

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, MARCH 25, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

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

CSCU STAFF:

Dr. Jane Gates, Interim CSCU President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Ben Barnes, Chief Financial Officer
 Ernestine Y. Weaver, Counsel
 Ken Klucznik, VP of Academic Affairs
 Kerry Kelley, Interim CFO, CT State Community College
 Dr. Jim Lombella, Regional President
 Dr. Tom Coley, Regional President
 Dr. Rob Steinmetz, Regional President
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Fleury called the meeting to order at 10:04 a.m. Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

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

OPPORTUNITY TO ADDRESS THE BOARD

In addition to the eight speakers, the Board has received three letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

The following individuals addressed the Board:

<u>Name</u>	<u>Dept./Group</u>
Erald Shytko	ECSU Student
Anna Janni	SCSU Student
Kyle Dearborne	SCSU Student
Jacob Chamberlain	SCSU Student
Dr. Ira Robbin	SCSU Faculty
Dr. Jessica Greenebaum	CSCU Faculty
Dr. Madeleine Fugere	ECSU Faculty
Dr. Robert Whittemore	WCSU Faculty

EXECUTIVE SESSION

At 10:35 a.m. on a motion by Chair Fleury, seconded by Regent Cohen, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining. Chair Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed CSCU Interim President Jane Gates and Chief of Staff/Board Secretary Alice Pritchard, Regional Presidents, and Ernestine Weaver to remain with the Board in Executive Session.

At 11:07 a.m., the Board returned from Executive Session. Chair Fleury stated that no votes were taken and discussion was limited to the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee and collective bargaining.

APPOINTMENT OF CAMPUS CEO'S

Dr. Alice Pritchard, Chief of Staff and COO stated that this was the culmination of a search for 5 Campus CEOs which was launched in September 2020. Campus Advisory Committees began meeting in late October with all work done virtually. She introduced each Regional President and asked that they walk through the recommendations.

Regional President Steinmetz provided the following comments concerning the appointment of Quinebaug Valley Community College's Campus CEO:

It is my honor to recommend Dr. Karen Hynick as the CEO of Quinebaug Valley Community College. The recommendation reflects the feedback of the Quinebaug Valley Community College Campus Advisory Committee.

Dr. Hynick currently serves as the Vice President of Academic Affairs at North Shore Community College in Danvers, MA., a position she has held since 2014. Roles previous to this include being a Chancellor's Fellow, a director of P-20 and college readiness, a community college Dean of Academic Affairs & Student Support, a high school department chair, a Social Studies teacher, and a community college developmental and adult basic education instructor. Dr. Hynick received her Ed.D. in Educational Administration at Bethel University in St. Paul, Minnesota.

One example of her leadership and passion for equitable student success as a reason why we are recommending her is at a previous institution, she led a Guided Pathways implementation which resulted in increasing graduation rates by 8% and significantly closing equity gaps.

Thanks to Regent Howery for serving on the search committee. I greatly appreciate her candor, support, and clear passion for ensuring that Quinebaug Valley Community College continues to be supported by strong student-centered leadership.

RESOLUTION Appointing Dr. Karen Hynick as Quinebaug Valley Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Quinebaug Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Quinebaug Valley Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Karen Hynick be appointed to the position of Campus Chief Executive Officer for Quinebaug Valley Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective July 2, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Karen Hynick is hereby appointed Quinebaug Valley Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Hynick. *On a motion by Regent Howery, seconded by Regent Cohen, the resolution was unanimously adopted.* Chair Fleury congratulated Dr. Hynick.

Regional President Coley provided the following comments concerning the appointment of Norwalk Community College's Campus CEO:

I recommend Cheryl DeVonish as CEO of Norwalk Community College. She has served as Interim CEO at Norwalk since 2019 and has served as the Chief Campus Diversity Officer and the Chief Operating Officer. She received her Juris Doctorate degree from Albany Law School at Binghamton University and admitted to the New York State Bar Admission and the Connecticut Bar Admission.

Cheryl received decisive support from faculty, staff and students. Also, this recommendation reflects the feedback and support of Campus Advisory Committee and CSCU Search Committee. My thanks to Regent Aviva Budd for serving as member of the search committee and for her engaging role and her commitment to ensuring that the campus community is well served.

RESOLUTION Appointing Cheryl Devonish as Norwalk Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Norwalk Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Norwalk Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Cheryl Devonish be appointed to the position of Campus Chief Executive Officer for Norwalk Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Cheryl Devonish is hereby appointed Norwalk Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Cheryl Devonish. On a motion by Regent Budd, seconded by Regent Wright, the resolution was unanimously adopted. Chair Fleury congratulated Ms. Devonish.

Regional President Lombella provided the following comments concerning the appointment of Asnuntuck Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Santiago. I am honored to recommend Dr. Michelle Coach for the position of CEO.

Dr. Coach began her career at Asnuntuck Community College in 2010 as a Biology faculty member. In her seven years as a faculty member, she served as Science Coordinator and Department Chair. In 2014, she was the winner of CSCU Excellence in Teaching awards for both ACC and the CSCU system. In 2017, she became the Interim Dean of Academic Affairs. Michelle has served as the Phi Theta Kappa New England Regional Coordinator for six years and has been awarded numerous regional and international awards and was named a Distinguished Regional Coordinator last year. In July 2019, she was appointed as the Interim CEO of the Asnuntuck campus.

RESOLUTION Appointing Dr. Michelle Coach as Asnuntuck Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Asnuntuck Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Asnuntuck Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Michelle Coach be appointed to the position of Campus Chief Executive Officer for Asnuntuck Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Michelle Coach is hereby appointed Asnuntuck Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Coach. On a motion by Regent Ryan, seconded by Regent Howery, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Coach.

Regional President Lombella provided the following comments concerning the appointment of Naugatuck Valley Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Harris. I am honored to recommend Dr. Lisa Dresdner for the position of CEO.

Dr. Lisa Dresdner earned her Ph.D. in English with distinction from Loyola University Chicago. She taught English for 15 years at Norwalk Community College, becoming a full professor in 2007 and serving as department chair, and Director of the Center for Teaching and Learning. In 2015, she came to NVCC first as Associate Dean of the newly merged Liberal Arts and Behavioral and Social Sciences Division, and in 2018 became the Dean of Academic Affairs and then Interim Chief Executive Officer in 2020.

A hallmark of Dr. Dresdner's work at NVCC has been her efforts to increase collaboration, resulting in her launching the International Center for the Arts.

RESOLUTION Appointing Dr. Lisa Dresdner as Naugatuck Valley Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Naugatuck Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Naugatuck Valley Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Lisa Dresdner be appointed to the position of Campus Chief Executive Officer for Naugatuck Valley Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Lisa Dresdner is hereby appointed Naugatuck Valley Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Dresdner. On a motion by Regent Harris, seconded by Regent Santiago, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Dresdner.

Regional President Lombella provided the following comments concerning the appointment of Tunxis Community College's Campus CEO:

I would like to express appreciation for the work of the Advisory Committee members and Regent Gray-Kemp. I am honored to recommend Dr. Darryl Reome for the position of CEO.

Dr. Darryl Reome is entering his 21st year of work in higher education and built a unique background in both student and academic affairs. Dr. Reome has held several leadership positions within the Connecticut State Colleges & Universities (CSCU) System including Director of Admissions at Middlesex Community College, Director of Advising, Counseling, and Student Retention at Tunxis Community College, as well as Associate Dean of Student Affairs & Enrollment Management at Northwestern Connecticut Community College. Prior to his appointment as Interim Campus Chief Executive Officer in May 2019, he served as Acting Dean of Academic Affairs and Interim Dean of Student Affairs at Tunxis Community College.

RESOLUTION Appointing Dr. Darryl Reome as Tunxis Community College Campus Chief Executive Officer

WHEREAS, the members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Tunxis Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Tunxis Community College, and

WHEREAS, having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Darryl Reome be appointed to the position of Campus Chief Executive Officer for Tunxis Community College, and

WHEREAS, the Chairman of the Board of Regents for Higher Education and the Interim President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it

RESOLVED, that effective June 4, 2021, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Darryl Reome is hereby appointed Tunxis Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury called for a motion on the Resolution to appoint Dr. Reome. On a motion by Regent Cohen, seconded by Regent Howery, the resolution was unanimously adopted. Chair Fleury congratulated Dr. Reome.

Chair Fleury congratulated all 5 new Campus CEO's and thanked all who were involved in the search. He thanked the dedicated professionals for assuming these roles at such an important time for our Community Colleges.

