



# Board of Regents

## AGENDA - REGULAR MEETING

10:00 a.m., Thursday, October 24, 2019

SOUTHERN CONNECTICUT STATE UNIVERSITY, ADANTI STUDENT CENTER  
345 FITCH STREET, NEW HAVEN, CT 06515

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1.	Call to Order	
2.	Roll Call and Declaration of Quorum	
3.	Adoption of Agenda	
4.	Welcome to SCSU – President Joe Bertolino	
5.	Opportunity to Address the Board*	
6.	Student Advisory Committee	
7.	Board of Regents Chair Matt Fleury	
8.	CSCU President Mark E. Ojakian	
9.	Approval of September 19, 2019 Meeting Minutes	
10.	Consent Agenda	
	A. Academic Programs	
	i. Discontinuations	
	a. Human Services – AS – Northwestern CT CC .....	1
	b. Plastics Technology – C2 Certificate – Quinebaug Valley CC .....	3
	c. Technology Studies: Plastics Option – AS – Quinebaug Valley CC .....	5
	ii. Modifications	
	a. Advanced Manufacturing Machine Technology – C3 Certificate – Naugatuck Valley CC [Significant modification of courses] .....	7
	b. Fundamentals of Machine Technology – C2 Certificate – Naugatuck Valley CC [Significant modification of courses] .....	9
	c. Teaching English to Speakers of Other Languages (TESOL) – MS - CCSU [Change of Degree Title and Modification/Substitution of Courses] .....	11
	d. Advanced Practice: Adult Gerontology Nurse Practitioner – MS Nursing - Western CSU [New option in existing program] .....	13
	iii. New	
	a. Doctorate of Nursing Practice (DNP) – Doctorate – Western CSU .....	15
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**\*Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minute's total, followed by up to 15 minutes total for faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

11. **Academic & Student Affairs Committee – Merle Harris, Chair**
  - A. Animals on Campus Policy – CSCU ..... 26
  - B. Opioid Overdose Prevention and Awareness Policy – CSCU ..... 45
  - C. 2018-19 Academic Program Review Submittal ..... 49
12. **Audit Committee – Elise Wright, Chair** *No Exhibits*
13. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
  - A. FY20/FY21 Biennial Budget Expansion Items ..... 53
  - B. **Information Items:**
    - i. Report on System Office Budget ..... 96
    - ii. Report on Fall 2019 Enrollment ..... 97
14. **HR & Administration Committee – Naomi Cohen, Chair** *No Exhibits*
15. **Executive Committee – Matt Fleury, Chair** *No Exhibits/No Report*
16. **Executive Session**
17. **Adjourn**

**NEXT REGULARLY SCHEDULED MEETING OF THE FULL BOARD OF REGENTS FOR HIGHER EDUCATION IS  
10 AM., THURSDAY, DECEMBER 19, 2019  
CSCU SYSTEM OFFICE, 61 WOODLAND STREET, HARTFORD, CT 06105**

**\*Opportunity to Address the Board:** 30 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 15 minutes total, followed by up to 15 minutes total for faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Human Services (CIP Code: 51.1502 / OHE # 02520) leading to an Associate of Science degree at Northwestern Connecticut Community College, with a two-year phase out/teach out period ending Spring Semester 2021.

A True Copy:

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

**ITEM**

Discontinuation of a program in Human Services leading to an Associate of Science degree at Northwestern Connecticut Community College

**BACKGROUND**Summary

Due to low enrollment, the institution has determined this program should not be continued. Insufficient enrollments in the program's upper-level courses lead to the cancellation of those courses.

Phase-Out/Teach-Out Strategy

Currently enrolled students will be able to take many of the requisite courses since they will continued to be offered at the institution. Substitutes have been established for the three courses eliminated at this juncture. Current program majors will be afforded the opportunity to graduate in a timely manner.

Resources

No resources are required for the discontinuation of this program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of Plastics Technology within the Technology Studies program (CIP Code: 15.0607 / OHE # 02840) leading to a Certificate at Quinebaug Valley Community College.

