CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – May 1, 2020
9:30 a.m. – via teleconference

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Colena Sesanker

Regents Absent: None

Staff Present: Ben Barnes, Jane Gates, Ken Klucznik, David Levinson, Lesley Mara, Mike Stefanowicz, Fran Roselli-Navarra, Pat Ryiz

Other Attendees: Missy Alexander (WCSU), Nidal Al-Masoud (CCSU), Peter Baumann (CCSU), Stavros Christofi (WCSU), Jodi Clark (QVCC), Dauwalder, David (CCSU), Marianne Fallon (CCSU), Amy Feest (TxCC), Ju Kim (CCSU), Miah LaPierre Dreger (CCC), John Lewis (QVCC), Elsa Núñez (ECSU), Bill Salka (ESCU), Mat Spinelli (TxCC), Jakob Spjut (QVCC), Ravindra Thamma (CCSU), Karen Wosczyna-Birch (TxCC - Next Generation Manufacturing)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

Chair Harris noted that a revision to the Academic and Student Affairs Committee agenda packet was distributed on April 29, 2020, and a document, Item 4.a. Guidelines for Board Approved Programs, was added to the agenda on April 30, 2020. The Guidelines for Board Approved Programs document is included as an attachment to the minutes of the May 1, 2020 Academic and Student Affairs Committee Meeting.

1. Approval of Minutes
   a. April 3, 2020
   On a motion by A. Budd and seconded by H. Howery, the minutes from the April 3, 2020 BOR ASA Committee meeting were approved.

Chair Harris called upon Ben Barnes, CSCU Chief Financial Officer, to address questions that the Regents had on academic program budget submissions and making changes to the Pro Forma Budget Form included in academic program documentation. Chair Harris asked Committee members for their comments regarding the budget form. Regent Budd noted that total revenue is represented on the form, but expenditures are presented for a particular program. Mr. Barnes noted that the

institutions need to be careful about identifying revenue and cost for a particular program. Chair Harris asked if tuition and fees or only tuition should be included in the program revenue. Cost per student should probably be just tuition. Regent Howery noted that one issue that has been discussed is at what point a program coordinator is required for a new program. Mr. Barnes responded that we could hire Education Assistants and part time administrators, as necessary. He recommended that for new programs an institution may use adjuncts as a starting place and hire full-time faculty to fill ongoing roles in established programs. Regent Cohen asked Mr. Barnes to share what we are seeing in the system with enrollment in general. Mr. Barnes noted that the community colleges are showing positive signs for Fall 2020. Interest in the PACT program is strong. CSU enrollments are mixed. A national survey shows that some four-year universities may experience a 20% drop in enrollments. Mr. Barnes anticipates having a new Pro Forma Budget Form by the end of May. The deadline for institutional responses to the proposed new Pro Forma Budget Form is May 15.

2. Academic Continuity: Financial Resilience in the Face of Economic Downturn
Provost Jane Gates presented an historical and national overview of student enrollments in hard times. She stated that demand for enrollment increases during a domestic downturn and higher education must respond quickly to workforce needs. Institutions must be able to move forward innovative new programs in an accountable and responsive way. Provost Gates stated that she appreciates the support of the Regents in approving and moving forward new programs. A copy of this paper is included with the Minutes of the May 1, 2020 Academic and Student Affairs Committee Meeting.

3. Consent Items
   a. Discontinuations
      i. Computer Information Systems: Mobile Application Developer - AS Option – Capital CC
      ii. Computer Information Systems: Web Publishing - AS Option – Capital CC
      iii. Computer Support Specialist – AS – Capital CC
      iv. Computer Support Specialist: Hardware - AS Option – Capital CC
      v. Computer Hardware Support Specialist – Certificate – Capital CC
   On a motion by A. Budd seconded by H. Howery, the consent items were approved.

4. Action Items
   a. Guidelines for Starting BOR Approved New Programs
   Chair Harris noted that these guidelines, sent yesterday, April 30, 2020, are for new programs that have been approved by the BOR but have not yet started.
   Chair Harris called for a motion to approve the Guidelines for Starting BOR Approved New Programs. The motion was moved by N. Cohen and seconded by H. Howery.
   Chair Harris noted that the institutions should use these guidelines to review new programs after they have been approved by the BOR but before they are launched. Institutions should forward the results of their review to the Provost of Academic and Student Affairs. If the Provost approves the institution's review, the new program can be launched on the start date. If the Provost does not approve the institution's review, the program will be sent back to the institution for further review.

Regent Cohen had questions on Guidelines #2 and #5.

Guideline #2 is:

2. If goals cannot be met in the first two years, the institution can make adjustments without damaging program quality.

Provost Gates noted that the institution can delay the launch, increase funds for the marketing of the program, elaborate on the program description, or put the program on hold. Chair Harris noted that the guideline suggests that if an institution starts a program will it be able to delay hiring to the second or third year or later and can institutions use adjuncts instead of full-time employees.