INTERIM CSCU PRESIDENT GATES' REMARKS

Spring COVID Update

- This spring the community colleges are reporting their COVID cases on a monthly basis. Through March 1, the community colleges confirmed that 79 positive cases were self-reported by their students, 48 of whom were attending classes on campus. In addition, 13 faculty and staff who are working on campus reported positive cases of the virus since the start of the semester on January 25th.
- The universities have administered more than 25,000 COVID tests with their residential students through last week with 100 positive cases reported.
- With the significant improvements in our state's public health measures related to the coronavirus, we are ready as a system to begin planning for full daily operations this fall. By increasing the staffing of departments and offices by late spring/early summer, we can begin to provide more on-ground services, classes, and better serve our students. Office hours and in-person meetings can also begin to take place on campus. Our campuses have demonstrated that they are safe and low risk places to work and learn.
- Dr. Gates encouraged everyone to get their vaccine as soon as it is available to them.

Budget Update/Legislative Update

- The start of the legislative session has included very productive hearings with the Appropriations Committee and the Appropriations higher education subcommittee.
- Work includes monitoring bills in the Higher Education and Employment Advancement Committee and working with our partners at the CT Conference of Independent Colleges and UCONN to weigh in on variety of bills from sexual assault and mental health challenges for students to bills only impacting CSCU, such as the merger bill.
- Dr. Gates has participated in several legislative breakfasts hosted by the community colleges. These provide a great opportunity to share updates on the colleges and the challenges our students have faced during the pandemic and to ask for continued financial support.

CT State Community College

- Presentations have been made to the ASA and Finance Committees on progress on the merger.
- The CT State Community College team is meeting regularly with staff from NECHE to continue our planning and to prepare our June progress report for the Commission.

Dr. Gates provided the following statement concerning recent AAPI racist violence:

To all members of the AAPI communities within the CSCU system, we stand in solidarity with you. I know you have been shaken by recent events, but know that we stand with you as essential members of our one CSCU community. The sad truth is that the racist violence we witnessed in Georgia on March 16, the abhorrent slaying of eight people in Atlanta, including six women, was just one tragic example of rising hatred directed at Asian Americans over the past year. And it is centuries in the making. Anti-Asian sentiment has been institutionalized in the United States - from the Chinese Exclusion Act of 1882, to the internment of Japanese Americans during World War II. But regardless of its beginnings, it has gone on long enough. CSCU stands firmly against the forces of AAPI racism, and against racism in all of its forms. We remain resolute in our commitment to civil and human rights and we will continue to call for an end to racism and violence toward all minority groups.

COMMENTS FROM PROFESSOR DAVID BLITZ, EX OFFICIO REGENT

Chair Fleury exercised his Chair prerogative to invite Professor David Blitz, ex-officio member of the Board of Regents to provide brief personal comments concerning completing and closing Students First. The full text of his statement is included as Attachment B.

BOR CHAIR MATT FLEURY'S REMARKS

Chair Fleury provided the following remarks:

My remarks are those of a community college product who remembers the names of faculty, staff and students whom I still call friends, and who remembers the halls, the classes, the work-study program and the experiences. While the format was much different, I also remember gratefully and proudly the opportunity to restart my academic career at Charter Oak State College.

Leading to the inspiration of Students First in 2017 this board received a recurring message from third party overseers, who visit our campuses and determine whether they can maintain their standing as accredited academic institutions.

- *Individuals and teams worked earnestly with what they had while contending with difficult circumstances, innovating at the local level, but sharing systemic challenges.*
- *Despite these extraordinary efforts, accreditors raised concerns about graduation rates as low as 7%.*
- *They noted student year/year retention below 50%, sometimes declining.*
- *They remarked that "lack of finances" was the top barrier cited by students.*
- *They raised concern about sufficient faculty, advisors, student support and technology.*
- *Declining state support was cited by campus administrators.*

Time and again, among twelve community colleges, these concerns were raised by our accreditors, while reserves dwindled. Tuition, the single most important worry of students, went up.

This tradition...doing what we've always done and turning to students to fund the increasing cost and declining results...was never fair to students. It's also popular to blame the state for supporting a declining share of higher education costs. But short of advocating for increased funding, which we do, the BOR does not decide whether taxpayer dollars go to child care, safety net, roads and bridges, mental health, k-12 or higher ed.

At the same time, other barriers created by our balkanized organization made it harder and more complex than necessary for students, and failed to give them the broader support they need to squeeze higher education into their demanding lives. We needed to shift resources away from parallel administration and towards student services. That's what we're doing.

Our Path

We are accountable to construct a framework that protects local access to higher ed, holds the line on tuition, and supports teaching and expanded student services. This framework needs to balance the cost of operating against the capacity of students and taxpayers to pay. The cost of operating is defined primarily by union-negotiated wages and benefits, and by the administrative structure that supports faculty and students.

So, as challenging as they are, the current negotiation of the union contracts and the ongoing community college merger will determine the cost of running the colleges and universities for the foreseeable future. Draw a straight line between those costs and the revenues we receive from taxpayers and students. When costs exceed revenue, the system is not sustainable and must either raise tuition or cut services, unless there's a better way to spend \$1.2 billion a year.

The Contract

Our representatives will continue to negotiate in good faith and abide by the closed door ground rules to which we agreed, despite the fact that others have disregarded those norms in efforts to undermine our position and our team. However, the Board has a right and obligation to the public to express our situation and our intent: We seek a reasonable agreement that enables our management team, including the campus leaders who helped craft our proposals, to provide excellent education and services that students can afford and that can be sustained in every community.

Our negotiation team is guided by a set of principles: We serve our students first and foremost; we focus on ensuring affordable access to a quality education for students with a focus on our underserved students; we work to create an operational and educational environment that ensures we meet or exceed accreditation requirements; we support fair pay, equity and tools necessary to serve our students and ensure their success.

We listen. As a matter of good governance and shared governance, we have heard faculty concerns about our initial teaching load proposal and set it aside. That said, we will continue to prioritize instruction of students, and to advance the key wage and managerial drivers that impact cost to taxpayers and students.

There've been claims our contract proposal puts accreditation at risk. The board will not support a contract that places accreditation or shared governance at risk. Rather, we seek to eliminate one of the most consistent concerns raised by our accreditors when they assess our institutions: our precarious financial position. That is the accreditation risk of our time.

Students First/CT State Community College

The ongoing merger of our community college administrative structure and implementing Guided Pathways - a suite of policies, including increased student advising services - is not a contractual matter and it is not part of those negotiations. However, it is critical to the future of our colleges and universities and our students. Our schools cannot achieve this individually. But we can bring cohesion to all of our resources and talents to ensure a brighter future for our colleges and our students.

This plan replaces twelve parallel full campus administrations with a smaller shared administration, and uses some of the savings to expand services for students on every community college campus.

This reduction in the cost of administration allows us to hire 175 more student advisors, all located at campuses and serving local students. Where 750 students today compete for the time of one advisor, that advisor will soon serve just 250. Guided Pathways policies and practices are a proven way to ensure students have a high-quality education that meets their needs. Connecticut students deserve that.

The Board aims to bring continuity and seamlessness to everything from enrollment to curriculum. Curriculum is being designed by qualified faculty who are committed to their work and their students. By aligning programs, we make it easier for students to take classes at multiple campuses and to transfer more easily to our universities, Charter Oak and private institutions in our state. Curriculum decisions are still in the hands of faculty as they work together to meet the needs of our students and employers.

We are already saving significant money through the consolidation, which gets repurposed for student services and relieves pressure on tuition. None of that is coming at the expense of teaching faculty. Since 2018 we have achieved \$35 million in cost reductions, almost all have been through voluntary attrition among non-teaching professionals. No faculty positions have been eliminated as part of this plan. Having said that, as colleges struggle to meet their budgets because of enrollment drops, positions are left vacant. Our investment in advising can directly help to retain enrollment and therefore, support the case for faculty positions at our colleges.

Tuition

As part of the framework we are creating, this Board will not entertain a tuition increase for our students this year. This decision is easy in principle, but difficult in practice. It is our policy goal on which we will act today. With all the interests, constituencies and voices we hear in a complex organization, it has risk:

- The community college consolidation could be blocked or reversed, and all the savings it has and can achieve will be lost.*
- The state can reduce its share of the funding that supports Connecticut's state colleges and universities, forcing unplanned cost reductions or tuition increases.*
- Labor contracts, which drive 85% of total expenses, could cost more than can be sustained, forcing tuition to go up.*
- The effects of the pandemic on student experiences and higher education could last longer and be more dramatic than we anticipate, so that even our federal help won't be enough to weather COVID and its aftereffects.*

Our strong position against a tuition increase depends on these things. We must continue to shift limited resources from management to student services and teaching; we must have a fair and workable contract that supports great teaching but carefully manages expenses; we must have sufficient funding from the state; and we must have a continued recovery from the pandemic.

These are the ideals behind everything the Board of Regents has been doing and continues to do:

- A more student-oriented infrastructure and way of operating that respects the budgets, time and life-wide demands facing students of all backgrounds.*

- *A much accelerated contribution to the career prospects of individuals and talent needs of employers.*
- *An end to the assumption that we throw up our hands about costs and expect more money from taxpayers and students to cover the gap.*
- *An organization that moves resources away from administration and towards student services as a share of total expenses.*

We seek partnership with our talented faculty and staff and our political leadership to place students at the center of all these determinations.