A True Copy:

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

**ITEM**

Discontinuation of Plastics Technology within the Technology Studies program leading to a Certificate at Quinebaug Valley Community College

**BACKGROUND**Summary

Due to no enrollment, the institution has determined this certificate program should not be continued. Over the years, the needs and requirements of local companies have changed and the institution has developed new programs to address those needs.

Phase-Out/Teach-Out Strategy

No students are currently enrolled and no new students will be admitted to this program; thus, there is no need for phase-out/teach-out.

Resources

No resources are required for the discontinuation of this program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a degree option – Plastics in the Technology Studies program (CIP Code: 15.0000 / OHE # 14052) leading to an Associate of Science degree at Quinebaug Valley Community College.

A True Copy:

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

**ITEM**

Discontinuation of a degree option – Plastics in the Technology Studies program leading to an Associate of Science degree at Quinebaug Valley Community College

**BACKGROUND**Summary

Due to no enrollment, the institution has determined this program should not be continued. Over the years, the needs and requirements of local companies have changed and the institution has developed new programs to address those needs.

Phase-Out/Teach-Out Strategy

No students are currently enrolled and no new students will be admitted to this program; thus, there is no need for phase-out/teach-out.

Resources

No resources are required for the discontinuation of this program.

**RECOMMENDATION**

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve discontinuation of this program.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification Advanced Manufacturing Machine Technology program (CIP Code: 48.0510 / OHE # 17041) leading to Certificate, specifically curriculum changes, at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Program modification – curriculum changes for Advanced Manufacturing Machine Technology leading to a Certificate, at Naugatuck Valley Community College.

**BACKGROUND**Summary

The institution proposes to make curricular changes in the referenced program in alignment with changes made at other the three other Advanced Manufacturing Technology Centers among the System's community colleges; per the recommendations of the institution's Industry Advisory Board.

Resources

The institution declares there will be no additional resources required to implement the proposed curricular changes.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of Fundamentals of Machine Technology program (CIP Code: 48.0510 / OHE # 16964) leading to Certificate, specifically curriculum changes, at Naugatuck Valley Community College.

A True Copy:

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

**ITEM**

Program modification – curriculum changes for Fundamentals of Machine Technology leading to a Certificate, at Naugatuck Valley Community College.

**BACKGROUND**Summary

The institution proposes to make curricular changes in the referenced program in alignment with changes made at other the three other Advanced Manufacturing Technology Centers among the System's community colleges; per the recommendations of the institution's Industry Advisory Board.

Resources

The institution declares there will be no incremental expenditures required to implement the proposed curricular changes in the program which is a stackable credential within the Advanced Manufacturing Machine Technology program.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Teaching English to Speakers of Others Languages (CIP Code: 13.1401 / OHE # 00070) leading to a Master of Science degree; specifically both a name change and degree title change to Applied Linguistics leading to a Master of Arts degree, and curricular changes, at Central Connecticut State University.

A True Copy:

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

**ITEM**

Program modification of Teaching English to Speakers of Others Languages (TESOL) leading to a Master of Science degree, specifically both a name change and a degree title change to Applied Linguistics leading to a Master of Arts degree, and curricular changes, at Central Connecticut State University.

**BACKGROUND**Summary

To reflect changes in the profession, the institution proposes a name change to highlight a more technical approach to language teacher training. This change is similar to that undertaken by leading programs in this field at other institutions. In order to grow program offerings and to reflect the slightly broader semantics of “Applied Linguistics,” Central proposes two tracks: (1) TESOL and (2) Language Policy and Planning. The program would retain the TESOL name for its primary track because the name is familiar to many of the potential students and the current TESOL program continues to draw substantial numbers of students as the impact of globalization on the state grows and as the population of non-native English speakers continues to increase in local schools and communities. The TESOL track remains unchanged. The new Language Policy and Planning track will prepare students for administrative roles in public, non-profit, and private institutions that operate across multilingual and socially complex contexts. This subfield of applied linguistics applies linguistic theory and modeling to the areas of institutional management, educational policy, law, and globalization. There are no new courses required to develop this track, one existing course will be modified. Other coursework for this interdisciplinary track will be drawn from existing linguistics, education policy, and political science offerings. Other changes in the proposed curriculum reflect updates to course numbering, titles, and descriptions.