Guideline #5 is:

5. The institution can provide the support to ensure the retention rate will not be jeopardized.

Chair Harris responded that the institution needs to ensure that advisement and tutoring are in place for students. If not, this could jeopardize the retention rate.

Regent Cohen recommended that both Guidelines #2 and #5 be expanded and proposed the following revisions:

5. The institution can provide the **student-facing** support to ensure the retention rate will not be jeopardized.
2. If goals cannot be met in the first two years, the institution can make **hiring or other financial** adjustments without damaging program quality.

Chair Harris called for a substitute motion to approve the changes to the Guidelines for Starting BOR Approved New Programs specifically the revisions to Guideline #2 and Guideline #5. The substitute motion was moved by A. Budd and seconded by N. Cohen. A vote was taken on the revised Guidelines for Starting BOR Approved New Programs and the vote was unanimous.

b. Suspensions
    i. Computer Software Support Specialist – Certificate – Capital CC
    Chair Harris called for a motion to approve the suspension of the Capital CC Computer Software Support Specialist Certificate. The motion was moved by H. Howery and seconded by A. Budd. A vote was taken and the suspension of the Capital CC Computer Software Support Specialist Certificate was unanimously approved.
    ii. Mobile Application Developer – Certificate – Capital CC
    Chair Harris called for a motion to approve the suspension of the Capital CC Mobile Application Developer Certificate. The motion was moved by A. Budd and seconded by H. Howery. A vote was taken and the suspension of the Capital CC Mobile Application Developer Certificate was unanimously approved.

c. Modifications
    i. Robotics and Mechatronics Engineering Technology – BS - Central CT State University [Includes an approval for an exception to the Credit Normalization Policy]
    Chair Harris called for a motion to approve the modification of the Central CT State University BS in Robotics and Mechatronics Engineering Technology. The motion was moved by N. Cohen and seconded by H. Howery.
    Dr. Marianne Fallon, Interim AVP for Academic Affairs, Dr. Ravinda Thamma, Professor and Department Chair, Manufacturing and Construction Management, and Dean Ju Kim, School of Engineering, Science and Technology, presented the modifications to the CCSU 130-credit BS degree in Robotics and Mechatronics Engineering Technology. The modifications to the program were made based on the recommendations of CCSU's Industry Advisory Board and to align with changing ABET (the Accreditation Board for Engineering and Technology, Inc.) standards to give students the opportunity to specialize in higher-level robotics. An exception to the normalization policy for this program was approved. The modifications to the program include an industrial internship.
    Questions/Recommendations from the Committee included:
    a) *Is the graduation rate acceptable?* Response: The graduation rate of 10 conferrals per year is increasing every year.
    b) *Because of the low graduation rate, how is CCSU supporting students in the program academically?* Response: Students receive tutoring, specialized tutoring and academic advising which is flexible to support students' needs.
    Chair Harris called for a vote to approve the modifications to the Central CT State University BS in Robotics and Mechatronics Engineering Technology. A vote was taken and approval of the modifications to the BS in Robotics and Mechatronics Engineering Technology was unanimous.

d. New Programs
    i. Mechanical Engineering - MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology – Central CT State University
    Chair Harris called for a motion to approve the new Central CT State University MS in Mechanical Engineering. The motion was moved by N. Cohen and seconded by A. Budd.
    Dr. Marianne Fallon, Dr. Nidal Al-Masoud, Professor and Department Chair, Engineering, and, Dr. Peter Baumann, Professor, Engineering, presented the proposed new Mechanical Engineering 30-credit MS program for CCSU which includes two embedded Official Certificate Programs (OCPs), 12-credits each, the first in Additive Manufacturing Engineering and the second in Advanced Manufacturing Engineering. The proposed new program satisfies ABET accreditation requirements. The new program will eventually include three concentrations. The first concentration, Mechanical Design, Materials, and Manufacturing, will be included at the program's inception and the other two will be added later. The start date of the new program is Fall 2021. The new MS in Mechanical Engineering will draw students from CCSU's BS in Mechanical Engineering, in-state graduates of similar programs, and professionals holding a BS in Mechanical Engineering.
    Questions/Recommendations from the Committee included:
    a) *What is the incentive for a graduate of the BS in Mechanical Engineering Program to get an MS in Mechanical Engineering rather than to get a job?* Response:

28.2% of graduates from the BS in Mechanical Engineering program indicated that they are likely to pursue an MS in Mechanical Engineering.

b) *What kind of jobs are available with an MS in Mechanical Engineering degree?* Response: Graduates of the MS in Mechanical Engineering program are likely to make $10,000 to $15,000 more in salary than graduates with a BS in Mechanical Engineering who are employed directly after graduation. Graduates of the MS in Mechanical Engineering program are likely to go into design work which requires high-caliber graduates. In industry, promotion to higher level positions is based on educational level. Many companies have tuition reimbursement for employees who pursue advanced degrees.

c) *Professional Engineering (PE) License* – In some states, graduates with an MS degree are exempted from some things that BS graduates are required to have to get a PE licenses. CT does not require additional credits to acquire a PE license, but continuing education credits are required to maintain the license.