APPROVAL OF PREVIOUS MEETING MINUTES

Chair Fleury made a friendly amendment to the minutes of the February 2021 BOR meeting as requested by Prof. David Blitz to correct his title as Vice Chair of the Faculty Advisory Committee and Colena Sesanker's title as Chair. These titles were reversed.

On a motion by Regent Balducci, and seconded by Regent Wright, the February 18, 2021 meeting minutes as amended were approved after a unanimous voice vote.

CONSENT AGENDA

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

Academic Programs

Discontinuations

- Introduction to Manufacturing (Level 1) - C2 Certificate - Three Rivers CC
- Business Office Technology - AS - Tunxis CC
- Business Office Technology - Medical Option - AS - Tunxis CC
- Business Office Technology-Medical Option-Health Information Technology - C3 Certificate - Tunxis CC
- Business Office Technology- Office Applications - C2 Certificate - Tunxis CC
- Business Skills - C2 Certificate - Middlesex CC

Accreditation of a Licensed Program

- Health Informatics- MS-Charter Oak State College

Modifications

- Social Service - AS - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
- Social Service - C2 Certificate - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]
- Hospitality and Tourism - BS - Central CT State University [Change of Program Name]
- Recreation and Leisure - MS - Southern CT State University [Change/addition of Modality]

New Programs

- Physical Activity and Chronic Disease - MS - Southern CT State University
- Tourism, Hospitality and Event Management - BS - Southern CT State University

Honorary Degrees

- Charter Oak State College
- Housatonic Community College
- Southern CT State University

2019-20 Academic Program Review Submittal

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

Introduction to Manufacturing (Level 1) - C2 Certificate - Three Rivers CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Introduction to Manufacturing (CIP Code: 15.0613 / OHE# 15307) leading to a C2 Certificate at Three Rivers Community College, effective May 2022.

Business Office Technology - AS - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology (CIP Code: 52.0401 / OHE# 001739) leading to an Associate of Science at Tunxis Community College, effective May 2023.

Business Office Technology - Medical Option - AS - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology - Medical Option (CIP Code: 52.0401 / OHE# 007607) leading to an Associate of Science at Tunxis Community College, effective May 2023.

Business Office Technology-Medical Option-Health Information Technology - C3 Certificate - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Health Information Technology (CIP Code: 51.0713 / OHE# 007612) leading to a C3 Certificate at Tunxis Community College, effective May 2023.

Business Office Technology- Office Applications - C2 Certificate - Tunxis CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Office Technology Office Applications (CIP Code: 52.0401 / OHE# 001880) leading to a C2 Certificate at Tunxis Community College, effective May 2023.

Business Skills - C2 Certificate - Middlesex CC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Business Skills (CIP Code: 52.0101 / OHE# 015104) leading to a C2 Certificate at Middlesex Community College, effective May 2022.

Accreditation of a Licensed Program

Health Informatics- MS-Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Health Informatics (CIP Code: 51.2706 OHE # 019350) leading to a Master of Science at Charter Oak State College for a period of seven semesters from initial accreditation.

Modifications:

Social Service - AS - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Social Service (CIP Code: 44.0701 / OHE# 000317), specifically modification and substitution of courses and change of program name - leading to an Associate of Science at Manchester Community College.

Social Service - C2 Certificate - Manchester CC [Significant Modification of Courses/Course Substitutions, Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Social Service (CIP Code: 44.0201 / OHE# 001861), specifically modification and substitution of courses and change of program name - leading to a C2 Certificate at Manchester Community College.

Hospitality and Tourism - BS - Central CT State University [Change of Program Name]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Hospitality and Tourism (CIP Code: 52.0901 / OHE# 004091), specifically a change of program name - leading to a Bachelor of Science at Central Connecticut State University.

Recreation and Leisure - MS - Southern CT State University [Change/addition of Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Recreation and Leisure (CIP Code: 31.0101 / OHE# 000655), specifically a change in modality from on ground to hybrid as well as the addition of online modality - leading to a Master of Science at Southern Connecticut State University.

New Programs:

Physical Activity and Chronic Disease - MS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physical Activity and Chronic Disease (CIP Code: 26.0908, OHE# TBD) - leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Tourism, Hospitality and Event Management - BS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Tourism, Hospitality, and Event Management (CIP Code: 52.0901, OHE# TBD) - leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Honorary Degrees

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities.

Honorary Degree Nominations for 2021 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Charter Oak State College	David Henderson	
Housatonic Community College	Cynthia R. Bigelow	
Southern Connecticut State University	Larry Bingaman Jodi Earle Eddy	

2019-20 Academic Program Review Submittal:

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2019-20 academic year, with the requirement that further institutional recommendations regarding the dispositions of those programs deemed to be low completers be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Harris provided the following report:

- At the March ASA meeting, the Committee had a presentation on the Alignment of Math and English - or ACME. This was an opportunity for professional development for Committee members prior to reviewing an ACME policy proposal. They were briefed by Jeremy Martin from the Dana Center at the University of Texas, Austin and Gretchen Schmidt from the National Center for Inquiry and Improvement. The presentation focused on math. There is a YouTube link in the agenda to the presentation. The presentation focused on national best practices in developmental education reform. Three things are happening in math curriculum that are showing results:
 - Corequisite support - this means that instead of enrolling in a developmental non-credit course, students enroll in a Gateway Course, the first required math or English course and students with deficits receive additional support.
 - Primary placement is based on a student's GPA and not scores on a placement exam.
 - In mathematics, students take courses that align with their career goals. Only students in STEM or related fields are required to take college algebra in preparation for calculus.
- About 30 states are recommending or requiring this approach because a higher percentage of students actually pass Gateway English and Math under the co-requisite model. Our example is the Tennessee BOR which fully implemented this approach in 2015-16. The Pathway differs based on the student's career path.
- Research is also showing that the high school GPA has a much stronger correlation to success in college than standardized placement tests.
- This is an equity issue. Our data shows that in CT, our minoritized students have lower pass rates in Gateway courses. This means they never can earn a degree. We have been changing our approach to developmental education since the passage of PA 12-40. We have seen improvement as we offered co-requisite courses to student who seem close to being ready for college-level work. However, we have not allowed riskier students to do this. We are creating artificial barriers for many of these students.

The Co-requisite approach, coupled with Guided Pathways, provides a roadmap for students on the path to a degree. More information will be presented about the actual policy at a future meeting. This has been under discussion for many months and there has been faculty involvement. Faculty worked on the policy and it was circulated widely in the fall resulting in many comments. Many draft policy revisions reflect those recommendations. Regent Harris and Balducci will meet with Colena Sesanker, David Blitz, and others to further discuss ACME.

FINANCE & INFRASTRUCTURE COMMITTEE

Regent Balducci reported:

On March 10, the Finance and Infrastructure Committee met. The committee received two information reports and acted on a tuition and fee proposal.

- The first information item was an update on the community college merger. Given the importance of this work, Kerry Kelley, the Interim CT State Community College CFO, provided the full Board with a summary version of that report (Attachment C)
- The second information item was concerning the federal stimulus funds that have been provided to CSCU institutions. The day after the Finance committee met, President Biden signed the American Recovery Plan Act, which will provide our institutions with a larger, third round of stimulus.
- Including an estimate of the value of that third round, CSCU will receive approximately \$350 million that can be used for expenses between March 2020 and September 2023. Of that \$350 million, \$150 million must be paid to students, while the remainder can be used for lost revenue, pandemic expenses, and recovery efforts.
- Including payments that are being sent out the week of March 22, nearly \$60 million in grants to students have been provided. Further updates will be provided in the coming months.

The Committee also approved for full Board consideration a one-year tuition and fee plan for the colleges, universities and Charter Oak. This proposal calls for freezing tuition and most fees at all CSCU colleges and universities, in recognition of the financial hardship that the pandemic has brought on our students.

- One fee that is proposed to change is the UPASS fee, which we increase from \$20 per semester to \$40 to meet the requirements of DOT to continue this program. Several smaller fee adjustments are proposed for the individual universities - reducing or eliminating on-line fees, and in the case of Central, reducing and restructuring meal plan fees.
- Overall, this package will preserve our affordability and our competitive position as the most affordable options for Connecticut students to pursue a degree or certificate. This is especially important now, given the profound disruption to our students' lives that the pandemic brought on. In the long run, we can only maintain this kind of tuition discipline if we can control our operating costs and maintain state support.