Resources

The institution expects the program’s projected revenue to exceed projected expenditures in each of its first three years and to accumulate a profit of slightly more than \$100,000 during that time.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System’s Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Modification

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – MSN Advanced Practice (CIP Code: 51.3803 / OHE # 01902) leading to a Master of Science degree, specifically the addition of a degree option entitled Psychiatric Mental Health Practitioner, at Western Connecticut State University.

A True Copy:

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

**ITEM**

Program modification - addition of a degree option entitled Psychiatric Mental Health Practitioner to the MSN Advanced Practice program leading to a Master of Science degree, at Western Connecticut State University.

**BACKGROUND**Summary

The MSN Advanced Practice program currently offers two degree options - Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. The institution cites the state's workforce needs for practitioners in psychiatry and mental health as identified by the National Alliance for Mental Illness and recent JobsEQ projection of a growth in demand for Nurse Practitioners with a psychiatric focus. A review of jobs databases in Connecticut shows over 50 open positions on July 24, 2019 and JobsEQ also notes that the number of degrees awarded in this field in the state is below the national norm resulting in an unmet demand for this expertise. The institution also noted the absence of graduate level programs in the western region of the state that could prepare practicing nurses to sit for certification as a Psychiatric Mental Health Nurse Practitioner (PMHNP). Three private universities offer preparation for the PMHNP in other regions.

Resources

The institution declares there will be no incremental expenditures during the first year of the additional degree option and that over the course of the first three years, the degree option's projected revenue will exceed its projected expenditures by more than \$250,000.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve this program modification. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Doctor of Nursing Practice program (CIP Code: 51.3818) leading to a Doctor of Nursing Practice degree, requiring 40 course credits delivered via an online modality, at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

**ITEM**

Establishment of a new program leading to a Doctor of Nursing Practice (DNP) degree at Western Connecticut State University

**BACKGROUND**Summary

The referenced program will advance the clinical competence, scholarship, and research of advanced practice nursing graduates to serve both the public and the nursing profession. Evidence-based practice, diversity, cultural competence, and caring environment are emphasized throughout. Graduates of the DNP degree will be prepared to engage communities and partner within healthcare systems to address social, economic, and cultural healthcare disparities that create barriers and prevent advancement of ideal healthcare practices.

Rationale

Western currently offers an Ed.D in Nursing Education in partnership with Southern Connecticut State University, and undergraduate and masters' programs in nursing. The proposed program will primarily use existing nursing faculty. Nearly every faculty member within the nursing department has an earned doctorate degree and will be qualified to teach courses within this program. The DNP is a terminal degree currently focused towards graduate nursing students within a practice discipline involving nurse practitioners or clinical nurse specialist degree so supervision of clinical practice will require faculty with APRN (ANP/CNS) degree certifications from an accrediting body that are educated at the doctorate level. Seven full-time faculty currently have this certification.

The Connecticut League for Nursing has published a workforce survey report that showed the percentage of nurses with doctorates only amounted to 0.9% out of the respondents. A report on full-time and part-time nursing faculty showed that only 48% of nursing faculty teaching in academic institutions in Connecticut had earned a doctorate. This report is concerning because entry-level faculty positions usually require doctorate degrees to teach in nursing. According to Jobs EQ, the need for nursing faculty in Connecticut to increase by 3.4% and in the larger region (NY, NJ, PA, and CT) that number is at 2.5% over the next 7 years. According to the US Bureau of Labor Statistics job outlook for advanced practice nursing is expected to grow nationally from 2014 to 2024 by 31%, which is much faster than average for all occupations.

