect information, applications, and/or services outsourced from the organization.

System and Communications Protection

CSCU will: (i) monitor, control, and protect CSCU communications (i.e., information transmitted or received by CSCU information systems) at the external boundaries and key internal boundaries of the information systems for confidential data transmissions; and (ii) employ architectural designs, software development techniques, and systems engineering principles that promote effective information security within CSCU information systems.

System and Information Integrity

CSCU will: (i) identify, report, and correct information and information system flaws in a timely manner; (ii) provide protection from malicious code at appropriate locations within CSCU information systems; and (iii) monitor information system security alerts and advisories and take appropriate actions in response.

9. Enforcement

Enforcement is the responsibility of the local University or College president or designee. For purposes of protecting the CSCU network and information technology resources, the BOR Chief Information Officer will work in conjunction with College/University President and the respective campus IT department, as requested remove or block any system, device, or person from the CSCU network that is reasonably suspected of harming or causing potential risk to CSCU information technology systems or network. These non-punitive measures will be taken to maintain business continuity and information security; users of the College/University information technology resources will be contacted for coordination and assistance.

10. No Expectation of Privacy

There is no expectation of privacy in the use of CSCU IT resources. CSCU reserves the right to inspect, monitor and disclose all IT resources including files, data, programs and electronic communications records without the consent of the holder of such records. Please see the State of CT Electronic Monitoring Notice.

11. Exceptions

Compliance with this Information Security Policy is mandatory. All CSCU entities must comply with the roles, responsibilities, and security policies statements set forth in this document to ensure the confidentiality, integrity, and availability of institutional information. Further, CSCU entities must ensure that contractors engaged by them are aware of the security controls required by federal and Connecticut state laws and regulations and these controls are agreed to within the contract. CSCU recognizes that some portions of the Information Security Policy may have to be bypassed from time-to-time because of technical or business reasons.

Accordingly, exceptions may be made provided:

1. The need for the exception is legitimate and approved by the BOR CIO or designee and local University or College president, who ultimately holds the risk
2. The exception does not disrupt or compromise other portions of the CSCU service delivery capability.
3. The implementation of the exception is vetted through and approved by the IT Steering Committee.
4. The College/University IT department must be able to establish a monitoring function to assess the operations of the implementation exception. Monitoring will be approved by the BOR CIO.
5. The exception has a defined lifecycle, in that the "retirement" of the exception is scheduled (e.g., "when Release 4.9 is implemented," "at contract termination," etc.)

12. Exception Request

To request an exception, please submit the Information Security Exception request to, secprog@ct.edu that is responsible for briefing the BOR CIO and appropriate administrators.

The requestor and BOR Information Security Program Office will define the approved alternative configuration if different than the original proposal of the requestor.

The exception process is NOT an alternative to the Change Control Management process.

13. Disclaimer

CSCU disclaims any responsibility for and does not warrant information and materials residing on non-CSCU systems or available over publicly accessible networks. Such materials do not necessarily reflect the attitudes, opinions or values of CSCU, its faculty, staff or students.

14. Related Publications and Guidance –

NIST 800-53, FIPS-199

This Information Security Policy defines mandatory requirements for protecting information. It is issued in accordance with:

- Board of Regent Policies and Resolutions Connecticut General Statutes Code of Federal Regulations United States Code
- State Data Retention Schedule S6

15. Revision History

Previous versions of this policy

- None

Policies superseded by this policy

- CSU – Supersedes BOT Resolution 06-9 and 06-10 for the policy only.
- The CSCU Information Security Standard is not superseded by this policy. As standards are developed in support of this policy they will supersede sections of the standard.
- CCC – 1.1 IT Policy Common Provisions is superseded by this policy. Remaining CCC policies will remain in effect until standards are developed to support this policy.

16. Definitions

Access Controls: The technology, processes, and procedures used to limit and control access to information technology (IT) resources; these controls are designed to protect against unauthorized entry or use.

Accounts: User accounts are the means of access for real people to a computer system, and provide separation of the users' activities with the system environment, preventing damage to the system or other users. User accounts are assigned a username

Active Directory: A software system that stores, organizes and provides access to information in a directory created by Microsoft. It is responsible for authenticating and authorizing all users and computers within a network.

Administrator: See System Administrator.

Authentication: The act of verifying the identity of a user and the user's eligibility to access computerized information.

Authorization: The function of specifying access rights to resources.

Availability: The state of a system in a functioning condition.

Business Continuity Plan (BCP): A document describing how an organization responds to an event to ensure critical business functions continue without unacceptable delay or change.

CAS: Known as Central Authentication Service, CAS permits a user to access multiple applications while providing their username and password only once.

Chief Information Security Officer (CISO): Head of the Information Security Office.

Computer Maintenance: Tasks that must be performed on computers in order to keep them running at optimal efficiency. These tasks include applying security patches, running and maintaining antivirus software, and keeping the computer and data secure.

Confidentiality: Secrecy

Credit Card Data: Data that identifies a credit card account. This data includes primary account numbers (PAN), service codes, expiration date, magnetic stripe or storage chip data, and card validation codes.

Critical Systems and Data: Systems and data that are essential to the operations of the University of to a specific department.

Data: Records and information in a form suitable for use with a computer.

Data Administrators: People who are responsible for applying appropriate controls to data based on its classification level and required protection level. These people are usually system administrators

Data Stewards: People with the responsibility of ensuring the proper handling of administrative, academic, public engagement, or research data.

Data Restoration Procedures: The process used to reinstate data that has been backed up.

Data Users: People that read, enter, or update data.

Desk Audits: The act of reviewing documentation to verify technical and procedural details.

Development Environment: Software staging system, where development takes place that is separate from the actual system

Disaster: A negative event that lasts longer than the maximum tolerable downtime

Recovery (DR) Plan: A document that outlines how the University will respond to a disaster and resume critical business functions within a predetermined period of time with minimum amount of loss.

Electronic Protected Health Information (ePHI): Electronic confidential patient information that must be secured against unauthorized exposure as per HIPAA.

Encrypted Data: Data that has undergone the process of encryption

Encryption: A technique used to transform plain text so it is unintelligible but recoverable.

Encryption Key: The input into an encryption algorithm that allows the data to be encrypted.

File Auditing: The logging of opening, modifying, or deleting files on a computer.

File Sharing: Distributing or providing access to electronic data files, usually via a network connection.

Firewall: A network device used to block network access to Information Technology resources

HIPAA: The Health Insurance Portability and Accountability Act address the security and privacy of health data.

Incident: An attempted or successful event resulting in unauthorized access, use, disclosure, modification, or destruction of information or interference with systems operations in an information system.

Information Security: Administrative, physical and technical controls that seek to maintain confidentiality, integrity, and availability of information.

Information Security Awareness Training (ISAT) Program: Training of University faculty and staff regarding the protection of various information technology resources.

Information Security Office (ISO): The unit responsible for overall information security functions for the University.

Information Technology: The act of managing technology, including computer software, information systems, computer hardware, and programming languages.

Information Technology (IT) Resources: Tools that allow access to electronic technological devices, or are an electronic technological device themselves These resources include data; computers and servers; desktop workstations, laptop computers, handheld computing and tracking devices; cellular and office phones; network devices such as data, voice and wireless networks, routers, switches, hubs; and peripheral devices.

Insecure Communication Networks: Data networks that are designed without security requirements in mind.

Integrity: The trustworthiness of information technology resources.

Live simulations: Imitating certain events in order to help test processes and procedures

Log Harvesting: IT resources used to collect logs from various information technology (IT) resources.

Logging: The process of electronically recording activities of IT resources.

Malware: Malicious software designed to disrupt computer operation, gather sensitive information, or gain unauthorized access to information technology (IT) resources.

PCI-DSS: An IT standard for organizations that handle credit card data.

Personally Identifiable Information (PII): Data that can be used to uniquely identify, contact, or locate a single person or can be used with other sources to uniquely identify a single individual.

Production Environment: Final working stage of software development or network planning when product is rolled out to users.

Protected Health Information (PHI): Confidential patient information that must be secured against unauthorized exposure as per HIPAA.

Public computers: Computers that may be used by anyone in the general public

Recovery Point Objective: The maximum tolerable period in which data might be lost from an IT Service due to a breach or malfunction.

Recovery Time Objective: The duration of time and a service level within which a resource must be restored after a disaster (or disruption) in order to avoid unacceptable consequences associated with a break in availability.

Regulated Data: Information whose dispersal is determined by permission constraints, some users have access, while others do not.

Remote Desktop: The ability to control the keyboard and mouse of a computer from a remote location.

Restricted Data and Protective Enclave Networks: Networks and Systems that process and access confidential data, on restricted and isolated networks, with unique logins, restricted systems and white listed to only site required for restricted processing.

Risk Assessment: An analysis of the potential risks and vulnerabilities to the confidentiality, integrity, and availability of IT resources.

Security Vulnerability: A security exposure in an operating system or other system software or application software component which an attacker can exploit to gain access to the systems programs or data.

Server: A computer program running to serve the requests of other programs, the "clients".

Screen Lock: An automatic lock of a computer such that it may not be accessed without a username and password.

Shibboleth: A method of allowing sites to make informed authorization decisions for individual access of protected online resources in a privacy-preserving manner.

Software Patches: A piece of software designed to fix problems with, or update a computer program or its supporting data.

Spam Messages: The use of electronic messaging systems (*e.g.*, email) to send unsolicited bulk messages indiscriminately.

Strong Password: A password that requires extensive resources to guess using either brute force algorithms or human common sense.

System Administrator: A person employed to maintain and operate a computer system or network.

Tabletop Testing: A gathering of relevant individuals to review a specific process in order to improve or update the process.

Test Environment: Staging software development or network construction where the product is stress tested and bug tracked before final deployment.

Third Party: not the original creator of a product.

Threat: An action or event that possess a possible danger to a computer system and the potential for exploitation of vulnerability.

Unencrypted Data: Plaintext data that has not undergone the encryption process.

Users: People authorized to use information technology (IT) resources.

Virus: Malware that uses it host to propagate itself to other hosts.

Walkthroughs: A simulation of a process via a gathering of individuals in order to test and improve the process.