Action Item: CSCU Tuition and Fees FY 2022

WHEREAS, The Board of Regents for Higher Education ("BOR") pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities ("CSCU"); and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-77(a), shall fix fees for tuition at the regional community colleges and shall fix fees for such other purposes as the Board deems necessary at the regional community colleges; and

WHEREAS, The BOR in accord with Connecticut General Statute section 10a-99(a), shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the state universities; and

WHEREAS, The BOR in accord with Connecticut General Statute 10a-143(e), shall fix fees at Charter Oak State College and shall fix fees for such other purposes as the Board deems necessary; and

WHEREAS, CSCU colleges and universities have worked to meet the needs of students through the COVID19 pandemic but have nevertheless seen drops in enrollment and on-campus housing demand which are of urgent concern to the system, and

WHEREAS, CSCU has been successful in achieving savings in the community colleges through attrition of non-academic positions based on the Students First plan; and
WHEREAS, The State Universities have been successful at controlling costs yet still must fund wage increases and other expenses necessary to ensure the high quality of the education they provide to students, and
WHEREAS, Charter Oak State College has seen marked improvements in its fiscal position and enrollment over recent years and has maintained stable enrollment through aggressive marketing and outreach to students, and
WHEREAS, CSCU remains committed to access and affordability, and is reflecting that commitment with the launch of Pledge to Advance Connecticut (“PACT”), Students First, and Guided Pathways, all of which are anticipated to grow enrollment across the system while improving outcomes for students, and 03/10/2021 Finance and Infrastructure Agenda Packet Page 16 of 33, and
WHEREAS, the proposals for tuition and fees as presented were developed through discussions among stakeholders, including campus leaders, who arrived at the consensus that CSCU is best served by freezing tuition and mandatory fees at our institutions, therefore be it
RESOLVED, That the FY2022 rates reflected on the attached report and schedules are effective at each community college, state university and Charter Oak State College as appropriate, and be it further
RESOLVED, That CSCU may implement the Transportation Fee at any of the remaining non-participating campuses based on transportation service improvements and in concurrence with campus leadership, and be it further
RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these policies, provided that the adjustments shall not increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further
RESOLVED, that said rate adjustments may be reconsidered by the BOR should circumstances warrant.

A motion to approve the resolution was made by Regent Balducci and seconded by Regent Ryan.

Dr. Sesanker’s comments (Chair, FAC) concerning financial projections for the Students First initiative and the involvement of the faculty were recognized by Chair Fleury. Future meetings will take place to continue this partnership.

The resolution was approved with 8 yes votes and 1 abstention (Student Regent Redpath)

ADJOURNMENT

On a motion by Chair Fleury, seconded by Regent Cohen, Chair Fleury declared the meeting adjourned at 12:35 p.m.

Submitted,

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

Attachment A
Letters from the Public

Good morning,

I am speaking today on behalf of Dr. Andrea June, Associate Professor in the Department of Psychological Science, who could not be here today but wrote the following, with the goal of impressing upon you the value and need for a clear commitment from the BOR to support an ombudsperson. She writes...

As a clinical psychologist, I can assure you that conflict in human relationships is unavoidable. We are complex individuals and even two well-intentioned people entrenched in opposition can create significant dysfunction—in a marriage, a family, a health care team, a department, or a university. Within higher education, an ombudsperson or conflict resolution specialist not only enhances well-being among faculty, staff, and students, it also has financial implications. *Everyone* benefits.

The CSU system should be at the forefront of the growing movement of alternative dispute resolution services within higher education. As researchers have pointed out, services by an ombudsperson such as informal consultations, mediation, problem solving, and leadership training are closely aligned with the vision, mission, and values of a modern university that emphasize community, inclusiveness, diversity, collaboration, and communication (Katz, Sosa, & Kovack, 2018). At CCSU, my academic home, we are constantly talking about being a family. Families argue. They hurt each other's feelings and sometimes need objective and impartial help to bridge the divide—find the common ground and re-establish respect. The CSU system shows its respect by acknowledging this need within its organization, as many other universities have done already, and not allow any campuses in the CSU system to opt-out because of a misplaced belief that it is an unnecessary cost.

The cost and effects of poorly managed conflict is often cited as one of the largest reducible costs in organizations, contributing to the exorbitant cost of legal cases, worker absenteeism, turnover rates, and large attentional demands on managers and HR departments. An ombudsperson trained in conflict resolution skills can effectively deal with the substantive, procedural, and interpersonal issues at the core of most workplace disputes. As Katz and colleagues argue, "it is particularly appropriate for navigating the institutional complexity of coalitions, departments, and divisions," which aptly describes our universities. Our Deans have other important work to do and do not have the time or training.

As you, the BOR, are charged with safeguarding both the people in this system and the future financial solvency of this system, an independent ombudsperson accomplishes this shared purpose.

Respectfully submitted,

Dr. Andrea June
Associate Professor, Department of Psychological Science
Central Connecticut State University

Reference:

Katz, N. H., Sosa, K. J., and Kovack, L. N. (2018). Ombuds and conflict resolution specialist: Navigating workplace challenges in higher education. Journal of the International Ombudsman Association. https://ioa.memberclicks.net/assets/docs/JIOA-2018-1_Ombuds-and-Conflict-ResolutionSpecialists_Katz-Sosa-Kovack_PDF.pdf

To the Board of Regents

(submitted for the Public Record, 3/24/21)

At a time when we are physically divided by the pandemic and politically divided across the country, we would have hoped that our system leadership would not have wanted to divide us further. Yet, in her published comments to the Connecticut General Assembly Appropriations Committee on 3/4/21, the CSCU Interim President stated:

'We respect and value that our bargaining units put forth proposals that advance the interest of their members by advocating for increased wages, decreased workloads, and more flexibility for faculty. Likewise, our team put forward proposals which we believe will best serve our students, their families, and our institutions, by holding cost increases down to keep tuition and fees affordable, and to allow for more flexibility for our institutions in these unpredictable times.'



Dr. Jane Gates, Interim President, Provost and
Senior VP for Academic and Student Affairs
Connecticut State Colleges & Universities
Before the Appropriations Committee
March 4, 2021

These comments are unfair, insinuating, divisive and for these reasons, non-collegial.

They suggest that AAUP is not advocating for our students. Of course, we are – we always do. The comments above are a misrepresentation.

Recall, students and faculty are the collective front-line. Everything faculty do on the job is directly or indirectly in support of our students. Faculty are the system's core mission providers.

Like all CSU professors, I do much more than my contract requires, because I love my job and am dedicated to it. In addition to my teaching duties, I annually supervise and mentor research students, serve as faculty advisor to our honor society, run global field courses to places like Iceland, Idaho and Arizona, co-Chaired the campus-wide Employability Council, and served as Department Chair, Department Senator and on many other campus committees. I also stay current in my field and ensure that my teaching is up-to-date and relevant. I publish 2-3 papers every year in front-line international journals and present at international conferences. I am at the leading edge of my field and I practice what I preach.

The BOR and CSU Faculty should come together on common ground. We all want our universities to survive and thrive, and serve our students, communities and state economy. However, with respect to the new contract negotiations, **the BOR had a choice to be our advocates or our adversaries, and sadly chose the latter.** As they say in British soccer, this was a spectacular own-goal. The BOR's proposed contract is damaging to faculty and students and will downgrade the 4 CSUs. It is a false economy.

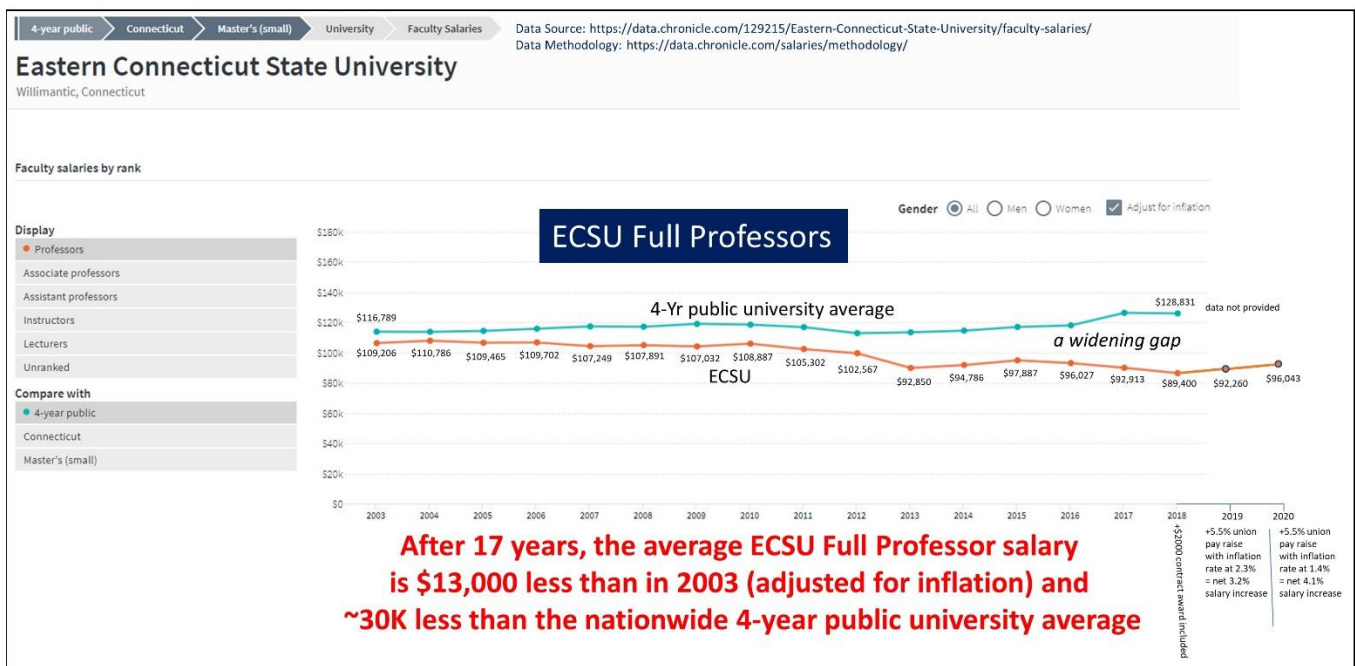
Despite some recent concessions, the proposed BOR contract as it currently stands will nullify Eastern's prospects for re-accreditation, because it seeks to erode or eliminate academic freedom and shared governance, which are established principles required for accreditation. Two examples from NECHE's published Standards of Accreditation that are repeatedly challenged in the BOR's proposed contract are worth citing in this respect:

3.15 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise.