Regent Cohen proposed a substitute motion for new programs that amends the Resolution as follows "…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."

Chair Harris called for a motion on the substitute motion. The motion was moved by N. Cohen and seconded by A. Budd. Chair Harris called for a vote to approve the substitute motion for the new Central CT State University MS in Mechanical Engineering including the amendment to the resolution. The vote to approve the new MS in Mechanical Engineering was unanimous

Regent Cohen noted that this language will be added for resolutions for all new programs being approved.

ii. Civil Engineering – MS – Central CT State University

Chair Harris called for a motion to approve the new Central CT State University MS in Civil Engineering with the amendment to the Resolution as follows "…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." The motion was moved by N. Cohen and seconded by H. Howery.

The presenters for the new program were the same as for the MS in Mechanical Engineering with the addition of Dean Ju Kim, School of Engineering, Science and Technology. The proposed CCSU MS in Civil Engineering will be launched in Fall 2021. It will eventually offer three concentrations: 1) Structures; 2) Transportation; and, 3) Environmental and Water Resources Engineering. The first concentration, Structures, will be available at the program's inception. The other two concentrations will be added later. The proposed new program satisfies ABET accreditation requirements. The MS in Civil Engineering will share foundational courses with the MS in Mechanical Engineering. The BS in Civil Engineering is a strong program which is averaging 25 graduations per year. Questions/Recommendations from the Committee included:

a) *Regent Budd expressed concerns regarding enrollments for the MS in Civil Engineering.* Response: The enrollment projections are realistic and conservative. 43% of the graduates of the BS in Civil Engineering are looking out of state for

graduate programs. Graduates of the MS in Civil Engineering will do more in-depth designs of bridges, roads, and water resources. The Professional Engineering License for Civil Engineers is a must.

b) *What are the requirements to sit for a PE licensure exam in CT?* Response: CT does not have a continuing education requirement to sit for the PE licensure exam.
c) *What is the reason for the decrease in graduates of the MS in Civil Engineering at UCONN and the University of Hartford in the 2018-2019 Academic Year?* Response: We can't determine or infer the reason for the decline in graduates.

Regent Budd noted that the aggregate number of graduates in CT from the BS in Civil Engineering is about ten times that of the aggregate number of graduates from the CT MS in Civil Engineering programs. She stated that she doesn't see the need right now for an MS in Civil Engineering program under these circumstances. She would like to see what happens with the MS in Mechanical Engineering program first.

Chair Harris called for a vote to approve the new Central CT State University MS in Civil Engineering with the amendment to the resolution. A vote was taken. Chair Harris and Regent Budd voted "no" and Regent Cohen voted "yes". Regent Howery did not respond to the vote. The proposed new Central CT State University MS in Civil Engineering was not approved.

Chair Harris stated that CCSU can resubmit the proposal for the new MS in Civil Engineering in the future with more data showing interest in the new program.

iii. Applied and Computational Mathematics – BS – Western CT State University

Chair Harris called for a motion to approve the new Western CT State University BS in Applied and Computational Mathematics with the amended resolution for new programs as follows "…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." The motion was moved by N. Cohen and seconded by A. Budd.

Provost Missy Alexander and Dr. Stavros Christofi, Associate Professor and Dept. Chair, Mathematics, presented the proposed new BS in Applied and Computational Mathematics for WCSU. Provost Alexander noted that it is WCSU's tradition to support professional education programs with a Liberal Arts base. WCSU has seen a drop in enrollments in the traditional BA in Mathematics. The program will launch in Fall 2020 with three options: 1) Data Science; 2) Actuarial Science; and, 3) Applied Differential Equations and Scientific Computing. The new program has been designed to maximize WCSU's existing resources with 70% of its curriculum comprised of existing courses. In the third year of the program there is a potential to hire faculty if the enrollment supports it.

Questions/Recommendations from the Committee included:

a) *Why aren't you considering part time students?* Response: Although the program was modeled on full time students, WCSU will accept part time students. The program is aligned with TAP for easy transfer to graduate programs.
b) *Are you hiring administrators and faculty?* Response: Administrative costs in Years 1 and 2 will be reassigned time to set up the program; in Year 3 we will hire new full-time faculty only if the program yields real growth.

Chair Harris called for a vote to approve the new Western CT State University BS in Applied and Computational Mathematics and the vote to approve the new BS in Applied and Computational Mathematics was unanimous.

e. Application for Continued Accreditation
  i. Mechatronics Automation Technician – C2 Certificate - Quinebaug Valley CC

Chair Harris called for a motion to approve the continued accreditation of the Quinebaug CC Mechatronics Automation Technician C2 Certificate. The motion was moved by N. Cohen and seconded by H. Howery.