Whole Disk Encryption: Process by which the entire hard drive of a computer is encrypted

Item: Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs

Background

In the past few years, there have been extensive studies on the topic of excess credits and efforts to normalize associate and baccalaureate degree credit hours. The studies include: Complete College America, *Wasting Time: Costs, Consequences, and Causes of Excess Credits and Time to Degree;* Georgetown University report *The High Price of Excess Credits: How New Approaches Could Help Students and Schools;* and the State University System of Florida, Office of Academic Programs Review; *Hours to Graduation: A National Survey of Credit Hours Required for Baccalaureate Degrees.* These studies have documented wide disparities in academic credits for degree completion. All three reports identified the importance for system and institutional leadership to begin a systemic review of degrees' credit requirements.

Many states including North Carolina, Florida, Texas, Louisiana, Virginia and Arizona have enacted legislation to regulate excess credit hours. Some states including Florida and Louisiana have eliminated state funding for excess credit hours. Georgia is exploring options to limit excess credit hours and encourage timely graduation.

The Lumina Foundation and the National Center for Higher Education Management Systems (NCHEMS) endorse the concept to reduce and eliminate excess credit hours. A Lumina report indicates "….the many reasons why students take excess credits and time to complete degree programs including change of majors, failing or withdrawing from courses, and working and attending school part-time. Other reasons have more to do with system, state or institutional policies, including degree requirements and transfer policies". A survey commissioned by Complete College America found that the number of credits required to complete a degree in many programs has increased over time. Among four-year degree programs, that trend has already begun to reverse itself, with many states and institutions pushing to return to the 120 credit norm. However, among two-year institutions the standard credit requirements still vary considerably. The Complete College America report goes on to state: "to improve completion and attainment rates, states, systems, and institutions can take action to make 120 credits the norm for a bachelor's degree and 60 credits the norm for an associate degree. There may be programs for which it makes sense to allow the requirements to exceed 120 or 60 credits, often because of accreditation, but the institutions should be required to make sound justification for those increased credit hours."

Reducing excess credit hours has the potential to provide multiple benefits to the student and the institution. These include:

1. Reducing excess credit hours may encourage timely graduation and allow students to enter the workforce more quickly, therefore increasing lifetime earning potential.
2. Reducing excess credit hours may reduce student cost.
3. Reducing excess credit hours may support increased collaboration between two and four year sector for the best practice for student transfer and articulation programs.
4. Reducing course sections that equate to excess credits may assist the institution to better manage classroom space.

Thus, it is appropriate for the Connecticut State College and University System and campus presidents and chief academic officers to consider the benefits to normalize associate degree programs to 60 credits and baccalaureate degree programs to 120 credits except in cases where accreditation requirements or other extenuating circumstances require additional credits for degree completion.

The recent Board of Regents approved policy for Academic Program Review provides context to assist the campus with the process to review academic programs. It is incumbent upon each campus to develop a strategy to either review each academic program for excess credits within the normal academic program review cycle or independent of the cycle for academic program review.

The campus based review should also take into consideration Board of Regents Transfer and Articulation policy. Where it makes sense the community colleges and the universities should seek agreement on the general education core courses for the majority of degree programs.

The process to review academic credit hours and to consider normalizing the number of credits for an associate and/or baccalaureate degree is campus-based and campus managed. The process should not infringe upon faculty governance or institutional management of the degree program, content, and curriculum. All decisions on curriculum and course content remain within the campus decision-making authority.

RECOMMENDATION

It is recommended that the Board of Regents consider approving the resolution.

5/14/2014 – Academic Council
10/2/2014 – Academic and Student Affairs Committee
10/16/2014 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs

October 16, 2014

Whereas, the Board of Regents believes that public postsecondary education institutions must be concerned with issues and practices affecting access and affordability; and

Whereas, the Board of Regents' efforts to advance affordability could be enhanced by the institutions normalizing the credit required for completing an associate and baccalaureate degree; and

Whereas, the Board of Regents recognizes that normalizing associate and baccalaureate degree credit hours may significantly reduce the time to obtain a degree for many students; and

Whereas, the Board of Regents endorses a rigorous system-wide review of academic programs to be undertaken in collaboration between the institution's president and chief academic officer to determine if there are any excess credit requirements within their degree programs; now

Therefore, Be It Resolved that the Board of Regents authorizes and instructs the ConnSCU System President to require each President and Chief Academic Officer of a college offering an Associate and/or a Baccalaureate degree to:

1) Develop and implement a review process for each Associate and Baccalaureate degree program with the goal of normalizing the number of credits at 60 and 120 credit hours respectively without compromising accreditation and certification requirements. The review should also include the identification of institution and department policies that might contribute to excess credit hours required for graduation.
2) The campus excess credit hour review process should include a multi-year phased strategy that allows for sufficient time for the campus review committees to thoroughly consider excess credit hours.
3) Provide compelling rationale to maintain Associate and/or Baccalaureate degree programs with more than 60 or 120 credit hours following the completion of a campus-based review. In addition to accreditation requirements extenuating circumstances might include industry requests, labs and first year experience programs.
4) Campus appeal to continue offering Associate and Baccalaureate degree programs with more than 60 or 120 credits respectively will be presented to the System President and Provost. Upon consultation with the Academic and Student Affairs Committee a final recommendation will be offered and forwarded to the Board of Regents.
5) Effective with the Board of Regents approval of this policy all new program proposals are expected to meet the 60 or 120 credit objective unless there is substantiating rationale for additional credits.
6) Develop a communication process so that students understand the consequences of taking credits beyond those required for graduation, and

Be It Further Resolved that each affected campus will present its findings and recommendations to the System President and the Board of Regents for the initial set of academic programs with excess credit hours no later than completion of the fall semester, December 2016, and;

Be it Further Resolved that approved recommendations to normalize Associate and Baccalaureate degree programs to 60 and 120 credits be implemented, no later than with the entering freshmen class for fall 2017 or the entering class of students appropriate for the campus.

A True Copy:

_____

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

ITEM

FY16 – FY17 Biennium Budget Options

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 the Office of Policy and Management (OPM).

The Biennial Budget submission consists of three distinct pieces: Capital Requests, Current Services, and Budget Options.

The Capital and Current Services requests were approved by the BOR on September 25, 2014 and submitted to OPM.

The current request for Budget Options is due to OPM in October 2014. This Budget Options portion consists of (1) reduction options, (2) reallocation options, (3) revenue options, and (4) expansion options. We have advised OPM that we are still working on options (1) – (3) listed, but that we will submit item (4), expansion options this month.

Discussions will continue with members of the Governor's staff and the General Assembly to provide more details and clarification, up until such time as the State's final Biennium Budget is approved.

ANALYSIS

The Budget Options/Expansion Options package in included herein as Attachment A. Except for the areas of Security and Safety and P20 WIN, these requests support our strategic plan initiatives with Transform CSUS 2020. The items in this Expansion Options request are those which have been fully developed and articulated in our strategic process. The request does not include numerous other initiatives which are still under development and therefore not at a level to request funding from the state. Such requests will either be included in a mid-term request or in the next biennium.

The BOR recently undertook an assessment of security and safety infrastructure at our twelve community colleges and the System Offices. Thorough reviews were conducted by a team of experts and recommendations were provided. Many enhancements are underway and some already completed. One of the consistent recommendations concerned staffing levels. Our colleges are mixed between outsourced and in-house security forces. It is recommended that each college employ a head of security, to be housed locally, and

that System Office hire a head of public safety and emergency management. This Expansion Options request includes funding for seven additional heads of security at the colleges and one overall head of security at System Office. The latter will serve as BOR liaison with Homeland Security and develop consistent policies and procedures for the system, among other responsibilities.

The request for funding for the Regents Scholarship program will support the kickoff of this enterprise, at the same time that the BOR engages in campaign for private donations for this scholarship fund. The scholarships will be awarded to students who have completed their associate's degree at one of our community colleges and continue towards their bachelor's degree at one of our four-year institutions. The benefits are both to the colleges to keep students in school through their associate's degree and to our universities to incentivize students to stay within our system. Further, it supports the Governor's drive to encourage degree completion in the state of Connecticut.

Many of our Transform CSUS 2020 initiatives circle back to our ability to adequately counsel and advise our students, whether for academic completion, options, course work and requirements, or career aspirations tying to the workforce of the future. In order to assess our current capabilities, we compared our student to advisor ratios to the national medians for institutions of our size. We found that we are significantly under these medians at all of our institutions, without exception. We believe that at a minimum we need to meet these ratios to ensure our students are well-served.

There are two elements of the Expansion Options that were provided for in FY15, not through appropriations, but rather as one-time funding. These items were excluded from current services, and therefore are requested herein: (1) Early College, and (2) Developmental Education.

The FY15 funding for Early College was provided at $1.0M, which allowed BOR to begin some of our most critical initiatives. The request for Early College herein continues the progress begun in the current fiscal year, and expands the program to include all five facets of Early College, as described in the attached.

The amount requested for Developmental Education is the same amounts provided in FY15 by the state, and inflation adjusted for the next two years. As the program has been constructed in order to provide full compliance with Public Act 12-40 beginning July 1, 2015, it is our contention that these are ongoing expenses that need to be funded annually.

Veterans outreach and encouraging our returning military to pursue additional education is an important initiative within our strategic plan. We have made great progress in establishing veterans' oases at many of our institutions. This request takes our program a step further to enable us to proactively recruit, counsel, and provide advice regarding financial aid options to our veterans.

The P20 WIN System is a joint effort among the State Department of Education, Department of Labor, and Higher Education. The BOR has taken a lead position in developing this system, which will track student from pre-K through the workforce. It is expected that this will shape educational pedagogy for years to come. The initial phase in FY15 was provided through grant funding, but in order to continue development and system implementation, funding is required in the next biennium period.

RECOMMENDATION

Approve the FY2016/FY2017 Biennium Budget Expansion Options Request as presented.