6.12 The institution protects and fosters academic freedom for all faculty regardless of rank or term of appointment. (source: <https://www.neche.org/resources/standards-for-accreditation>)

Despite the pandemic and associated system losses, Connecticut’s fiscal outlook has recently improved with revenue projections for the coming two years skyrocketing by almost \$1.7 billion and Congress expected to provide \$4.2 billion to Connecticut, including more than \$2.6 billion for state government that the Legislature will largely decide how to spend. It is my understanding that BOR members, previously selected by the Governor and Legislature for their experience and leadership qualities, are well connected and have clout and influence. One would hope that as the fiscal landscape has now improved in Connecticut, that the BOR would redouble its efforts to sustain and build the Connecticut State Universities through renewed advocacy. Corporate-style stretch goals are risky for under-resourced organizations (c.f., D. Jimenez, 10/6/20 BOR meeting comments), but if the BOR chooses to apply the concept, why not do it favorably and ambitiously – for growth and reinforcement, not evisceration and reputational damage. Damaged reputations are not easily rehabilitated.

Note that all CSU faculty salaries have declined relative to inflation for the last 17 years and are significantly below the national average for 4-year public universities. This is a 17-year drop in purchasing power for faculty working in the third wealthiest state in the country. See one example below:



One would expect that in these challenging times and in the interests of collegiality – a concept notably emphasized in the BOR contract proposal and in the BOR’s prior public comments, that all employees of CSU including its administrative leadership would make equal sacrifices (furlough days, salary clawbacks, etc.) in the interests of maintaining student affordability. This is a reasonable expectation, because collegiality within any organization is underpinned by teamwork, fairness, and shared sacrifice.

Yours sincerely,

Dickson Cunningham
 Professor of Environmental Earth Science, ECSU
 2019 ECSU Distinguished Professor
 Personal Webpage: <https://www.easternct.edu/cunninghamw/index.html>

Dear Members of the CSCU Board of Regents:

I am submitting written testimony because I was not one of the eight individuals selected to address you publicly today.

Eight. Three minutes each. That's twenty-four minutes of feedback per month from a system that currently enrolls 85,000 students and employs well over 12,000 faculty and staff.

Last month, I was happy to see that you allowed all of those who signed up (albeit before the 24 hour deadline) to speak. Last month those speakers provided testimony about the need to protect the core missions of the universities and colleges. It was heartfelt and sometimes made you uncomfortable. It took fifty-one minutes.

Chairman Fleury has remarked on several occasions that the Regents are volunteering their time. I would suggest that if the members of the Board find they do not have more than 24 minutes once per month to listen to the students, faculty and staff whose educations and livelihoods they oversee, then perhaps the obligation is too much and should be passed on to someone else.

I am a member of the faculty at SCSU, concerned as are my colleagues, about the destructive contract proposals put forth by this Board. I will continue to do what I can to voice my opposition to those proposals because I know from twenty-three years of experience as an educator at Southern that they will diminish my ability to give my students the education that they deserve and that they and their families are sacrificing to make possible.

My colleagues and I have been trying to communicate with you, to explain what it actually takes to challenge and support our students so that they can set high goals for themselves and meet them, but you don't seem interested in listening. We joined with three other constituencies and requested a meeting with President Gates soon after she was appointed to the interim position to discuss a shared vision for the future of the system, to try to find a way forward. She declined to meet with us.

We will continue to find ways to communicate about our students, the shared values of our profession, and our commitment to the distinct core missions of the Universities and Colleges. You likely received some postcards that asked you to think about those concerns. Here they are again, in case you missed them.

Academic Freedom:

Do you really want to eliminate core safeguards of academic freedom typical of leading and accredited universities? Do you want to oversee institutions that are universities in name only?

Technical innovations, solutions to social problems, scientific advances, cultural production and art are impeded when administrators control who studies what. They are achieved when faculty have the **academic freedom to pursue the truth** wherever that might lead.

Shared Governance:

How will we attract and retain students if those who work most closely with them don't have a voice about the future of their learning? How will accrediting bodies view such a university system? And why would highly qualified professors, librarians, counselors, coaches and trainers want to work there?

Let's leave the corporate arguments about “efficiency” for corporations. If Connecticut students deserve a university system that provides a cutting-edge education, then **educators must have a meaningful role in shared governance.**

Connecticut State University students deserve an excellent education that cultivates their full potential. Our work inside the classroom and out is essential to students' development and to our integrity as professionals. Our contract should reflect that.

Collective Bargaining:

Our working conditions are our students’ learning conditions. In a university system committed to social justice, those conditions should advance the goal of a fair and equitable society.

Through negotiations, CSU-AAUP seeks to make real and lasting progress toward racial and gender equity in salary and benefits; to bring all members of our university community job security; to ensure our health and safety in the classroom, in the lab, in the studio, and on the field; and to meet the needs of 21st-century families.

The Collective Bargaining Agreement between CSU-AAUP and the Board of Regents must continue to provide the framework for representation and shared problem solving that ensures an excellent educational experience.

Our students deserve nothing less.

Sincerely,
Cynthia Stretch



Dr. Cynthia Stretch
sbe/ber
English Department
Southern Connecticut State University
New Haven, CT

BOR comments 3 25 21

Good morning. Thank you for the opportunity to speak to you today.

I am Dr. Sue Holt, a CCSU part-time faculty member.

My colleagues, full and part-time faculty members, and I work diligently to provide a well-rounded education to our students. One that provides facts and inspires critical thinking.

However, part-time and contingent faculty are poorly paid, although we comprise 59% of the faculty the CSU system.

We receive a small fraction of the pay of full time faculty members who have similar credentials, do similar work and have similar longevity.

It is fair and extremely important that we receive equitable pay.

We do not accrue to sick leave

If a part-time faculty member is ill, a choice must be made to teach or lose the day's wages.

Faculty members have come to class with fevers so that they would not lose the low wages that they earn.

It is fair that part-time faculty members accrue sick leave and have access to the sick leave bank.

Part-time faculty members, according to our contract cannot earn 9 hours of teaching in the CSU system.

Nine hours of course credits are needed for health insurance reimbursement. A part-time faculty member must go outside the CSU system for the state health insurance reimbursement. This is not required of full time faculty who get health insurance within one branch of the system.

To be fair part-time faculty should be allowed to get 9 credit hours of teaching in the CSU system.

There is no such thing as job security in part-time teaching in the CSU system.

I have been willing to teach in the system each semester for 17 years.

Yet, I was told this semester that I would not have a course to teach.

That would wipe away my chance at health insurance reimbursement for the semester (I teach two courses at UConn).

Just before this semester began, one beloved full time faculty member died, and another took a necessary leave of absence. Due to these events, I was offered one course at Central.

It should not take catastrophic conditions for receiving a course offer in the CSU system

For fairness, multi-year contracts, job security, should be offered to part-time faculty who have taught for many years and earned the contracts.

I have only been teaching at UConn since 2015 and yet, have a long-term contract there.

To be fair to CSU part-time faculty members the new contract should increase their pay to an equitable amount, let them accrue sick days and have access to the sick bank, permit them to teach 9 credit hours within the CSU system to afford them state health insurance, and provide multi-year contracts that offer job security.