John Lewis, Interim Dean of Academic Affairs and Student Services; Jakob Spjut, Program Coordinator and Assoc. Professor of Engineering Science; and, Jodi Clark, Assistant Director of QVCC's Advanced Manufacturing Center, presented this program for Quinebaug CC. The program was part of a number of programs presented to the Academic and Student Affairs Committee last year that were licensed but never accredited. The program was accredited through May 2020 and QVCC is now applying for continued accreditation. The program, still in its infancy, promotes and supports local industry in Eastern CT.

Questions/Recommendations from the Committee included:

a) *Why was there a drop in students in the third year?* Response: QVCC's CNC Machinist program is very successful and well known. The Mechatronics program is newer and not as well known. The reputation of the program and its graduates is growing. QVCC plans to market the Mechatronics Automation Technician program by soliciting testimonials from graduates and developing a marketing piece which states how the program has benefited graduates.

b) *Do any of the courses in the program overlap with courses in other programs?* Response: The Mechatronics program piggybacks with the Advanced Manufacturing CNC Machinist Program. In the Machinist program students learn how a machine operates and in the Mechatronics program students learn how to fix it. Professor Spjut is working with CCSU on an agreement that will transfer 4-5 Mechatronics courses to CCSU's BS in Mechatronics.

c) *Regent Budd expressed concerns about the program not reaching its projected enrollment.* Response: A graph, included in the program documentation, indicates the number of students coming from QVCC's industry partners, the target audience. Dr. Karen Wosczyna-Birch, Executive Director, College of Technology, Regional Center for Next Generation Manufacturing, noted that the courses have been approved by the ARM Institute and the CT Dept. of Labor is funding an apprenticeship program in Mechatronics.

Chair Harris called for a vote to approve the accreditation of the Quinebaug Valley CC Mechatronics Automation Technician C2 Certificate. A vote was taken and the approval of the accreditation of the Quinebaug Valley CC Mechatronics Automation Technician C2 Certificate was unanimous.

f. Application for Continued Licensure and Accreditation
    i. Computer Networking – AS – (Parent Program) – Capital CC
        a) Computer Networking: Cybersecurity - AS Option
        b) Computer Networking – Certificate
        c) Cybersecurity – Certificate
        d) Cisco Certified Networking Associate – Certificate

Before the motion, Chair Harris asked Regent Budd to comment and ask questions about this agenda item. Regent Budd stated that the term "parent program" is confusing and why are there two AS degrees in this item. Dr. Miah LaPierre Dreger, Dean of Academic and Student Affairs, responded to Regent Budd and enumerated the options under the parent degree, each requiring accreditation approval.

Questions/Recommendations from the Committee included:

a) *Can a student get a Computer Networking degree without Cybersecurity?* Response: Yes. Dr. LaPierre Dreger noted only four courses in Levels 1 and 2 are required for Cybersecurity.

b) *If a student took just the Computer Networking AS degree, what type of jobs are available?* Response: Networking Specialist and CCNA Cisco Networking Associate. The courses are aligned to attain the networking credential, the Cisco CCNA Certificate and other certifications. In the Cybersecurity Option, the first half of the curriculum is networking courses. Later in the curriculum, there is a much stronger focus on Cybersecurity. A student interested in general computer networking wouldn't need specialized cybersecurity knowledge.

c) *There are many certificates in specialties for computer work. There is a concern that a graduate with an AS degree in Networking would not be able to get a job. Certificates in specific software/programs would be more useful to professionals in the workforce. If Capital CC had no AS degree in Computer Networking, can the institution still provide the certificates in 6-12 months?* Response: Yes. We could have standalone certificates and continuing education. Certificates are for working professionals who are already in the field. Industry certificates are the gold standard, plus, professionals need BS, MS, and, PhDs in computer networking to advance in the profession. The AS in Computer Networking is the vehicle to transfer into the CCSU BS in Computer Networking. There is a great need for a broad networking degree. In addition, many jobs don't require a cybersecurity degree.

d) *Why is the enrollment so low in the AS in Computer Networking program?* Response: Students enter Capital CC for the AS in Networking Degree, but Cybersecurity is the buzz now and has three times the enrollments. Students need the broad AS in Computer Networking degree to get into non-cybersecurity jobs.

e) *What kind of jobs are there for graduates with an AS in Computer Networking?* Response: Network administrators and network engineers do the back-end work on a company's computer network.

f) *A note in the documentation shows that the total revenue plus expenditures for the program bundle is cost effective.* Response: The net gain for three years is estimated at $334,000.