10/07/14 Finance & Infrastructure Committee
10/16/14 BOR

RESOLUTION

concerning

FY2016/FY2017 BIENNIAL BUDGET EXPANSION OPTIONS

October 16, 2014

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 FY2016/FY2017 Biennial Budget Capital Request and Current Services Request, which includes continuation funding for positions projected to be funded through the General Fund and the Operating Fund; funding to meet known collective bargaining requirements; and funding to meet operating costs for new General Fund facilities projected to go on-line, has been submitted to the Office of Policy and Management (OPM), and

WHEREAS,   OPM has provided the Board the opportunity 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 the Office of Policy Management a Biennium Budget Expansion Option request of $30.2 million and $45.4 million for FY2016 and FY2017, respectively.

and be it further

RESOLVED,   That these requests may be adjusted by the President of the Board of Regents as a result of guidelines issued by or discussions with the Secretary of the Office of Policy and Management or for other technical purposes.

A Certified Copy:

_____
Erin A. Fitzgerald, Secretary

Board of Regents for Higher Education
FY2016/2017 Budget Options

October, 2014

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

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◆ Overview of BOR Biennium Budget

◆ Expansion Programs Description

✓ Security and Safety

✓ Regents Scholarship Program

✓ Academic Advising

✓ Early College

✓ Developmental Education

✓ Veterans Outreach

✓ P20 WIN Program

◆ Expansion Programs Funding Request

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Overview of BOR Biennium Budget

◆ BOR submitted both Capital and Current Services requests to OPM in September 2014

◆ Current Services included those programs that are a part of our FY2015 operations

   ✓ The Early College program was begun in FY2015 with a $1M launch provided by one-time funding, and therefore is excluded from current services, but included in expansion options.

   ✓ Similarly funding for Developmental Education was funded for $10.8M in FY2015 as a one-time amount, however inasmuch as this required hiring of faculty, it is recognized in expansion options as an ongoing requirement.

◆ BOR is currently working on our Reduction Options which will be finalized, reviewed by the Board, and forwarded to OPM at a later date

◆ The following pages are BOR's expansion options, requested for the FY2016-FY2017 Biennium Budget

CONNECTICUT STATE
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Security and Safety

- ◆ The BOR hired Elert & Associates to conduct an assessment of security and safety at our 12 community colleges and system office

  - ✓ Our universities have dedicated police forces patrolling the campuses who focus on student, faculty and staff welfare; with residential life at the universities, their requirements differ from those of the colleges
  - ✓ The colleges have employed a variety of solutions from dedicated staff, to outsourced services, to only local police protection
  - ✓ System office is lacking a senior executive to oversee the system-wide program

- ◆ Recent statistics regarding crime on campuses nationwide are sufficiently alarming

- ◆ Elert provided a number of observations and recommendations that are in various stages of implementation

  - ✓ Many are process and procedural in nature

- ◆ Some recommendations would require additional funding, including:

  - ✓ A dedicated security director at each site and a senior executive at system office
  - ✓ Enhancement of security personnel where access cannot be otherwise thwarted

- ◆ Based on identified needs, we are requesting funding for 7 heads of security at 7 colleges, totaling $896K and a VP of Public Safety at system office at $288K, all including salary and fringe benefits

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Regents Scholarships

◆ The CSUs have not captured as many qualified community college graduates as desirable for our integrated system

  - ✓ Out of 82,847 of our community college enrolled students in FY13, 2,766 graduated with associate degrees and attended a 4-year university the following year, and 8,737 left college without graduating in order to attend a 4-year university

  - ✓ The chart on page 6 shows that our CSU capture rate of this population is sub-optimal

◆ A study conducted by Maguire Associates demonstrated that tuition sensitivity is a big driver for students deciding to go to university after community college

  - ✓ BOR will begin a campaign for philanthropic support for scholarships for our community college students who graduate with an associate degree and then transition and complete their bachelor's degree at a CSU

  - ✓ In order to begin the program, BOR requests funding for initial years while the campaign ramps up

◆ We are requesting $6 M for FY16 and $15M for FY17 to support this program

  - ✓ The initial goal is to capture 4,000 students from those who may otherwise go to another system by provided a $1,500 scholarship for each of two years

  - ✓ In the second year, we would expect to increase the population by 6,000 students, to a total of 10,000 students with $1,500 scholarships

  - ✓ The second year of the program includes the 4,000 from year one, and additional 4,000 from the normal graduating class, and another 2,000 who have been incentivized to stay in the community college system for another year to benefit from the scholarship to a university

The Regents Scholarship program will benefit both the universities with additional transfer/articulation students, and the colleges with more second year students and associate degrees

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Regents Scholarships – CCC Analysis

	Total Headcount		
CCC Enrollment in 2013	82,847		
Where did they go in FY 2014?			
Attending a 4-year University	**11,503**		
Not attending a 4-year University	71,344	May or may not still be attending college	
FY2014, same Cohort	82,847		
What 4-year school did they attend?	All in 4-Year University	With AA Degree	Without AA Degree
CSCU	**4,761**	**1,430**	**3,331**
UConn	1,774	403	1,371
Private CT College	2,295	520	1,775
Public out-of-state 4-year	876	153	723
Private out-of-state 4-year	1,797	260	1,537
Non CSCU	**6,742**	**1,336**	**5,406**
4-Year Univeristy Attendees	**11,503**	**2,766**	**8,737**

Goal is two-fold: (1) incentivize 1,336 students who complete their associate degree and leave our system for a 4-year university to choose a CSU, and (2) incentivize 8,737 students to remain at a CCC to complete their associate degree, and then transfer to a CSU for their bachelor's degree

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
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Academic Advising

◆ Academic advising is a critical campus based function that is integral to student success, and supports students with difficult decisions, including:

- ✓ Choosing a major
- ✓ Financial aid
- ✓ Scheduling
- ✓ Progression
- ✓ Timely graduation

◆ The National Academic Advisors Association* provides guidelines and data concerning academic advising in higher education

- ✓ For purposes of benchmarking, we have used the median individual caseloads by size of institution to assess our ability to serve our students
- ✓ Based on our comparisons to these medians (see next page), we estimate the funding requirement at $4.8M and $9.5M in FY2016 and FY2017, resp.
- ✓ FY16 would be a year to ramp up, and assume we are fully staffed going into FY17

*The National Academic Advising Association evolved from the first National Conference on Academic Advising in 1977 and has over 11,000 members representing all 50 United States, Puerto Rico, Canada, and several other international countries. Members represent higher education institutions across the spectrum of Carnegie classifications and include professional advisors/counselors, faculty, administrators and students whose responsibilities include academic advising.

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

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Academic Advising - Budget

		Fall 2013 Undergraduate FTE	FTE Advisors - Current	Students per Advisor - Current	Students per Advisor - National Mean	Total Advisors Required FTE	Additional Advisors Required	Times $40,000 salary plus 60% fringe
		A	B	C = A / B	D	E = A / D	F = E - B	
Colleges								
	ACC	1,035	1.5	690	233	4.4	2.9	188,292
	CCC	2,271	4.0	568	233	9.7	5.7	367,794
	GWCC	4,691	4.5	1,043	233	20.1	15.6	1,000,607
	HCC	3,245	2.0	1,623	233	13.9	11.9	763,385
	MCC	4,455	5.0	891	233	19.1	14.1	903,609
	MxCC	1,711	0.5	3,422	233	7.3	6.8	437,993
	NVCC	4,374	7.0	625	233	18.8	11.8	753,378
	NWCC	816	3.0	272	233	3.5	0.5	32,137
	NCC	3,854	7.0	551	233	16.5	9.5	610,609
	QVCC	1,096	2.0	548	233	4.7	2.7	172,992
	TRCC	2,752	7.0	393	233	11.8	4.8	308,006
	TXCC	2,581	3.0	860	233	11.1	8.1	517,054
COLLEGES		**32,882**						**6,055,856**
Universities								
	Central	9,376	13.0	721	333	28.2	15.2	969,994
	Eastern	4,777	9.0	531	233	20.5	11.5	736,137
	Southern	8,833	11.0	803	333	26.5	15.5	993,634
	Western	4,943	9.2	539	233	21.2	12.0	770,854
UNIVERISITIES		**27,929**						**3,470,619**
TOTAL FUNDING REQUIRED FY2017								**9,526,475**
TOTAL FUNDING REQUIRED FY2016 (50%)								**4,763,237**

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

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Early College

◆ Early College is a means of aligning PK – 12, college, and the workforce of tomorrow

◆ BOR's goal is to expand Early College programs in all community colleges to:
- ✓ reach high school students who might otherwise think college is out of reach
- ✓ eliminate the need for remediation of high school graduates
- ✓ make college attainable and affordable for all students
- ✓ create robust pathways to prepare students for employment and to meet workforce needs for growth industries

◆ Early College comprises the following models:

Dual Enrollment:
Colleges select high school faculty to teach college courses to high school students. Cost effective model, but Connecticut program needs to be brought up to national standards.

P-TECH:
Colleges partner with a corporation and a school district to replicate promising 9-14 model. Students have industry mentors and internships and graduate with a high school diploma and an AAS degree and are first in line for industry jobs.

Alignment of K-12 and college:
College and high school faculty align expectations and ensure college readiness of community college-bound students prior to high school graduation.

College of Technology/Tech High School Articulated Credit Model:
Technical high school students will earn articulated credits and follow defined pathways that lead seamlessly to AS and Bachelor degrees at 8 colleges and universities,

5th Year Program:
Middle school students are exposed to industries with critical skill gaps creating a pipeline of students who earn a year of college and participate in a 5th year post-secondary program that leads to an AS degree and a career path.

10/16/14 BOR AGENDA PACKET PAGE # 83

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Early College - Budget

◆ In FY2015, the State provided $1M of funding to begin this program

◆ Current request comprises:

✓ Infrastructure: $2.12 M and $2.24 M for each respective year of the Biennium Budget (and beyond) to support State Early College staffing as well as staffing at each community college to maintain K-12 and industry partnerships

✓ P-TECH Model Initiative: program builds on cohort groups with gradual building of layers in each institution, and increasing the number of participating institutions over the years (see page 11 for table). This is a long term commitment as once a cohort is begun, we are obligated to continue through for the student. First two year funding requirements are $377K and $1,179K for FY2016 and FY2017 resp. This program is critical to aligning students with Connecticut workforce requirements.

✓ Expansion of other Early College Initiatives: $1 M per year to replicate and enhance Fifth Year Program, High School/college Alignment, college of Technology/Tech High School pathways and Dual Enrollment.

◆ Total request $3.50 M and $4.47 M in FY2016 and FY2017 resp.