Thank you,

Dr. Sue Holt

CCSU

Attachment B

Dr. David Blitz Remarks to the BOR

March 25, 2021

Completing and Closing Students First
David Blitz, ex-officio member of the Board of Regents of Higher Public Education
March 25, 2021

Two recent events prompt me state explicitly what I – and I should add personally – have been thinking for some time: (1) At the last Finance and Infrastructure Committee meeting BOR member David Jimenez asked what the faculty objections to SF are; I provided my point of view and we had an interesting and I think positive discussion as a result; (2) a recent CSCU brochure Putting Students First, prepared by outside consultant Christopher Baldwin, in consultation with two System Office senior staff **stated** (on p. 16) that critics of SF have not proposed any alternatives. As one of those designated as a critic without an alternative, here is mine:

All plans have to have a beginning, a middle and an end. Students First (SF) began in 2017, and has now, in my view, after nearly four years, exceeded its useful lifetime. A key feature of SF is consolidation, and I agree that consolidation is needed – just not the kind envisaged by the plan. I’ve stated on a number of occasions my view that we need to review and revise SF, identify its strengths and weaknesses, learn from its accomplishments and failures; to which I now add: and move to its *completion and closure*.

- (1) Firstly, let me deal first with its accomplishments that are likely to remain and need to be further consolidated if they are to be effective in reducing costs and increasing equity, which are not immediate and spontaneous results of these changes:
 - 1) *Transforming campus Presidents into CEOs*: The main advantage of this is not the minimal salary savings, which are small in comparison to overall SF costs, but rather facilitating sector wide community college leadership in developing institutional cooperation for redistribution of budgets in the interests of equity, and sharing of services for cost savings.
 - 2) *Naming three regional Presidents*: Connecticut is known as the state of 169 towns and municipalities, and averse to regionalization. The establishment of regional leadership at the community college level could be a model for rest of the state – if it is done economically and wisely, as an intermediary level between the central administration (where budget is allocated) and the local, campus level (where courses are designed and taught).
 - 3) *Establishing an interim Community College system or sectorial leadership*: Section 185 (10-1) of the state statutes establishes three sectors in part (2) of section 10a: the technical-community college system (comprising 12 institutions), the state college (Charter Oak), and the state university system (the four CSUs). The recent naming of an interim President, Provost, CFO, Vice-Presidents and support staff provide the basis for a System office for the community college system separate from that for the CSUs, and indeed, soon to be physically housed apart (in New Britain).

I should note that all three accomplishments have been made within the context of the existing accreditations of the 12 community colleges.

- (2) Secondly, let me next deal with the significant problems that I identify:
 - 1) *Over-centralization*: The plan has resulted in a significant over-centralization, not just of budget, but of control, including control over curriculum. Though we may disagree on the interpretation of Shared Services, it is now clear that the central level of the system directly uses or controls \$69 million, a total greater than the budget of any community college.
 - 2) *De-localization*: The plan envisages what I term a “de-localization”, by persisting in calling for the elimination of the accreditation of the 12 community colleges and their merger into one, despite clear opposition by faculty and local constituencies, concerns expressed by NECHE, and possible obstacles at the level of federal student aid if all colleges are merged into one federal aid number.
 - 3) *Loss of faculty control of curriculum*: The plan has resulted in diminishing to a dangerous degree faculty control over curriculum. Teaching occurs in the classroom not on Woodland St, and faculty are the curriculum experts. The numerous awkwardly named and overly-fluid transitional committees have not

respected faculty expertise or institutional governance, and have alienated faculty by top-down tactics unresponsive to and even disrespectful of faculty concerns.

- (3) Thirdly, let me deal with the issue of three on-going projects, one of which precedes SF and has been hampered by SF's unilateral focus on alignment and consolidation, one of which is just being proposed and needs time to determine its value, and one which already shows significant problems.
 - 1) The first is *Transfer Articulation (TAP)*, to ensure "seamless" transition of Community College graduates to majors and general education programs at the CSU and other universities. This project, undertaken before Students First, has been relegated to the sidelines to the point that its coordinating council is inactive, only several hundred have completed it and is in need of significant updating as to content. It is clear that faculty (through the FAC) will not participate in this program so long as it is seen as a "model" for top-down campus consolidation and curriculum alignment. Yet it is obviously beneficial to students at both the colleges and the universities.
 - 2) The second is the *Guided Pathways* project, which provides for additional advisors using "holistic case management" and which is being implemented in a trial basis at three community colleges. This needs to be evaluated in the next several years as it is rolled out, including more data on the effectiveness of newly hired professional advisors, the likelihood of students following up their initial meetings, and the degree to which they complete their academic plans.
 - 3) The third is the *Curriculum Alignment*, supposedly so that there is one system-wide curriculum. So far, just one or a few of the many hundreds of programs has been fully aligned, and the deadline for all is both unrealistic and unnecessary. The current plan calls for hasty "endorsement" (within a few months) of curricular plans written without sufficient consideration of the complexities involved. Curricular alignment for its own sake will not result in the desired end of greater equity, and may well hamper local adjustments to meet specific student and area needs.
- (4) My own conclusions, which are individual to me but based nonetheless on listening to faculty at meetings for the last four years, the last year as Chair and now Vice-Chair of the Faculty Advisory Committee are:
 - 1) Revitalize the TAP program as a project independent of SF, using the FAC as the basis for a faculty run council to update and expand the program in concert with relevant System Office staff;
 - 2) Specify clear metrics to evaluate the success or apply correctives to the Guided Pathways project, to be made independent of SF and coordinated with the preceding TAP project;
 - 3) End the transitional consolidation and alignment committees, but develop, in post-SF period, a mechanism for coordinating faculty in disciplines across the campuses (for example, by regular conferences now made possible through online meeting technology), with due respect for existing departments and department chairs elected by and responsible to faculty.
- (5) The argument for continuing SF is flawed for a number of reasons:
 - 1) There are no real cost savings, only increased budget to the central level at the expense of funding for the campuses where teaching occurs;
 - 2) Equity, and in particular closing the achievement gap is not advanced by aligning curriculum into a "one size" fits all, irrespective of local differences in student clientele (by socio-economic and racial-ethnic status) and area needs (both business and social);
 - 3) Top-down management and micro-management by the System Office and Board of Regents stifles faculty creativity and initiative, and for three years has locked both sides in a futile and fruitless conflict.

(6) This leads me to a further consideration: With the establishment of a central community college system leadership (the interim group of provision President, Provost, CFO and Vice-Presidents), the three regional Presidents, and the designation of the physical local for the Community College System Office (New Britain), a split with the Woodland System Office is imminent.

- 1) The New Britain System Office for the Community College System and the Woodland St. Office for the CSU System should be focused on assisting their respective constituent institutions, and I should add, not consolidating the institutions themselves, or their needed “back office” functions except where mutually agreed in order to share services more economically and effectively.
- 2) The Board should make a decision to limit the size of each of the two System Offices, and delineate more clearly their responsibilities to assist, but not control their constituent institutions. Higher education functions best bottom up, not top down.
- 3) Further, the Board should consider restructuring itself to fully take into account the distinct missions of the college and university sectors (as required by section 185a-1c of state statutes), perhaps by dividing into distinct college and university sections, including a coordinating mechanism between them, or even two Boards with a similar coordinating mechanism.

(7) Finally, let me add these concluding comments:

- 1) We need to return to a discussion of principles that unite us – protecting and promoting public higher education as a social good, and the development of policies and plans to meet that end. It is not a matter of saving money by centralizing control, a policy doomed to failure as it misidentifies the strategic goal. And uniformizing curriculum will not magically overcome the achievement gap and promote equity; that has to be done by concerted efforts of faculty in the classroom supported by student services taking into account the needs of underrepresented and minority groups, both socio-economic and racial/ethnic.
- 2) We are approaching a decision as to the new CSCU president, as the search process (Board and advisory committees) have now interviewed the finalists. An added “bonus” to announcing the completion and closure of Students First is to allow the new President, in consultation with the Board, System(s) leadership, Faculty and Student Advisory Committees, and, no doubt, listening sessions with the various constituencies, to start afresh, unburdened by a long simmering conflict not advantageous to any of the parties.

What Can be Done

1. Support increased funding for public higher education by at least 10% per year, towards full state funding of this social good essential to the future of the state; fully fund PACT and extend it over time to the universities;
2. Meet with the new CSCU President and discuss ways to go beyond the Students First (SF) conflict by completing and closing SF as a plan, as proposed above.
3. Have a conference of the Faculty Advisory Committee (FAC), the Student Advisory Committee (SAC), university and college leaders (past and present, campus and system) to discuss the overall situation of public higher education in the state, re-affirm our basic principles, and reform our policies in the light of the strengths and weaknesses of past plans.
4. Have members on the Board of Regents who have a significant background in public higher education and understand both faculty and student needs, and reform the Board to adequately take into account the distinct missions of the university and college systems, and the integrity of their constituent institutions.