Chair Harris called for a motion to approve the accreditation of Capital CC's five programs taken together: f.i. the AS in Computer Networking (Parent Program); f.i.a) Computer Networking: Cybersecurity-AS Option; f.i.b) Computer Networking

Certificate; f.i.c) Cybersecurity Certificate; and, f.i.d) Cisco Certified Networking Associate. On a motion by N. Cohen seconded by A. Budd, a vote was taken and the accreditation of Capital's five programs f.i. the AS in Computer Networking (Parent Program); f.i.a) Computer Networking: Cybersecurity-AS Option; f.i.b) Computer Networking Certificate; f.i.c) Cybersecurity Certificate; and, f.i.d) Cisco Certified Networking Associate was approved unanimously.

After the vote, Regent Cohen recommended that the five programs be reorganized under one heading for the BOR. Each program will need to have separate motions. The program documentation moved to the BOR should include one resolution and one staff report which shows five separate motions.

g. Replication of a College of Technology (COT) Program
  i. Technology Studies: Data Science Option – AS – Tunxis CC
  ii. Data Science – C2 Certificate – Tunxis CC

Chair Harris called for a motion to approve the Tunxis CC Technology Studies: Data Science Option AS Degree and the Data Science C2 Certificate (Replication of a College of Technology (COT) Program). The motion was moved by N. Cohen and seconded by H. Howery.

Amy Feest, Interim Dean Academic Affairs, and, Mat Spinelli, Director of STEAM and Advanced Manufacturing, presented these programs for Tunxis CC. These programs are replicated from the Northwestern CT CC COT Programs. Tunxis CC added two courses to the programs which require no additional faculty.

Chair Harris called for a vote to approve the Tunxis CC Technology Studies: Data Science Option AS Degree and the Data Science C2 Certificate (Replication of a College of Technology (COT) Program). A vote was taken and the approval of the Tunxis CC Technology Studies: Data Science Option AS Degree and the Data Science C2 Certificate (Replication of a College of Technology (COT) Program) was unanimous.

h. CSU Promotions and Tenures
  i. Southern CT State University
  ii. Western CT State University
  iii. Central CT State University
  iv. Eastern CT State University

Chair Harris called for a motion to approve the CSU Promotions and Tenures. The motion was moved by H. Howery and seconded by N. Cohen.

Provost Gates explained that the CSU Promotions and Tenures are the recommendations of the Presidents of the CT State Universities in compliance with the AAUP Collective Bargaining Agreement.

Chair Harris called for a vote to approve the CSU Promotions and Tenures. A vote was taken and the CSU Promotions and Tenures were approved.

i. General Education Core for the Single Community College

Chair Harris called for a motion to approve the General Education Core for the Single Community College. The motion was moved by N. Cohen and seconded by H. Howery.

Mike Stefanowicz, Interim AVP for Academic and Student Affairs, and Dr. Fran Rosselli-Navarra, Professor of Psychology, Manchester CC, presented this item. Provost Gates noted that this policy, if approved by the BOR, will move forward to NECHE in June 2020. The General Education Core for the Single Community College was recommended by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) and the College Consolidation Implementation Committee (CCIC). The General Education Core for the Single Community College is made up of 21-25 credits and will be adopted as the statewide single General Education Core curriculum. In May 2018, the SF ASA CC was formed consisting of 12 elected members, one from each community college, and 6 members from the SF ASA CC. The SF ASA CC developed a General Education Core proposal and solicited feedback from the colleges. Changes were made to the proposal based on the feedback from the colleges and are as follows:

1) Two separate options, Art and Humanities, were combined into one category, Art and Humanities;
2) History was moved to Social and Behavioral Science;
3) Oral and Written Communication were combined into one category; and,
4) The Student Success - College and Career Planning category was removed and replaced with options.

AVP Stefanowicz noted that, in the General Education Core the minimum requirement is 21 credits. Program Coordinators can build on the General Education Core and add additional courses. The General Education Workgroup of the SF ASA CC collaborated with the TAP FIRC to align the proposed General Education Core for the Single Community College with the TAP FIRC FRAMEWORK30 (credit) Core.

The final General Education Core Policy was sent out to the colleges for feedback and endorsement with the following results: two colleges approved, one college rejected the proposal and voting process, and the remaining nine colleges resolved not to vote.
The SF ASA CC met on April 24, 2020 after the community colleges' endorsement vote and approved the General Education Core without the diversity course requirement. The CCIC added back the diversity course requirement into the General Education Core and approved the General Education Core on April 27, 2020.

Chair Harris noted she was happy to see that general education courses must be approved by discipline groups and can only be one category and the two-thirds emphasis on one discipline. The General Education Core will help students to understand methods of inquiry and analysis in different disciplines.