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Early College – P-Tech Funding

Projected Roll-Out

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	
NCC(NECA)	$64,520.00	$177,728.15	$356,133.36	$657,475.74	$938,114.05	$1,059,081.90	$1,090,854.36	$1,123,579.99	$1,157,287.39	$6,624,774.94
NVCC		$66,455.60	$183,059.99	$366,817.37	$677,200.02	$966,257.48	$1,090,854.36	$1,123,579.99	$1,157,287.39	$5,631,512.18
QVCC		$66,455.60	$183,059.99	$366,817.37	$677,200.02	$966,257.18	$1,090,854.06	$1,123,579.67	$1,157,287.39	$5,631,511.28
TRCC		$66,455.60	$183,059.99	$366,817.37	$677,200.02	$966,257.18	$1,090,854.06	$1,123,579.67	$1,157,287.39	$5,631,511.28
Total	**$64,520.00**	**$377,094.95**	**$905,313.34**	**$1,757,927.85**	**$2,969,714.11**	**$3,957,853.73**	**$4,363,416.83**	**$4,494,319.31**	**$4,629,149.55**	**$23,519,309.68**
MXCC			$68,449.27	$188,551.79	$377,821.89	$697,516.02	$995,245.20	$1,123,579.99	$1,157,287.39	$4,608,451.54
NCC			$68,449.27	$188,551.79	$377,821.89	$697,516.02	$995,245.20	$1,123,579.99	$1,157,287.39	$4,608,451.55
HCC			$68,449.27	$188,551.79	$377,821.89	$697,516.02	$995,245.20	$1,123,579.99	$1,157,287.39	$4,608,451.55
GCC			$68,449.27	$188,551.79	$377,821.89	$697,516.02	$995,245.20	$1,123,579.99	$1,157,287.39	$4,608,451.55
CCC				$70,502.75	$194,208.35	$389,156.54	$718,441.50	$1,025,102.56	$1,157,287.39	$3,554,699.08
Totals	**$64,520.00**	**$377,094.95**	**$1,179,110.41**	**$2,582,637.76**	**$4,675,210.01**	**$7,137,074.35**	**$9,062,839.13**	**$10,013,741.83**	**$10,415,586.50**	**$45,507,814.93**

Assumptions

✓ For the purposes of this projections we have assumed that 4 colleges (TxCC, MCC, ACC, and NwCC) will not have P-TECH model programs but will continue to build other robust early college programs.

✓ In the fall of 2015, NECA will have 2 cohorts and 3 other programs will have 1 cohort each.

✓ In the fall of 2016 (FY 2017), 4 more colleges will add a program with one cohort each and the exisiting 4 will continue to grow.

✓ In the fall of 2017 (FY 2018) one more program will be added and the existing programs will continue adding cohorts.

✓ In every new FY, each active program will have a new cohort. Therefore funding needs to continue.

✓ In each cohort some students will graduate with their diploma and AAS Degree in 4, 5, or 6 years. For the purposes of these calculations, we assumed that 15% of a cohort will graduate in 4 years, 50% will graduate in 5 years, and 35% will graduate in 6 years. A cohort with between 70-100 students runs for the same cost.

✓ Each FY has assumed a 3% inflation rate.

✓ FY15 Funded by grants

Developmental Education

- BOR estimated that through FY2014, a total of $16.5 M was spent annually on developmental education

- In the Governor's Midterm Budget Adjustments, the BOR was provided with an additional $10.8 M in order to ensure "that all students enrolled at BOR colleges and universities have the developmental education resources and support they need to succeed", as indicated in the table at the right

- BOR has hired additional faculty, partnered with Adult Education providers, and secured these additional resources as needed to fulfill this mission

- The program is intended to continue as designed and, in part, supports the BOR's compliance with PA12-40, scheduled to be in effect beginning FY2016

| | FY2015 Additional Funding | |
	Intensive/ Embedded	Transitional Strategies
Asnuntuck	215,866	61,259
Capital	472,009	133,948
Gateway	991,308	281,317
Housatonic	688,552	195,400
Manchester	947,411	268,860
Middlesex	375,163	106,465
Naugatuck Valley	915,054	259,677
Northwestern	174,910	49,637
Norwalk	812,099	230,461
Quinebaug	232,158	65,883
Three Rivers	570,663	161,945
Tunxis	554,372	157,322
Central	469,565	
Eastern	469,565	
Southern	469,565	
Western	469,565	
Total	8,827,825	1,972,175
Total All Developmental Education		10,800,000
FY2016		11,394,000
FY2017		12,020,670

Veterans Outreach

◆ The BOR objective is to expand capacity to handle influx of veteran students expected as a result of military draw downs

◆ We maintain Veteran Oases at many of our institutions today, but recognize the need to expand our outreach to assist our returning military with their educational and career goals

◆ Budget includes funds for
   ✓ additional counseling and support, including financial aid
   ✓ expansion of capacity to evaluate credit based on experiential learning

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Veteran's Outreach - Budget

	Annual Amount	One-time Cost	FY2016 Total	Description
Director of Returning Military Affairs	250,000		250,000	Senior level director at System Offices to oversee program
Administrative Assistant	100,000		100,000	Assistant to Director at System Offices to manage administrative duties
Financial Aid Specialist	100,000		100,000	Support returnig military with Financial Aid paperwork and requirements
Counselors	1,700,000		1,700,000	One at each of our 17 campuses to provide face-to-face counseling
Transfer Tools	50,000		50,000	Software license to support transaltion of military credentials into credits
Website Development/Maintenance		100,000	100,000	To provide needed information on-line
On-line Orientation Program		100,000	100,000	Initial program to provide needed orientation information
Outreach Publications	50,000	100,000	150,000	To be provided to returning military at debriefing sites
Faculty Training	20,000	150,000	170,000	Provide Faculty with training to understand needs of returning military
Professional Development	200,000		200,000	Speakers, events, etc. targeted for integration of returning military
Totals	2,470,000	450,000	2,920,000	

FY16 Total   **2,920,000**

FY17 Total   **2,605,850**

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

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P20 WIN System

◆ Program was initiated with Federal Funds and in-kind support by the three participating state agencies, but requires operational funding to continue its mission

◆ The system is an inter-agency network that securely links data from BOR (Administrative lead), SDE, and DOL to provide information about the impact of education on students from early education through employment:
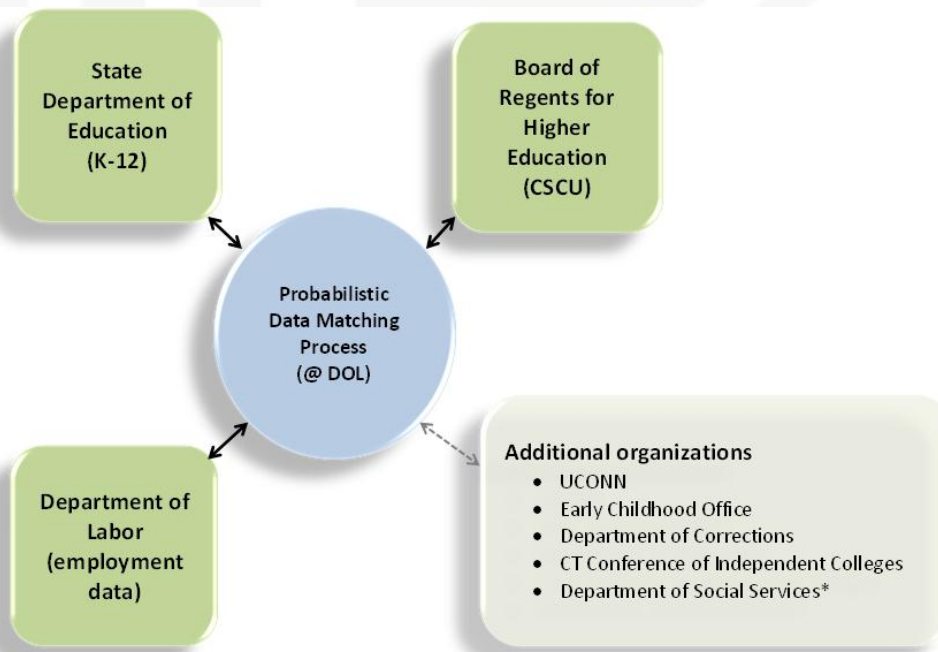
◆ It is expected that in-kind support will continue by participating agencies

◆ Ultimate goal is to provide required data to improve policies and procedures that affect students over time

State Department of Education (K-12)

Board of Regents for Higher Education (CSCU)

Probabilistic Data Matching Process (@ DOL)

Department of Labor (employment data)

Additional organizations
- UCONN
- Early Childhood Office
- Department of Corrections
- CT Conference of Independent Colleges
- Department of Social Services*

CONNECTICUT STATE COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

P20 WIN - Budget

Description	2015-16	2016-17
License renewals **For data matching software**	$15,000	$15,000
Operational Support **Staff time to conduct data matches**	$81,925	$85,202
Cross-Agency Analytical Support **One .5 FTE of a skilled analyst per agency - critical for obtaining useful results. 4 agencies supported in FY 2016 and 5 supported in FY 2017**	$176,800	$229,840
Administrative Costs **Program management and back office support**	$169,936	$176,733
Communications **Completion of identified feature revisions - necessary for usability**	$10,000	$10,000
Travel to Conferences	$5,000	$5,000
Total Cost for 3 agencies	$458,661	$521,775

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

Expansion Options Budget

Description	Expansion Options Requested	
	FY2016	**FY2017**
✓Security and Safety	1.18	1.25
✓Regents Scholarship Program	6.00	15.00
✓Academic Advising	4.76	9.53
✓Early College	3.50	4.47
✓Developmental Education	11.39	12.02
✓Veterans Outreach	2.92	2.61
✓P20 WIN Program	0.46	0.52
Total Biennium Request	**30.22**	**45.39**

CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION

PROJECT NAME	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 Expenditures)				
CCSU									
Burritt Library HVAC Code Compliance Improvement	4/1/2013	2,182,000	129,500	2,182,000		6%	N	Project to commence Summer 2015	
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	462,500	447,076	462,500		97%	Y		X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	2,235,000	713,241	2,235,000		32%	Y		X
Window Replacement in Four General Fund Buildings	Phased Project	2,297,500	675,332	2,297,500		29%	Y		
New Classroom Office Bldg - Design & Construction	5/30/2013	37,992,000	37,200,350	37,992,000		98%	Y		X
General Fund Interior Signage Program		600,000	533,631	600,000		89%	Y		
Auxiliary Services Fund Facilities (FY 2013)		3,200,000	1,694,853	3,200,000		53%	Y		X
HVAC Conversion (Seth North) Project		1,822,500	1,716,853	1,822,500		94%	Y		
ITBD Renovations		200,000		200,000			Y		
Copernicus Hall Lower Roof Replacement		722,000		722,000			Y		
GF Building & Site - Telecom Equipment Removal & Replacement		327,000	326,024	326,024	976.00	100%	Completed		X
Maloney Hall HVAC Improvements		1,220,000		1,220,000		0%	Y		
Arute Field Artifical Turf Replacement		912,000	705,000	912,000		77%			X
Willard & DiLoreto Hall Renvoate/Expand		8,360,137	17,424	8,360,137		0%	Y		
ECSU									
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	739,343	720,601	739,343		97%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	2,222,000	1,550,324	2,222,000		70%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	3,325,000	2,292,938	3,325,000		69%	Y		
Fine Arts Instructional Center		83,556,000	32,420,747	83,556,000		39%	Y		X
New Warehouse	10/1/2013	2,269,000	2,004,022	2,269,000		88%	Y		
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	813,000	709,727	813,000		87%			
Athletic Support Building	10/1/2013	1,921,000	1,750,000	1,921,000		91%			
Goddard / Communication Building Renovations		2,551,000	4,699	2,551,000		0%			X
Shafer Hall Renovations		4,100,000	58,000	4,100,000		1%			X
SCSU									
Academic Laboratory Building (New)	7/1/2015	67,587,000	24,315,883	67,587,000		36%	Y		X
Buley Library Addition & Renovations (2020 Share)	1/1/2016	17,437,937	22,962,499	17,437,937		132%	Y		X
Earl Hall Mechanical & Electrical Upgrades	1/24/2011	6,454,456	4,642,230	6,454,456		72%	Y		X
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	776,845	775,574	775,574	1,271	100%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,656,000	1,625,835	1,656,000		98%	Y		
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	1,299,000	1,030,136	1,299,000		79%	Y		
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	462,964	1,000,000		46%	Y		
Jennings Hall Mechanical & Electrical Upgrades	3/4/2011	6,013,168	5,009,514	6,013,168		83%	Y		X
Moore Field House - Locker Room Renovations	1/30/2012	929,500	922,195	929,500		99%	Y		
Moore Field House - Swimming Pool Renovations	7/30/2011	925,000	821,800	925,000		89%	N	Increased Construction Scope	
Old Student Center Renovations (New School of Business)	6/1/2012	6,124,145	5,728,543	6,124,145		94%	Y		
Earl Hall Broadcast Studio Security Corridor	T.B.D	136,189		136,189		0%	N	Project schedule to be determined	
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	1,398,950	1,052,346	1,398,950		75%	Y		
Auxiliary Services Fund Facilities (FY 2012)	Ongoing	2,800,000	1,518,143	2,800,000		54%	Y		
Auxiliary Services Fund Facilities (FY 2013)	Ongoing	400,000	0	400,000		0%	N		
Auxiliary Services Fund Facilities (FY 2009)	Ongoing	5,466,684	5,253,251	5,466,684		96%	Y		
WCSU									
Fine Arts Instructional Center	4/1/2014	97,593,000	88,666,062	97,593,000		91%	Y		
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	1,485,000	1,221,906	1,485,000		82%	Y		
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,165,000	978,446	1,165,000		84%	Y		X
General Fund Minor Capital Improvement Program (FY 2012)	Ongoing	950,000	21,382	950,000		2%			X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	545,000	272,729	545,000		50%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	7,138	1,000,000		1%	Y		X
Higgins Hall Annex - HVAC Improvements	6/30/2011	280,000	132,488	280,000		47%	y		
Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)	1/15/2012	699,258	676,700	699,258		97%	Y		
Higgins Hall Annex - Learning Emporium		807,025	583,387	807,025		72%	Y		
Steam and Hot Water Utilities' Infrastructure Central Heat Plant Improvements	Ongoing	1,975,000	1,626,227	1,975,000		82%	Y		
Auxiliary Services Fund Facilities (FY 09)	Ongoing	985,000	60,750	985,000		6%	Y		
New Police Station (Design Only)		500,000	131,974	500,000		26%	Y		X
Litchfield Hall Renovations		1,139,213	203,005	1,139,213		18%	Y		X
Westside Athletic Complex Synthetic Turf Replacement		853,450	225,255	853,450		26%	Y		X
SYSTEM									
Telecom Upgrades to Campuses		7,500,000	2,739,500	7,500,000		37%	Y		
New & Replacement Equipment (FY 2009)	Ongoing	10,000,000	10,000,000	10,000,000		100%	Y		
New & Replacement Equipment (FY 2011)	Ongoing	8,000,000	8,000,000	8,000,000		100%	Y		
New & Replacement Equipment (FY 2012)	Ongoing	8,895,000	8,895,000	8,895,000		100%	Y		
New & Replacement Equipment (FY 2013)	Ongoing	9,500,000	5,114,927	9,500,000		54%	Y		X
New & Replacement Equipment (FY 2015)	Ongoing	10,000,000		10,000,000			Y		
TOTALS		448,305,801	291,348,133	448,303,554					

PROJECT SCHEDULE COLOR CODE

- PROJECT IS WITHIN SCHEDULE ISSUE
- MINOR PROJECT SCHEDULE ISSUE
- SIGNIFICANT PROJECT SCHEDULE ISSUE

ITEM

FY15 Budget Risks and Opportunities

BACKGROUND

Under its Charter, the BOR Finance and Infrastructure Committee "is charged with oversight of the institutional facilities, financing, strategy, financial policies and financial condition of the Connecticut State College & University System. The Committee shall conduct reviews, receive reports and provide direction to management and counsel to the Board of Regents concerning matters within its scope of responsibility."

As the first quarter of FY15 has just been completed, and 2/3 of the quarter falls outside of the academic calendar year, it is premature to forecast expected FY15 results against budget. However, we have evaluated certain early indicators, including fall enrollments, to assess risks and opportunities against budget.

In addition, we have inquired of each institution's President whether there are any significant factors which should be considered in evaluating their ability to meet their budget commitments.

We have identified three areas which may have an impact on our FY15 Budget: (1) Go Back to Get Ahead (GBTGA) enrollments (2) fall enrollments (generally), and (3) assessment of fringe benefit rates against budgeted rates.

ANALYSIS

General:

Several of the institutions have indicated that lower enrollments will present a challenge; revenue shortfalls are being evaluated measures are being taken, including (1) operating costs deferrals wherever possible, (2) delaying hiring, and (3) heightened retention efforts.

Notably Charter Oak is well above enrollment targets, and Middlesex and Northwestern Community Colleges have exceeded budgeted enrollment. Central and Southern Connecticut State Universities are also higher than budgeted enrollments.

Go Back to Get Ahead Enrollments:

Of the 17 institutions, 7 colleges relied on GBTGA revenues to a budget break-even for the year: Asnuntuck CC, Gateway CC, Middlesex CC, Northwestern CC, Norwalk CC, and (to a lesser extent) Three Rivers CC. Tunxis CC's submitted budget was at a loss irrespective of GBTGA estimated benefit. The FY2014-15 Operating Budget approved is attached herein for reference (Attachment A).

Current projections for GBTGA for those institutions relying on the revenues are as follows:

GBTGA Reliant Community Colleges	Net Budget Before GBTGA	Students Enrolled	Times Annual Benefit	Differential
Asnuntuck Community College	(254,421)	22	41,668	(212,753)
Gateway Community College	(340,000)	45	85,230	(254,770)
Middlesex Community College	(343,457)	38	71,972	(271,485)
Northwestern Community College	(358,688)	22	41,668	(317,020)
Norwalk Community College	(347,856)	33	62,502	(285,354)
Three Rivers Community College	(141,293)	43	81,442	(59,851)
Tunxis Community College	(1,218,345)	19	35,986	(1,182,359)
Total	(3,004,060)	222		(2,583,592)

Total Annual Benefit	
From the Program	1,036
From the Student	858
Total	1,894

This is an annualized impact based on fall enrollment. We expect however that additional students will begin in the spring semester which may improve the results depicted.

We note however, that the GBTGA students are only a subset of overall enrollment for fall, which is addressed below in aggregate.

Fall Enrollments:

Attachment B shows fall 2014 actual enrollment compared to budget. Included are estimated impacts for fall semester only; this is not a full-year impact, nor is it a precise estimate. We've used in-state rates, and estimated the number of units per part-time student as indicated in the attachment.

These enrollment figures include GBTGA students for fall semester, and are based on the census date information from the institutions.

Fringe Benefit Rates:

Early indication is that the Community Colleges actual fringe rates will be very close to those budgeted, and therefor neutral to the budgeted costs.

Early indication is that the budgeted fringe benefit rate used for the Universities is higher than the actual rate. This may present a savings opportunity of approximately $5M with regard to CSU's operating fund.

CONCLUSION

The institutions are evaluating the impact of enrollments at each individual location, and working on options to manage costs to offset shortfalls, where applicable. Some CSCU institution are benefitting from increases in enrollments. At this early point in the fiscal year we are closely monitoring all costs to preserve the CSCU commitment to break even for FY15.