Attachment C
Community College Students First
Financial Update
March 25, 2021



CT Community Colleges Are Plagued by Fiscal Instability

Currently, 6 out of 12 colleges have negative reserves

Historic Enrollment Declines – 31% decrease in FTE since 2014

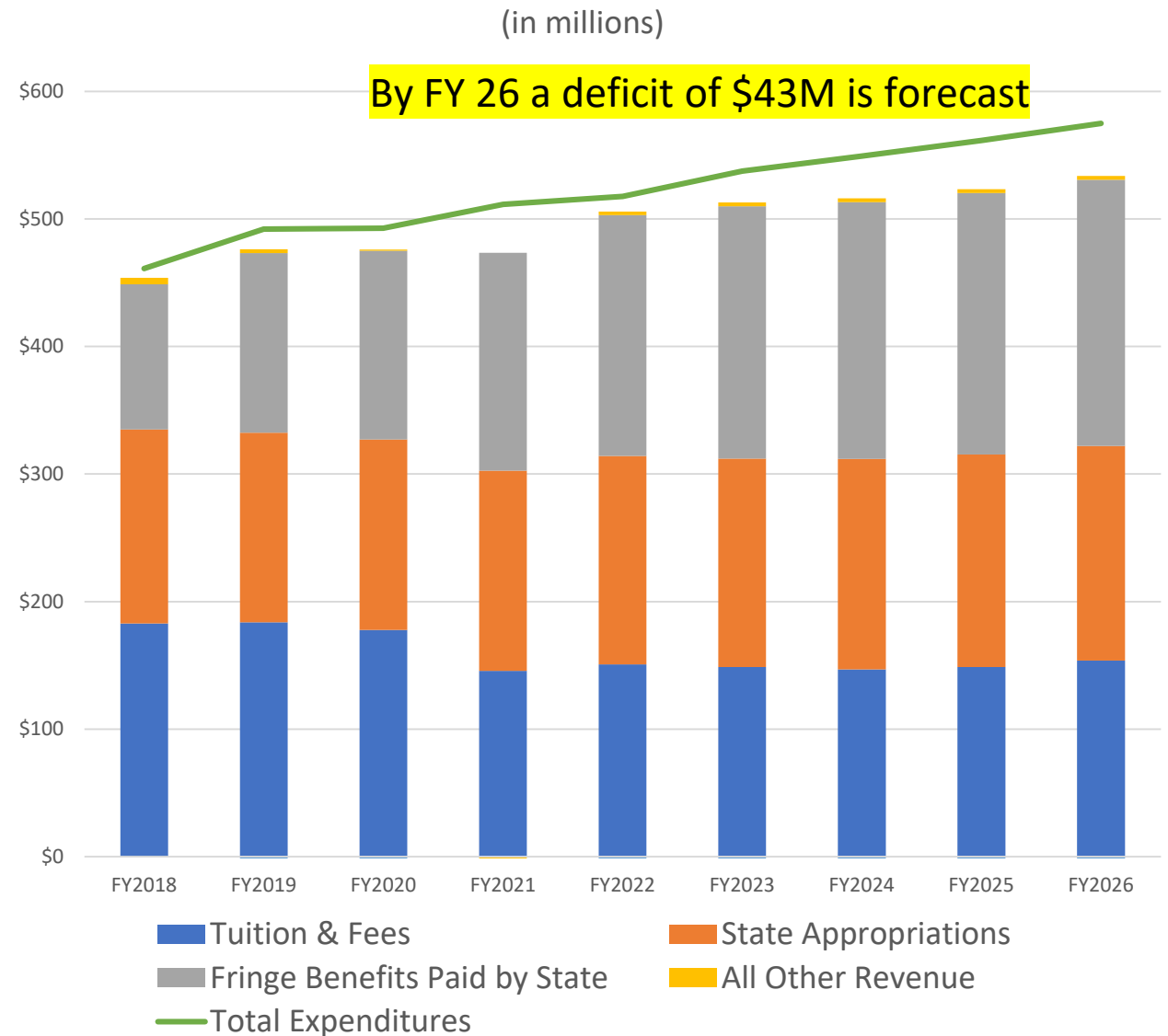
Revenues: Do not keep pace with expenditures

- 70% of revenue comes from State Appropriations
- Tuition increases cannot offset losses without sacrificing affordability and our commitment to access and equity

Expenditures: High fixed costs

- 84% of Expenses are for Personnel (Wages & Fringe Benefits)
- High overhead & duplicated efforts across 12 colleges

CT
Community
College
Baseline
Expenditures
Outpace
Revenues



Students First & PACT Provides Fiscal Stability

A Revenue & Expenditure Solution

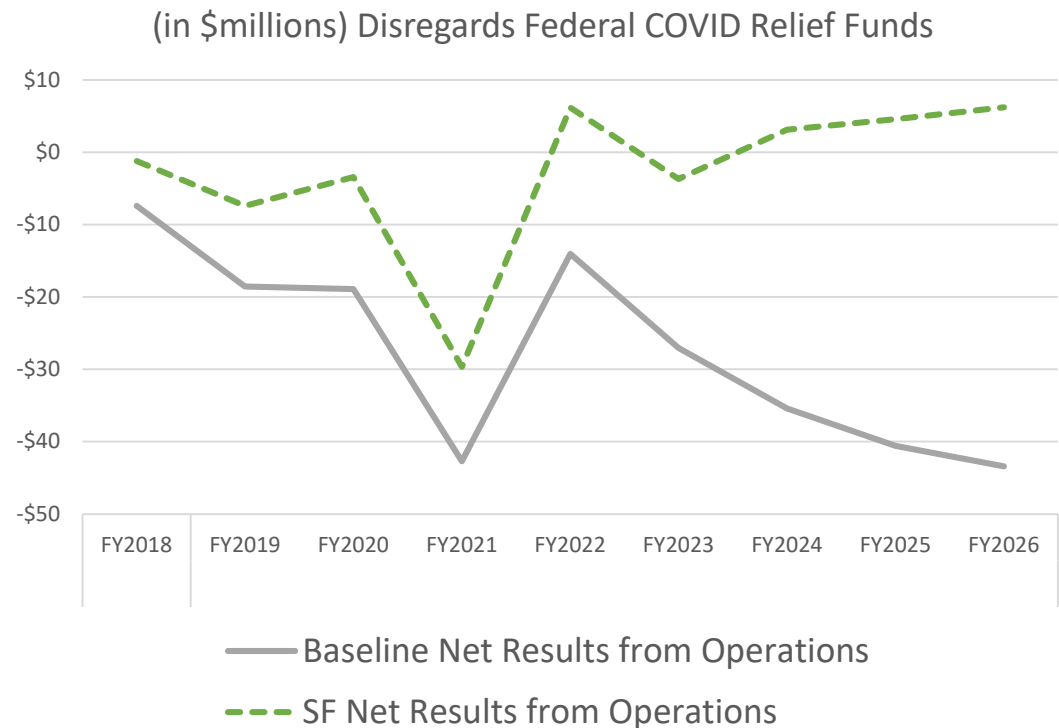
Improve Revenue by Increasing Enrollment

- Baseline enrollment forecast is negative
- Implement PACT
- Implement Guided Pathways