Questions/Recommendations from the Committee included:
  a) *Regent Cohen noted that the General Education Core must go forward to the BOR. The SF ASA CC met with the campuses and solicited comments and votes on the proposal. Comments from the community colleges covered a number of issues, but there were no comments from the community colleges about the substance of the General Education Core.*
  b) *Will it be clear that a course meets the criteria to qualify as a diversity course? How will counselors know that a course is a diversity course so that they can advise students?* Response: There are two ways to identify diversity courses, 1) Courses that meet the outcomes for diversity courses will be indicated with a

designator, or, 2) Courses in the Social and Behavioral category will meet a single outcome for a diversity course. Faculty members or advisors will ensure that students meet the diversity course requirement.

c) *Are courses going to be changed to meet the diversity requirement?* Response: Diversity courses will be well defined in the learning objectives. Some courses may change. The Diversity Committee, which will be convened in the Fall, will develop a broad definition of a diversity course.

d) *Is FIRC revising its learning outcomes and when will this be complete?* Response: FIRC is working on simplifying its learning outcomes and the work is ongoing this year.

e) *There is a plan to offer honoraria to faculty through 2020, but the learning outcomes will not be final.* Response: The 21-25 credit General Education Core does have learning outcomes for the courses. As FIRC revises its learning outcomes, it will honor the General Education and the Discipline Category learning outcomes. The timing is good to align the General Education and FRAMEWORK30 learning outcomes.

f) *Referring to the chart on the Results of the Endorsement Vote, there are two columns, one on the endorsement vote and the second, the date. What is stated above the chart is that only two colleges voted. Should the chart only contain the two colleges? The Committee should reestablish and make explicit the levels of governance expected for the curriculum going forward. What standard of governance does the Committee find acceptable?* Response: The table represents what happened at each college and the results of the endorsement vote. The SF ASA CC followed the same process as for TAP which included all twelve colleges and those that did not vote. In 2012, FIRC asked for guidance as to whether the Committee needed a quorum or a minimum level of votes. The advice to FIRC was that no quorum or minimum level of votes was required. There is a lot of opportunity for participation. The categories are defined and are similar to NECHE and other institutions. Faculty will have a continuing role in determining learning outcomes and the specifics of the curriculum. SF ASA CC will need the involvement of the CSUs to develop transfer outcomes to allow students to take courses at any campus.

g) *A concern was expressed about changing majors and the variability between programs in the General Education Core.* Response: We have encouraged program coordinators not to designate a specific course within a category unless it's absolutely necessary. This was a concept brought over from FRAMEWORK 30 for Transfer Pathways.

Chair Harris called for a vote to approve the General Education Core for the Single Community College. A vote was taken and was unanimous.

j. Appointment of CSU Professor

  i. <u>Dr. Elliott Horch – Southern CT State University</u>

  Chair Harris called for a motion to approve the appointment of Dr. Elliott Horch to the position of CSU Professor at Southern CT State University. The motion was moved by N. Cohen and seconded by H. Howery.

Provost Gates noted that CSCU can have up to 12 CSU Professors. A CSU Professor is appointed under the terms of the union agreement and on the recommendation of the CSU President. The candidate for CSU Professor must meet the three categories of excellence. **Chair Harris called for a vote to approve the appointment of Dr. Elliott Horch to the position of CSU Professor at Southern CT State University. A vote was taken and was unanimous.**

k. Faculty Research Grants
   i. Central CT State University
   ii. Eastern CT State University
   iii. Southern CT State University
   iv. Western CT State University

   Chair Harris noted that over $1 million in Faculty Research Grants were available this year. Committees are formed on each campus and candidate proposals are vetted and judged at each campus.
   Chair Harris called for a motion to approve the CSU Faculty Research Grants. The motion was moved by N. Cohen and seconded by H. Howery.
   Chair Harris called for a vote to approve the CSU Faculty Research Grants. A vote was taken and was unanimous.

l. BOT 3.5.1 – Criteria for Granting an Incomplete for the CSU Community Colleges
   Chair Harris called for a motion to approve the revisions to the BOT 3.5.1 Policy – Criteria for Granting an Incomplete for the CSU Community Colleges. The motion was moved by N. Cohen and seconded by H. Howery.
   Dr. Ken Klucznik explained the revisions to the BOT 3.5.1 Policy – Criteria for Granting an Incomplete for the CSU Community Colleges. He stated that most of the work for a course must be completed before an incomplete is granted. This semester, students in courses with clinicals or internships completed all work online; but, onsite clinicals or internships may not be able to be completed because of the COVID-19 pandemic. Chief Academic Officers of the CSU community college are granted flexibility in cases of incomplete courses. This is not a permanent change. The modification will be in place just for the current COVID-19 epidemic
   Chair Harris called for a vote to approve the revisions to the BOT 3.5.1 Policy – Criteria for Granting an Incomplete for the CSU Community Colleges. A vote was taken and was unanimous.