10/7/14 Finance & Infrastructure Committee
10/16/14 Board of Regents

Connecticut State Colleges & Universities
Board of Regents for Higher Education
FY2014-15 Operating Budget

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	OTHER TRANSFERS	TRANSFERS IN / OUT	ADDITIONAL FUNDS	NET
State Universities										
Central Connecticut State University	213,099,801	98,133,630	52,130,119	55,998,905	206,262,654	(9,383,417)	(1,305,658)	n/a	3,851,928	-
Eastern Connecticut State University	128,694,260	57,327,264	34,155,353	30,250,148	121,732,765	(7,859,764)	(573,781)	n/a	1,472,050	-
Southern Connecticut State University	208,931,691	98,412,873	53,039,681	51,115,349	202,567,903	(10,427,508)	450,000	n/a	3,644,549	30,829
Western Connecticut State University	125,371,983	58,345,982	30,087,643	32,646,695	121,080,320	(7,379,758)	146,227	n/a	1,693,216	(1,248,652)
CSU System Office	14,072,859	5,682,395	3,168,912	4,321,552	13,172,859	-	(900,000)	n/a	-	-
State Universities Total	690,170,594	317,902,144	172,581,708	174,332,649	664,816,501	(35,050,447)	(2,183,212)	-	10,661,743	(1,217,823)
Community Technical Colleges										
Asnuntuck Community College	19,004,451	10,228,619	6,341,744	2,821,742	19,392,105	n/a	n/a	(64,794)	198,027	(254,421)
Capital Community College	33,895,602	18,607,130	10,627,097	5,560,073	34,794,300	n/a	n/a	(478,755)	1,377,453	-
Gateway Community College	54,644,135	31,088,335	15,856,199	10,437,911	57,382,445	n/a	n/a	(818,577)	3,216,887	(340,000)
Housatonic Community College	42,487,159	21,788,311	11,554,052	8,985,187	42,327,550	n/a	n/a	(676,331)	516,722	-
Manchester Community College	54,196,812	29,115,646	17,054,310	7,892,542	54,062,498	n/a	n/a	(852,045)	717,731	-
Middlesex Community College	23,326,201	12,628,517	6,739,836	4,264,489	23,632,842	n/a	n/a	(321,299)	284,483	(343,457)
Naugatuck Valley Community College	56,280,280	30,570,086	18,687,198	6,873,357	56,130,641	n/a	n/a	(832,475)	686,163	3,327
Northwestern Community College	15,634,434	9,013,668	5,590,981	2,128,850	16,733,499	n/a	n/a	(157,552)	897,929	(358,688)
Norwalk Community College	47,683,857	26,699,424	13,332,128	7,923,443	47,954,995	n/a	n/a	(739,689)	662,971	(347,856)
Quinebaug Valley Community College	17,466,901	9,215,916	5,483,475	2,716,383	17,415,774	n/a	n/a	(222,549)	171,422	-
Three Rivers Community College	35,861,595	19,381,476	11,521,694	4,981,113	35,884,283	n/a	n/a	(548,522)	429,917	(141,293)
Tunxis Community College	35,153,059	19,473,069	11,782,957	5,011,163	36,267,189	n/a	n/a	(548,522)	444,307	(1,218,345)
CCC System Office	17,972,426	14,092,217	4,460,186	5,764,329	24,316,732	n/a	n/a	6,344,306		-
Community Technical College Total	453,606,912	251,902,414	139,031,857	75,360,582	466,294,853	-	-	83,196	9,604,012	(3,000,733)
Charter Oak State College	15,375,768	8,679,222	4,160,689	2,705,839	15,545,750	-	-	-	234,900	64,918
Board of Regents	1,210,035	856,301	462,473	-	1,318,774	-	-	108,739	-	-
Sub Total Board of Regents for Higher Education	1,160,363,309	579,340,081	316,236,727	252,399,070	1,147,975,878	(35,050,447)	(2,183,212)	191,935	20,500,655	(4,153,638)
Operational Support									2,200,000	2,200,000
Go Back to Get Ahead									7,613,457	7,613,457
Total Board of Regents for Higher Education	1,160,363,309	579,340,081	316,236,727	252,399,070	1,147,975,878	(35,050,447)	(2,183,212)	191,935	30,314,112	5,659,819

FY15 ESTIMATED IMPACT OF FALL 2014 ENROLLMENT COMPARED TO BUDGET

7-Oct-14

CONNECTICUT STATE UNIVERSITIES

| | ENROLLMENTS - Fall 2014 | | | | | | Fall 2014 Budget vs Actual | | | | | | Semester Tuition/Fees (2) | | Fall 2014 |
| | Budget | | | Actual (3) | | | Full Time | | Part Time | | | | | | |
	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)			Full Time	Part Time (1)	Impact
HEADCOUNT Enrollment															
Undergraduate															
CCSU	7,624	2,147	9,771	7,702	2,169	9,871	78	1%	22	1%			4,439	3,458	**422,279**
ECSU	4,436	768	5,204	4,288	851	5,139	(148)	-3%	83	11%			4,780	3,504	**(416,608)**
SCSU	6,876	1,241	8,117	6,802	1,331	8,133	(74)	-1%	90	7%			4,579	3,711	**(4,819)**
WCSU	4,587	1,098	5,685	4,365	1,077	5,442	(222)	-5%	(21)	-2%			4,539	3,407	**(1,079,094)**
CSU Total Undergraduate	**23,523**	**5,254**	**28,777**	**23,157**	**5,428**	**28,585**	**(366)**	**-1.6%**	**174**	**3.3%**					
Graduate															
CCSU	584	1,510	2,094	566	1,600	2,166	(18)	-3%	90	6%			4,971	4,337	**300,861**
ECSU	50	126	176	44	104	148	(6)	-12%	(22)	-17%			5,345	3,992	**(119,891)**
SCSU	858	1,671	2,529	894	1,798	2,692	36	4%	127	8%			5,085	4,679	**777,293**
WCSU	71	462	533	57	453	510	(14)	-20%	(9)	-2%			5,103	3,887	**(106,425)**
CSU Total Graduate	**1,563**	**3,769**	**5,332**	**1,561**	**3,955**	**5,516**	**(2)**	**-0.1%**	**186**	**4.9%**					

Notes: (1) Assumes 8 units is a part time load
(2) Assumes only in-state rates
(3) Includes GBTGA Students

Total Estimated Impact

CCSU	723,140
ECSU	(536,499)
SCSU	772,474
WCSU	(1,185,519)

CONNECTICUT COMMUNITY COLLEGES

| | ENROLLMENTS - Fall 2014 | | | | | | Budget vs Actual | | | | | | Semester Tuition/Fees (2) | | Fall 2014 |
| HEADCOUNT Enrollment | Budget | | | Actual (3) | | | Full Time | | Part Time | | | | | | |
College	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)			Full Time	Part Time (1)	Impact
Asnuntuck	757	1,012	1,769	690	913	1,603	(67)	-8.9%	(99)	-9.8%			1,933	982	**(226,729)**
Capital	937	3,148	4,085	971	3,104	4,075	34	3.6%	(44)	-1.4%			1,933	982	**22,514**
Gateway	2,689	5,497	8,186	2,589	5,611	8,200	(100)	-3.7%	114	2.1%			1,933	982	**(81,352)**
Housatonic	1,843	3,970	5,813	1,694	3,592	5,286	(149)	-8.1%	(378)	-9.5%			1,933	982	**(659,213)**
Manchester	2,700	4,871	7,571	2,517	4,783	7,300	(183)	-6.8%	(88)	-1.8%			1,933	982	**(440,155)**
Middlesex	1,089	1,810	2,899	1,162	1,843	3,005	73	6.7%	33	1.8%			1,933	982	**173,515**
Naugatuck Valley	2,603	4,691	7,294	2,369	4,733	7,102	(234)	-9.0%	42	0.9%			1,933	982	**(411,078)**
Northwestern	457	1,092	1,549	423	1,191	1,614	(34)	-7.4%	99	9.1%			1,933	982	**31,496**
Norwalk	2,180	4,376	6,556	2,258	4,105	6,363	78	3.6%	(271)	-6.2%			1,933	982	**(115,348)**
Quinebaug Valley	677	1,252	1,929	671	1,212	1,883	(6)	-0.9%	(40)	-3.2%			1,933	982	**(50,878)**
Three Rivers	1,657	3,242	4,899	1,486	3,044	4,530	(171)	-10.3%	(198)	-6.1%			1,933	982	**(524,979)**
Tunxis	1,425	2,859	4,284	1,586	2,607	4,193	161	11.3%	(252)	-8.8%			1,933	982	**63,749**
CCC Total Headcount	19,014	37,820	56,834	18,416	36,738	55,154	(598)	-3.1%	(1,082)	-2.9%					**(2,218,458)**

Notes: (1) Assumes 6 units is part time load
(2) Assumes only in-state rates
(3) Includes GBTGA Students

CHARTER OAK STATE COLLEGE

| | HEADCOUNT - Fall 2014 | | | | | | Fall 2014 Estimate vs Actual | | | | | | Semester Tuition/Fees (2) | | Fall 2014 |
| HEADCOUNT Enrollment | Budget | | | Actual (3) | | | Full Time | | Part Time | | | | Full Time | Part Time (1) | Impact |
College	Full Time	Part Time	Total	Full Time	Part Time	Total	#s Inc(Dec)	% Inc(Dec)	#s Inc(Dec)	% Inc(Dec)			Full Time	Part Time (1)	Impact
Charter Oak	301	1,280	1,581	331	1,337	1,668	30	10%	57	4%			3,276	1,728	**196,776**

Notes: (1) Assumes 6 units is part time load
(2) Assumes only in-state rates
(3) Includes GBTGA Students

STAFF REPORT   HUMAN RESOURCES & ADMINISTRATION COMMITTEE

ITEM

Pre-Employment Background Verification Policy at the Connecticut State Colleges and Universities

BACKGROUND

The Connecticut State Colleges and Universities ("CSCU") System and its seventeen institutions are committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the appointment of employees of the highest integrity and to maintain a safe educational community, the CSCU System conducts pre-employment background investigations on prospective employees. Additionally, federal and state mandates require the colleges and universities to take proactive measures to maintain a safe campus environment. Consequently, the scope of the pre-employment background investigations will include sex offender and criminal searches.

ANALYSIS

The proposed policy sets forth consistent requirements and guidelines for performing such background investigations on all individuals for whom employment will be tendered. The proposed new policy unifies and updates the existing policies and practices of the State Universities, System Office and Board for State Academic Awards (Charter Oak State College) while expanding it to include the Community Colleges. This policy has been developed by the System Office following an opportunity for review and input provided to the presidents and human resource officers at the seventeen institutions.

RECOMMENDATION

That the Board of Regents for Higher Education rescinds CSU BR#05-008 and adopts the attached Pre-employment Background Verification Policy for the System Office and all institutions of the Connecticut State Colleges and Universities System.