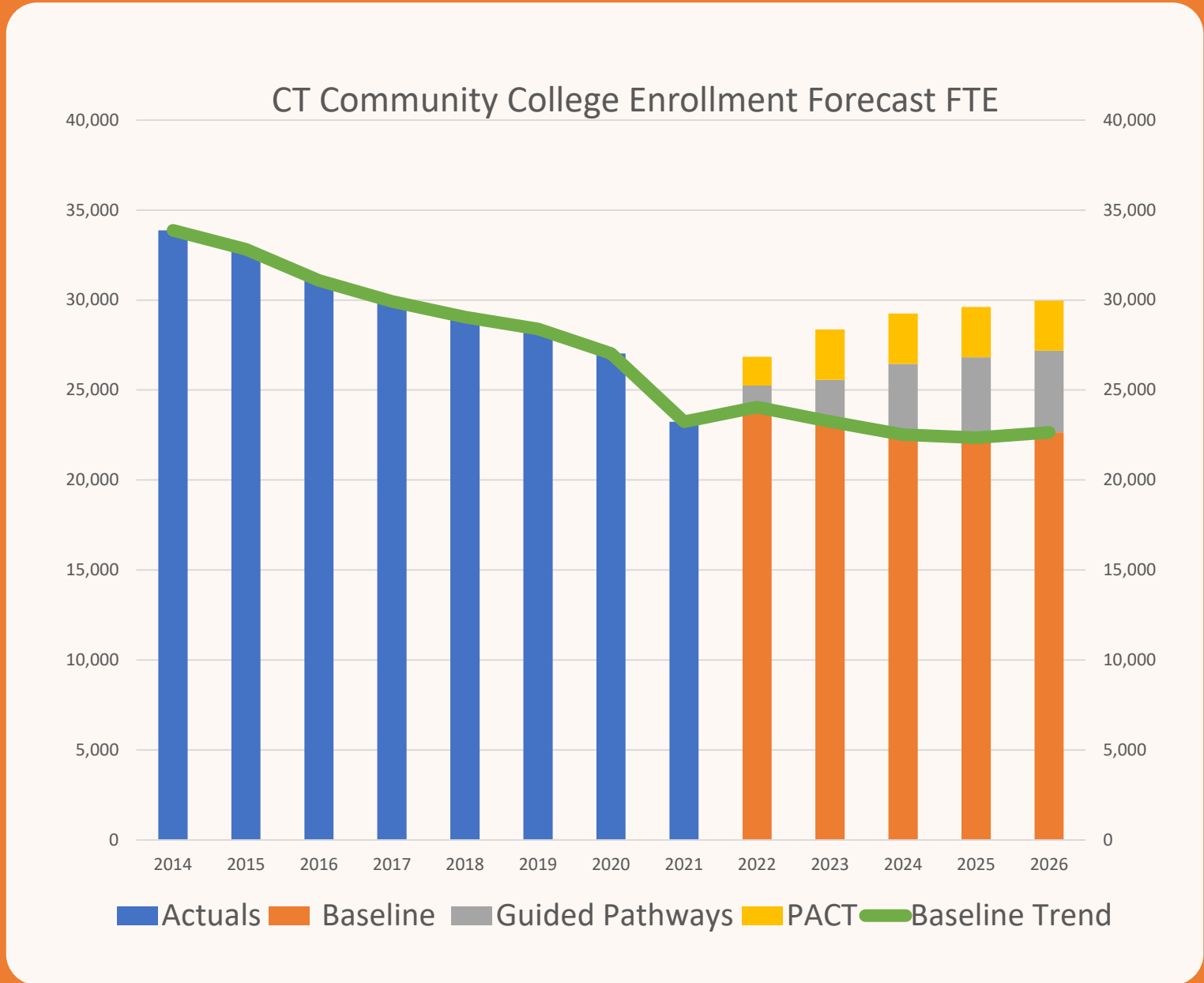
Reduce Non-Student Facing Costs

- Eliminate duplication of services
- Align staff with organizational needs
- Implement shared services
- Achieve economies of scale

How Students First & Pact Improves Net Results From Operations



Investing in Student Success to Build Enrollment

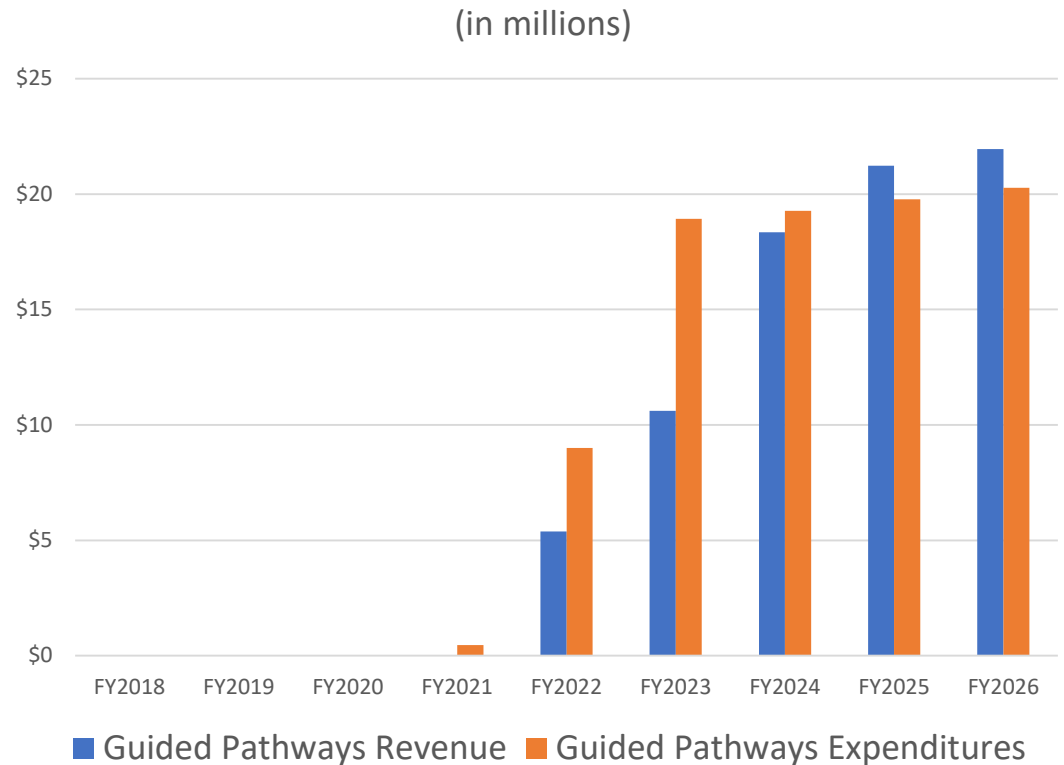


Guided Pathways: An Investment that Promotes Student Success & Increases Retention

Student Retention Produces Revenues

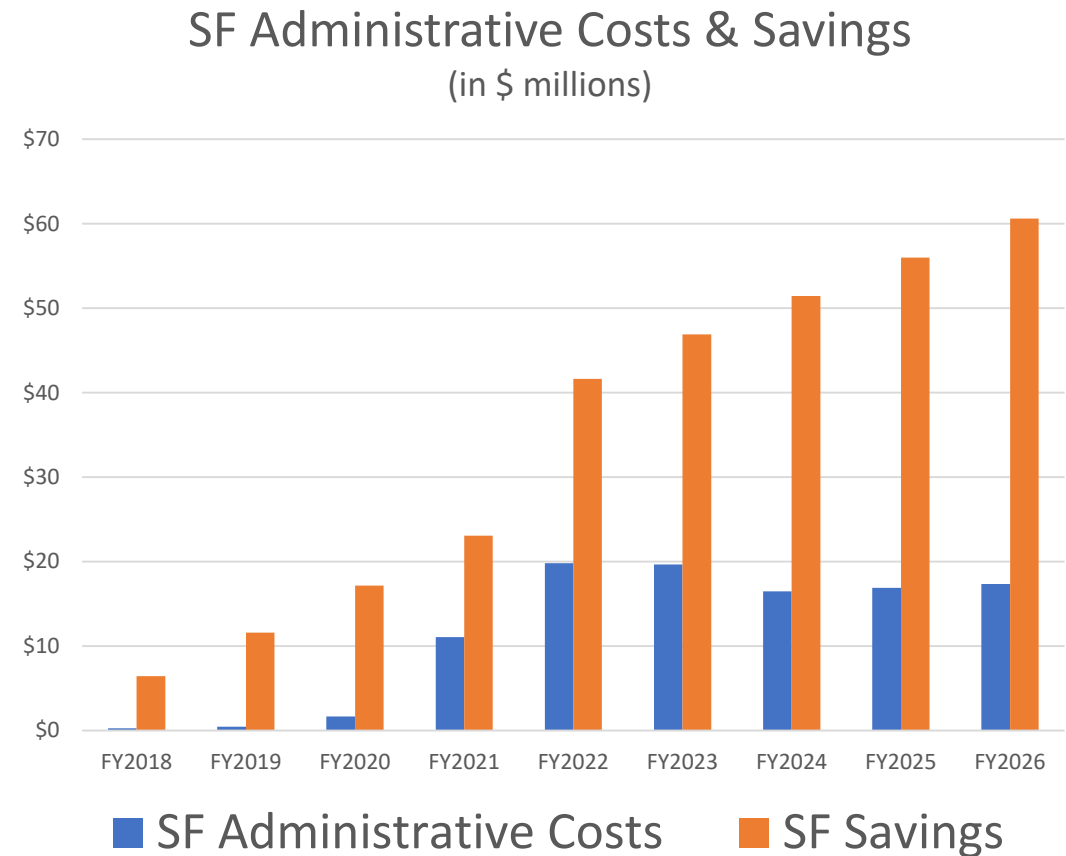
- Guided Pathways hires 175 advisors over three years
 - 35 will be in place by June 2021 on three campuses
- Implementing the Holistic Case Management Advising Model will achieve a 250:1 student to advisor ratio
- Enhancing student outcomes and retention improves revenue

Guided Pathways Costs vs. Revenues



Reducing Costs While Building One College

- Strategic Attrition Management in non-faculty positions has already achieved \$35M in savings from FY 18-21, plus FB
- Investing in One College Administrative Structure yields:
 - Reduced Expenses
 - Opportunities to pursue additional revenue & fulfill our mission



Strategic Attrition Savings in Non-Faculty Staff

How Students First Achieves Savings

- Replaces vacancies with lower cost positions aligned with new design
 - College Presidents with CEOs
 - Campus Deans of Administration with Associate Deans of Campus Operations
- Eliminates duplicated positions as vacancies occur
- Implements shared services for HR, IT, Payroll & Purchasing

FT Non-Faculty Staff Headcount

As of October each Year			
	Hires	Retirements, Death, Separations*	Net Attrition
FY 18 Actual	31	75	-44
FY 19 Actual	40	70	-30
FY 20 Actual	37	76	-39
FY 21 Projected	<u>26</u>	<u>66</u>	<u>-40</u>
TOTAL	134	287	-153

* Excludes Staff Transfers