5. Informational Items
   a. Below Threshold
      i. Medical Assisting – AS – Quinebaug Valley CC
      ii. Detective Certificate – Certificate - Central CT State University [New Offering]
      iii. Astrobiology – Minor - Central CT State University [Modification]
      iv. Astronomy – Minor - Central CT State University [Modification]
      v. Biomolecular Sciences – BS - Central CT State University [Modification]
      vi. Computer Science - BS, Alternative - Central CT State University [Modification]
      vii. Computer Science - BS, Honors - Central CT State University [Modification]
      viii. Computer Science - Minor - Central CT State University [Modification]
      ix. Cybersecurity – BS - Central CT State University [Modification]

   x.   Earth Science – BS – Planetary Geology Specialization - Central CT State University [Modification]

   xi.   Manufacturing Engineering Technology – BS - Central CT State University [Modification]

   xii.   Mechanical Engineering Technology – BS - Central CT State University [Modification]

On a motion by A. Budd and seconded by N. Cohen, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 1:00 p.m.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Guidelines for Board Approved Programs

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the Guidelines for Board
Approved Programs.

A True Copy:

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

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

That the Board of Regents for Higher Education approve the Guidelines for Board Approved Programs.

BACKGROUND

As part of the new program approval process, institutions submit an Application for New Program Proposal form. This form includes a pro forma budget that outlines projected enrollments, cost, and revenues for the program during its first three years. These projections are used in conjunction with other information, such as how the program meets institutions and/or state needs, for the Board's consideration in taking action.

Given the pressures that the current Covid19 crisis will likely place on CSCU system's budget, the Academic and Student Affairs Committee to the Board of Regents has asked that this information receive increased consideration before programs are initiated once they are approved by the BOR, namely that an approved program is started after considering evidence of the following:

1. The program will meet its targeted enrollment goals after the second year but will not require substantial investment before goals are met.
2. If goals cannot be met in the first two years, the institution can make adjustments without damaging program quality.
3. There will be a sufficient number of students to offer classes required in the first and second years of the program.
4. The program meets institutional and/or statewide priorities.
5. The institution can provide the support to ensure the retention rate will not be jeopardized.
6. The institution has adequate time to recruit students.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President of Academic and Student Affairs, that the Board of Regents approve these guidelines.

05/01/2020 – BOR Academic and Student Affairs Committee
05/14/2020 – Board of Regents

Academic Continuity: Financial Resilience in the Face of Economic Downturn
Jane McBride Gates, CSCU Provost and Senior Vice President for Academic and Student Affairs

The global economic downturn amidst the Coronavirus (COVID-19) pandemic has had a profound impact on nearly all industries. Higher education is no exception. As students struggle to find affordable options for continuing their educations, institutions of higher education have found it increasingly difficult to conduct "business as usual" in the face of shrinking government funding, dwindling endowments, and decreasing enrollments.

 We recognize that the Regents are worried about the bottom lines and the approval of new academic programs in the CSCU system. We also respect the Regents' fiduciary responsibility to recommend broad policies that inform short-range and long-range planning, and to develop and articulate the vision and mission of the university system.

As fears of budget cuts materialized, former West Virginia Governor Bob Wise said that it may be tempting for education leaders to back off from innovation efforts and plans, that "It can be too easy just to say 'let's put this on the shelf until better times.'" But far-sighted leaders will do more, he advised, and keep investments in programs that support education delivery systems that are better able to withstand a variety of crisis scenarios, from pandemics to natural disasters, from economic downturns to teacher walkouts.

https://www.edsurge.com/news/2020-03-23-covid-19-s-long-term-impacts-on-education-in-2020-and-beyond

Historical Perspective

It's often said that education is "countercyclical" to the market, meaning that demands for educational services increase in times of economic downturn. Employee training and development programs are the first things that corporations cut in times of recession. Doug Lynch, USC Rossier faculty, doesn't expect that to be any different this time.

But although recessions have historically resulted in increased enrollment in higher education programs as laid-off workers try to improve their future job prospects, Lynch said that is no guarantee this time around. Given the uncertainty around the length of this recession, and the availability of short-term "bootcamp" like programs, people may be unwilling to enroll in longer (and often costlier) programs.

The following provides evidence of the "countercyclical" argument to the market during the worst economic depression, the Great Depression (1929-1930s).

Kenneth B. Orr, President of Presbyterian College, wrote that Walter Lippmann, the widely respected political commentator, argued that "depression and crisis are not the collapse of our system, but a furious purge" (Lippmann, 1932, p. 336). The experience of American higher education during the height of the nation's severest economic dislocation in its history was an exception to Lippmann's thesis. When retrenchment did come, it did not trigger a furious purge

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in either personnel or in educational programs offered. Rather, it expressed its impact in milder forms of readjustments, absorbing the trauma without undue alarm or panic. It is a testimony to the resiliency of American higher education that it could continue its mission without major impairments to its program.   https://muse.jhu.edu/article/645498/pd

 As a result of the Great Depression, the difficulty of remaining in college and the grim reality of looking for work after graduation eventually reduced the number of students desiring admission to Penn State. During the late 1920s, applications had surpassed openings in the freshman class by a ratio of 3 to 1. By 1933, College administrators were worried that they would no longer be able to attract enough new students to fill freshmen vacancies. Penn State was poised to join the growing list of institutions that the depression had driven to the financial wall. To avoid that unpleasant fate, a special faculty committee was set up early in 1934 to oversee a recruiting campaign. Postcards were mailed to alumni with the request that they be returned with the names and addresses of high-school students who might wish to attend the College. Alumni were also encouraged to bring prospective freshmen to the campus for one-day visits, and undergraduates were asked to contact the high schools in their hometowns in search of potential candidates for admission. The board of trustees took the unprecedented step of reducing room and board charges by 10-15 percent, depending upon the type of accommodations.