10/09/14 - Human Resources & Administration Committee
10/16/14 - BOR

RESOLUTION

concerning

PRE-EMPLOYMENT BACKGROUND VERIFICATION POLICY

AT

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

October 16, 2014

WHEREAS,   The Board of Regents for Higher Education, in accord with the Connecticut State Colleges and Universities, comprised of seventeen institutions and a System Office, is committed to providing a safe learning and working environment for its students, faculty and staff, and

WHEREAS,   The Connecticut State Colleges and Universities seek to hire employees of the highest integrity in order to maintain a safe educational community, and

WHEREAS,   The Board of Regents for Higher Education has established a process to create and adopt policy that would supersede policies of the Boards of Trustees of the Connecticut State University System, the Connecticut Community Colleges and the Board for State Academic Awards; now therefore, be it

RESOLVED,   That the Board of Regents for Higher Education rescinds the following policy, "Pre-Employment Background Verification Policy at the Connecticut State University System" adopted pursuant to BR#05-008; and be it further

RESOLVED,   That the Board of Regents for Higher Education formally adopt the attached Pre-Employment Background Verification Policy effective November 10, 2014.

A True Copy:

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

Pre-employment Background Verification Policy
Connecticut State Colleges and Universities

<u>Introduction/Purpose:</u>

The Connecticut State Colleges and Universities System ("CSCU") is committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the hiring of employees of the highest integrity and to maintain a safe educational community, the CSCU System, comprised of its seventeen institutions and the System Office, will conduct pre-employment background investigations on all individuals for whom employment is to be tendered.

This policy sets forth the requirements and guidelines for performing such background investigations.

<u>Scope:</u>

Upon adoption by the Board of Regents for Higher Education, all full-time and part-time external candidates for employment with a CSCU institution or the System Office, as well as potential re-hires with a break in service of more than one year, shall undergo a pre-employment background investigation pursuant to this policy as part of the employment screening process. This policy covers all full-time and part-time employees, including University Assistants, Educational Assistants, Adjuncts/Lecturers and other temporary and contracted employees. Student workers, graduate assistants and graduate interns are not covered by this policy.

It is understood that there is movement in the CSCU workforce between institutions (including the System Office) due to transfer and promotional opportunities, as well as dual employment situations. This policy applies to these situations as detailed below:

The following CSCU employees <u>shall</u> be covered by this policy:
- CSCU employees who *apply for and are offered a transfer or promotional opportunity to a different CSCU institution and have not already undergone a background investigation.*
- CSCU employees who are candidates for *transfer or promotion to a management position at the level of dean or above* and who have not previously undergone a CSCU background investigation.

The following CSCU employees <u>shall not</u> be covered by this policy:
- CSCU employees who *apply for transfer or promotion within the same institution.*
- CSCU employees who *transfer to or become dually employed at a different CSCU institution and have already had a background investigation* done at the former CSCU institution.

- Former CSCU employees who are *rehired at the same or different CSCU institution* after a break in service of less than one year *and have already undergone a background investigation.*

Policy:

No external employment candidate may begin work for an institution or the System Office until the appropriate screenings have been completed. The background investigation may reveal certain information that may disqualify the candidate from further consideration for the position. Special circumstances may, on occasion, require an applicant to start work before all pre-employment background checks are completed. Such exceptions may occur only with prior approval by the chief human resources officer at the institution, or the Vice President for Human Resources at the System Office. Written notification will be sent to the applicant that continued employment is contingent upon completion of a pre-employment background investigation acceptable to the institution or the System Office.

Elimination of a candidate from consideration for hiring on the basis of information revealed by the background investigation must be reviewed and approved by the chief human resources officer at the institution, or by the Vice President for Human Resources at the System Office. Access to the background investigation report shall be handled with the strictest confidence and be limited to the President and the chief human resources officer or their designees at the institution or the President of the Board of Regents for Higher Education or Vice President for Human Resources at the System Office or their designees.

Procedure:

The CSCU System shall select and contract with an approved background investigation vendor. All institutions and the System Office must utilize the approved designated background investigation vendor for pre-employment background investigations and shall comply with this procedure.

1.   Notification & Authorization

Candidates will be informed during the pre-employment process that selection is subject to completion of a background investigation acceptable to the institution or the System Office. Applicants who have been designated as finalists for positions will be provided a disclosure and will be required to consent to a background investigation. Applicants will be required to provide information for use by the approved background investigations vendor. The institution's or System Office's chief human resources officer or designee will initiate all background investigations.

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2.   Collecting Background Information

Before awarding the position, the institution or System Office will conduct the following Level I pre-employment background check of all candidates:

Level I Screening

- Social Security Trace;
- Prior Employment Verification (prior 7-10 years);
- Education Verification (highest degree attained or highest education level if no degree attained);
- Professional Reference Checks;
- County/Statewide Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace);
- Federal Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace); and
- Multi-Jurisdictional Criminal Search (includes National Sex Offender).

Before awarding the position, the institution or System Office will conduct the following Level II pre-employment background check on all candidates for executive-level positions (Dean and above) and at the option of the institution or System Office other positions that direct a substantial operational unit as designated by the institution's or System Office's chief human resources officer or president:

**Level II Screening
for Executive–Level Positions**

- Includes all elements of the Level I Screening; AND
- Motor Vehicle Record;
- State/Federal Civil Litigation;
- Credit Verification (in accordance with state and federal laws); and
- Media Search.

In addition, candidates for designated positions may also be subject to the following types of screenings, depending on the requirements of the position:

Position-Specific Screening

- Motor Vehicle Record (for positions that require driving as part of the job);
- Credit Verification (for positions that have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budgets, in accordance with state and federal laws);
- Professional Licensing Check (for any positions that require a professional license); and

- International Screening – criminal search and credential verification, as needed.

Prior employment verification, education verification, professional reference checks and media searches may be conducted by the background investigations vendor or the institution/System Office at the option of the institution/System Office.

3.   Use of Background Investigation Results

Listed below are examples of factors that may disqualify an applicant for employment. This list is not an all-inclusive list, but is provided merely as examples):

- Inconsistency of information provided by the candidate versus that obtained by the background investigation. (Examples might include, but not be limited to, significant differences in prior employment dates, education obtained, or licenses held.)
- Omissions of significant information by the candidate. (Examples might include, but not be limited to, failure to disclose being dismissed for cause or loss of certifications qualifying the applicant for the position.)
- Unsatisfactory information uncovered by the background investigation. (Examples might include, but not be limited to the following: Felony or misdemeanor convictions related to the position applied for; unsatisfactory job performance on a prior job; poor attendance or disciplinary problems on a prior job; record of moving violations (for a job requiring driving an institution or state vehicle); credit history that would indicate an inability to manage finances or which would create undue personal financial pressure (for jobs handling management of significant financial resources).

4.   Fair Credit Reporting Act ("FCRA") Compliance:

The FCRA and the regulations promulgated thereunder are intended to give a candidate for employment the opportunity to correct any factual errors in his or her consumer report, as defined in the FCRA, before an adverse employment action is taken. The candidate must be provided notice of any disqualifying information revealed by the consumer report, including, but not limited to, credit history information, and a reasonable period of time to correct discrepancies.

When the institution or System Office receives information in a consumer report that will potentially disqualify a candidate from consideration, the institution or System Office will comply with the following FCRA protocol:

- The candidate shall be sent a letter notifying him/her that the institution or System Office has received disqualifying information from the consumer report.
- To the letter shall be attached a copy of the report and a summary of the candidate's rights under FCRA and any relevant state required forms.

- The notification shall be sent to the candidate before any adverse employment action may be taken based on the consumer report.
- After five (5) business days, barring the receipt of any new information that changes or clarifies the consumer report and eliminates any discrepancies, the institution or System Office shall send the candidate a second letter rejecting his/her candidacy based on the disqualifying information generated by the consumer report.

Services of the approved background investigation vendor may be utilized to produce the adverse action notifications, or the institution or the System Office, may produce the notifications themselves.

5.   Record Retention:

All information obtained, as part of a background investigation, shall be held in strictest confidence. Documentation of a successfully completed background investigation shall be retained for the appropriate retention period for employment records promulgated by the State of Connecticut and by institution or System Office personnel search policies and procedures. The detailed background investigation report shall be retained by the approved background investigation vendor in compliance with state and federal retention requirements and shall not be included in an employee's personnel file. Unauthorized disclosure of information gathered through the background investigation will not be tolerated and may subject the discloser to disciplinary action.

6.   Use/Review Criteria:

a.   <u>Criminal Convictions:</u> The institutions and the System Office will not knowingly hire applicants who have been convicted of job-related crime within the allowable reportable time period for reporting such offenses. This time period is normally seven (7) years. This also applies to those situations when the date of disposition, release, probation, or parole (whichever is most recent) relating to the crime occurred within the past seven (7) years.

Pursuant to Connecticut General Statutes Sections 46a-79 and 46a-80, in determining whether conviction of a criminal offense will disqualify an applicant for a particular position, the following three factors will be considered:

- The nature of the offense and its relationship to the position;
- The degree to which the applicant has been rehabilitated; and
- The length of time elapsed since conviction.

Notification of rejection of employment will be sent via registered mail and will specifically describe the evidence presented and state the reason(s) for disqualification.

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b.   Pending Criminal Charges: If the institution or System Office becomes aware that the applicant has criminal charges that are currently pending, but no court disposition has yet been made, the institution or System Office shall assess the criminal charges on a case-by-case basis to determine if the charges are job-related or would otherwise impact the potential employee's ability to serve in the position.

Pursuant to Connecticut General Statutes Section 46-80(d), no record of arrest that was not followed by conviction, or record of conviction that has been erased, shall be considered in connection with an application for employment.

c.   Accelerated Rehabilitation: The institution or System Office is not prohibited from considering accelerated rehabilitation or other alternative dispositions when evaluating an applicant. The institution or System Office shall consider the accelerated rehabilitation as it would a pending charge.

d.   Motor Vehicle Records Check: Motor vehicle records which evidence a revoked or restricted driver's license, invalid driver's license, or traffic violations (including, but not limited to, alcohol-related violations) shall be reviewed as they relate to positions requiring driving duties and in conjunction with all other factors disclosed by the background investigation.

e.   Credit History: An applicant's credit history shall be reviewed as it relates to jobs requiring financial responsibilities. An applicant's credit history shall be considered in conjunction with all other factors disclosed by the background investigation and shall not be a solely determining factor in denying employment.