As the fall semester of 1934 got under way, Registrar William S. Hoffman reported 4,945 full-time undergraduates in attendance, a record number. That figure included 1,490 freshmen, the largest incoming class Penn State had yet received. What part the recruiting drive played in boosting enrollment is difficult to assess, however, since several other factors were instrumental in convincing many students and their parents that a college education was still within financial reach.

https://libraries.psu.edu/about/collections/penn-state-university-park-campus-history-collection/penn-state-illustrated-5

In a recent *Financial Times* essay, Indian novelist Arundhati Roy writes, "Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next." Change in higher education comes painfully slowly. The current crisis allows us, impels us, to imagine our world anew for the good of the country.

https://www.forbes.com/sites/paulleblanc/2020/04/12/when-the-pandemic-is-over-will-us-higher-education-be-ready-to-get-people-back-to-work/#cdfcd9f357a5

While the current recession was not caused by the kind of structural failure of the 2008-09 recession, the impact on workers is much worse. In 2008-09, 8.8 million jobs were lost during those two years according to the Bureau of Labor Statistics. In just the last *few weeks* more than 10.5 million claims for unemployment have been filed and it will get worse as large swaths of the economy remain shut down.

For this economic crisis, America needs a higher education industry that is quickly responsive to workforce needs, that can get people retooled in two and four months, not years, that is

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affordable, and that better accommodates the working adults and under-served populations too often neglected by four-year colleges and universities.

<u>Guidelines to New Academic Programs and Mission Centrality</u>

In response to the concerns from the Academic and Student Affairs Regents' about approval of new academic programs, the following guidelines are provided:

1. Institutional Financial Resiliency

Financial Resilience is the capacity to manage through difficult times and emerge stronger on the other side. Financial resilience means stewarding resources to support and maintain excellence in teaching, research, and scholarship in perpetuity. It means developing coordinated academic and financial planning roadmaps that can help guide Schools and Units toward financial sustainability and includes proactive and adaptive responses that can be implemented during times of financial stress. At an institution with distributed resources, leadership, and governance, financial resilience is the responsibility of all University stakeholders – faculty and staff included.

Action Plan:

      In collaboration with the CFO, Ben Barnes, a new Pro Forma Budget online model is under development.

      Revenue
      Expenses
      Assets and Liabilities
      Space
      Organizational Efficiencies

2. Define and Differentiate the Missions and Objectives of Institutions
    a. Develop programs to meet the needs, solve the problems, affect the conditions and respond to the public's interests by:
    b. Setting goals.
    c. Describing the time required to meet those goals.
    d. Establishing priorities.
    e. Providing sufficient detail to enable all participants in the planning process, representatives of advisory boards, and the citizens themselves to evaluate the needs, objectives, program proposals, priorities, costs and results of higher education.
    f. Optimizing the use of resources.
        i. Low completion program policy
        ii. Institutional accountability of responsible center of management
    g. Evaluating program effectiveness and working to both partner and advance the educational and economic opportunities for Connecticut and its residents.

Action Plan:
      Low Completion Policy approved by BOR
      Amended Academic Program Review Policy approved by BOR

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Submission of institutional Strategic Plan
Lumina Quality Assurance and Academic Program Review in progress

3. Prepare for Change

Change is difficult. At some point, though, planning must pivot into action. CSCU must be ready to act—to make thoughtful decisions and effect change through proactive planning. Effecting change will require that we have the ability to capitalize on opportunities to maximize excellence in teaching, research, scholarship and workforce readiness for a bright future, a future that ensures an affordable, equitable and accessible high quality postsecondary education system that serves as a gateway to opportunities and economic success for all individuals. The centrality of the missions and visions of CSCU must be preserved.

In 1974, Derek Bok, President of Harvard, wrote, "the task before us is clear: to bring our style of operations more in line with income while preserving the quality of our activities. This must be our guiding principle."

Americans are amazingly adaptable and good at facing and conquering crises. I hope this is no exception. We took huge sudden hits to college enrollments during World War II and colleges and the nation survived and even shortly thereafter flourished. While our past history can be informative and even comforting, its future replication is far from assured. We may even gain from experiences learned from COVID-19—the underrated utility of online instruction may be recognized.

https://www.forbes.com/sites/richardvedder/2020/03/24/a-new-great-depression-for-higher-education/#600d878f5b44

Resilience is in the DNA of American higher education most especially in the DNA of CSCU.