Statutory/Administrative Regulation:

Fair Credit Reporting Act
Connecticut General Statutes, Sections 31-51i, 46a-79, 46a-80, 46a-80(d), 46b-146,
    54-760, 54-142a

Responsible Function Area:

Office of Human Resources

An Academic Imperative for Transform CSCU 2020

President Gray has presented a framework for change across the ConnSCU system under Transform CSCU 2020, and there is mixed support for many of its initiatives among the Connecticut State University faculty. Many faculty members agree, however, that the plan lacks an underlying vision that supports and builds on the academic mission of a state university. Transform 2020 articulates neither the ways Connecticut's state universities provide students with valuable educations nor a rationale and plan for maintaining and enhancing that value. To be an effective plan, Transform 2020 must address CSU's academic mission and must explain why Connecticut's citizens (through their legislative representatives) should support that mission by keeping a CSU education affordable through increased (or, at the very least, stable) funding.

Moreover, we cannot support any Transform 2020 initiatives unless they support the missions of our individual institutions and their distinct identities. The four Connecticut State Universities are comprehensive universities with a strong liberal arts education as their foundation. Despite decades of diminished state funding, they continue to transform the lives of students, enabling them to develop knowledge, skills, and perspectives essential for their roles as engaged citizens in a dynamic society and as educated members of an evolving workforce. That ability to transform student lives, however, has been compromised by insufficient public funding. University budgets have cut out the fat, stripped much of the meat, and started to gnaw at the bone. Full-time faculty lines have been cut, student support services understaffed, class sizes increased, and courses necessary for on-time graduation canceled. Where money has been spent—primarily in the much-appreciated building projects—it is generally a long-overdue response to current needs and the process does not fully anticipate future needs.

To begin to address these problems, we offer this Academic Imperative to guide the Transform CSCU 2020 process. It articulates academic priorities and their relation to financial and administrative concerns in order to assure that Transform's plans and initiatives are governed first and foremost by academic considerations and that any new funds acquired or savings realized be used to enhance our students' academic success.

Finances and Academic Success. Systemic underfunding is having a direct effect on student achievement: too many students fail to graduate in four years and too many students accumulate more credits than their degrees require (120 credit for most programs; more credits for professionally accredited programs). Instead, these students are extending their degrees over more semesters and often end up with excess credit hours. While some of the reasons for these delayed graduations are beyond the scope of Transform 2020, some can and should be addressed by the Transform process:

- Ever-increasing tuition costs force students to work full- and part-time jobs, restricting their ability to take classes they need when they need them. Any presentation of Transform to state funding sources and legislative bodies must make clear that its success relies upon reversing these steady increases.
- Budget constraints lead to required courses being full or canceled, causing students who must be enrolled in 12 credit hours to be eligible for financial aid to have to take courses that do not apply to their degree plan and that they do not need for graduation. To address this problem, Transform must not weaken requirements, programs, or local control of curriculum and pedagogy, but must

instead prioritize the adequate funding of required courses taught under pedagogically appropriate conditions. This prioritization entails:

- o Dedicating funds to hiring more full-time, tenure-track faculty not only in areas of immediate workforce demand, but in the core liberal arts disciplines that provide the foundation of an effective education
- o Providing necessary funds to assure that pedagogical and programmatic rather than financial "efficiencies" govern whether classes are offered, at what size they are run, and in what format they are presented

The Liberal Arts Core. A broad, comprehensive liberal arts curriculum is and must remain at the heart of a CSU education. Moreover, while responding to immediate workforce needs is a necessary function of a state university system, both students and employers are disserved if that response does not include providing students with the essential reading, writing, mathematical, and critical thinking skills necessary to thrive in a changing economic environment. To provide this liberal arts core, Transform must

- Maintain pedagogically appropriate class sizes as determined by faculty, especially in writing-intensive and mathematics classes
- Support the development and maintenance of Writing across the Curriculum programs and other methods of foregrounding excellent writing skills as a hallmark of a CSU education
- Assure funding for essential academic support services like Writing Centers and Learning Centers
- Encourage the application of liberal arts learning by supporting high-impact student experiences such as service learning, internships, and research collaboration with faculty

Excellent Faculty. The success of the academic focus of Transform, and of CSU generally, depends on its faculty—and while Transform in its current state presumes the support from faculty, it offers little support for faculty. To assure its academic success, Transform must

- Prioritize the hiring of more full-time tenure-track faculty in order to reduce dependence on part-time instructors and provide the access to tenure-track faculty at all levels of the curriculum that sets a CSU education apart from other state schools like UConn. This requires
    - o Providing appropriate funds and other commitments to recruit exceptional faculty nationally and internationally
    - o Approving new faculty positions and the re-filling of vacant positions in a timely and reliable fashion appropriate to disciplinary expectations—allowing, for example, sufficient time to recruit according to established disciplinary timetables and interview at disciplinary conventions
- Provide adequate and appropriate faculty development for new faculty adjusting to CSU's teaching load and student population and for established faculty desiring to update and expand their skills
- Provide clerical support commensurate with quantity and nature of workload
- Encourage, support, and reward faculty research, scholarship, and creative activity that creates knowledge, keeps faculty at the forefront of their academic fields, and serves as a hallmark of university faculty. This involves

- o Assuring adequate library and lab resources
- o Increasing the number of available sabbaticals to meet the needs of faculty with research agendas
- o Providing sufficient research reassigned time to allow faculty to maintain scholarly productivity while teaching
- o Enhancing support for grant writing and grant administration
- o Establishing procedures allowing faculty to receive stipends from external grants, matching common practice at other universities
- o Funding more graduate student research assistantships

Instructional Technology. Instructional technology is an essential and invaluable tool for the contemporary university, and Transform's emphasis on IT development, Smart Classroom technology and on-line learning is laudable. It is, however, essential to keep in mind that technology is a tool rather than an end in itself. As such, pedagogical principles and practices that guide effective student learning must dictate decisions related to classroom technologies and their presumed financial efficiencies. To this end, Transform must

- Involve faculty members as well as IT professionals in all decisions concerning instructional technology, including the purchase of platforms
- Focus resources on educational technology that supports and supplements teaching and learning rather than replaces or diminishes student-teacher engagement
- Reserve on-line instruction for circumstances where the students are adequately prepared and the faculty members are trained and qualified rather than use it as a universal requirement or unexamined general practice

Advising. Clear, consistent and accessible advising is essential to student success—to learning, retention, transfer, adequate progress, and graduation. Underfunded, unsupported, or otherwise inadequate advising causes students to take unnecessary or inappropriate courses that interfere with learning and delay their graduation. To address this, Transform must

- Provide adequate funding for new advisors in order to effect a reasonable student/advisor ratio at all CSCU schools
- Provide appropriate support, financial and otherwise, for existing advisors
  - o This must include both an awareness that advising at the CSUs for students with declared majors should be done by faculty in the discipline and a commensurate commitment to appropriately compensating faculty for advising with load credit or other contractually appropriate recognition

Faculty Governance and Shared Governance. Faculty governance and shared governance are more than academic traditions: they are the cornerstones of a functional and effective university. Faculty governance refers to the decision-making authority that faculty have over academic matters like curriculum, academic standards, and academic policy. Shared governance is the broader principle dictating that faculty share with administration expertise on, concern about, and responsibility for many aspects of the university, and should be regularly and genuinely consulted thereon. If it is to succeed, Transform must respect these principles and can do so by

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- Fully involving faculty in the Transform planning process rather than presenting largely completed work to faculty for "feedback"
- Working with elected faculty representatives and governance bodies rather than administratively appointed faculty, ad-hoc committees and task forces
- When ad hoc committees and task forces are necessary, selecting faculty representatives through consultation with faculty governance bodies rather than administrators
- Respecting faculty control over curriculum and other academic matters, including transfer and articulation, pedagogy, and standards
- Providing sufficient time reassigned from teaching duties for faculty to take leadership roles on their campuses and in Transform

Graduate Education. Graduate education, one of the hallmarks of the CSU schools that sets us apart from the community colleges and makes us a valuable resource to the state and an attractive option for students both nationally and internationally, is largely ignored in Transform. President Gray has spoken of a "second Transform" for graduate education and, while this approach may well be appropriate, we believe certain aspects of graduate education are inseparable from other aspects of Transform, which can and must be addressed here. Specifically

- To enhance CSU's national and international profile, Transform should include a clear and prominent commitment to graduate education
- To attract quality students and at the same time enhance the functioning of the universities, Transform should commit resources to graduate education in the following ways:
  - Fund tuition waivers for graduate assistantships
  - Provide adequate office and research space for graduate students
  - Provide grant support and infrastructure funding

The Connecticut State Universities have been and strive to remain academically inspirational and aspirational, offering opportunities not only for career training but also for social mobility and cultural facility to Connecticut residents who cannot find those opportunities elsewhere. The academic issues outlined above are essential to our ability to fulfill our mission and to enhance the scope, efficacy and reputation of CSU. If Transform CSCU 2020 is to be genuinely transformational for our institutions and our students--rather than an exercise in consolidation, centralization and demoralization without rationale or vision--it must recognize these academic needs and aspirations and advocate for the resources and policies required to address them. In so doing, Transform will enhance student success, make CSU the university of choice for students from across the country, and garner the enthusiastic support of the faculty.

Stephen Adair (Sociology), Faculty Advisory Committee to the BOR, CCSU

Daniel Barrett (Psychology), Senate President, WCSU

Stephen Cohen (English), Senate President, CCSU

Luis Cordon (Psychology), ECSU-AAUP President

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William Faraclas (Public Health), Senate President, SCSU

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Gregory Kane (Health and Physical Education), Senate President, ECSU

Elizabeth Keenan (Social Work), Undergraduate Curriculum Committee, SCSU

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William Lugo (Sociology), Faculty Advisory Committee to the BOR, ECSU

Mary Ann Mahony (History), CCSU-AAUP President

Vijay Nair (Library Faculty), CSU-AAUP President, WCSU

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Elena Tapia (English), CSU-AAUP Vice President, ECSU

Shouhua Qi, Graduate Council, WCSU

September 30, 2014