Resources

Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program. It is anticipated that the program will generate approximately \$50,000 by the end of year three.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

10/11/2019 – BOR Academic & Student Affairs Committee

10/24/2019 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Anthropology program (CIP Code: 45.0201) leading to a Bachelor of Arts degree, requiring 120 course credits delivered via an on ground modality, at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

**ITEM**

Establishment of a new program in Anthropology a Bachelor of Arts degree at Eastern Connecticut State University

**BACKGROUND**Summary

The referenced program will be designed to provide students with a strong disciplinary foundation to understand historical, cultural, and biological dimensions of humanity. Students majoring in Anthropology will take introductory courses in each of the sub-disciplines of Anthropology along with theory and methodology courses. Anthropology strives to create knowledge and insights by systematically conducting field research (archaeological and ethnographic) about some of the most pressing issues about human nature. Archaeological excavations, ethnographic interviews, and field observations are some of the unique methodologies whereby archaeologists and anthropologists make sense of the data collected, organized, and analyzed in archaeological and ethnographic laboratories and even museums. Students will demonstrate knowledge of basic Anthropological concepts and theories and develop written and oral skills that will help them in future career and/or graduate school endeavors.

Rationale

At Eastern, Anthropology courses are very popular with students from across the university and are often at capacity. For example, between 2014 and 2019 more than 3,450 students enrolled in Anthropology courses that meet requirements of the Liberal Arts Core Curriculum. As of fall 2019, 22 students have declared the minor in anthropology. The institution believes the time is ripe for Anthropology to become a major and proposes to develop a curriculum that is in line with national trends for small Anthropology programs in undergraduate institutions focused on the liberal arts. The addition of an Anthropology major will only make Eastern a more competitive institution among its peers.

Resources

The proposed program as a major will be operated utilizing the resources available as a minor. Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program. It is anticipated that the program will generate more than \$500,000 by the end of year three.

**RECOMMENDATION**

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the establishment of this program. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.



# Board of Regents 2020 Meeting Schedule

10/7/19; ~~09-18-2019~~

ADVISORY COMMITTEES TO THE BOR		Academic and Student Affairs 9:30 am – Fridays unless otherwise noted	Audit 10 am Tuesdays unless otherwise noted	HR & Administration 9:30 am Thursdays unless otherwise noted	Finance & Infrastructure 10 am Wednesdays unless otherwise noted	Executive Comm. Meets when called 10 am Thursdays (placeholders below)	Board of Regents 10 am Thursdays at unless otherwise noted
Students (SAC) 10 am – Fridays Unless otherwise noted	Faculty (FAC) 1 pm – Fridays Unless otherwise noted						
		January 24		January 23	January 22	January 16	February 6
		March 13		March 12	March 11		March 26
		April 3	March 31		April 1		April 16 Western CSU, Danbury Westside Campus
		May 1		April 30	April 29		May 14
		June 5	June 2		June 5		June 18
		September 4		September 3	September 2	July 16	September 17
						August 20	
		October 2	September 29		September 30		October 15 Naugatuck Valley CC Endrs. Hall, Waterbury
		December 4	Wed., December 16	December 3	December 2	November 19	December 17

**Yellow shading** = Special Meeting  
Unless otherwise noted, meetings are held at the CSCU System Office, 61 Woodland Street, Hartford (agendas will specify room location).  
Info/contact: Erin Fitzgerald [fitzgerald@ct.edu](mailto:fitzgerald@ct.edu), or 860 723-0013  
w:\presidents office\fitzgerald\board of regents\bor meeting schedules\2020\2020bor calendar.docx  
**Distributed 09-18-2019; amended HR/Admin mtg times from 1 pm to 9:30 am; will be on 10/24/19 BOR Agenda for adoption**

## **RESOLUTION**

**concerning**

**Adoption of Policy for Contracts and Procurement subject to  
Connecticut General Statute Section 10a-151g  
also known as**

**“RED TAPE ELIMINATION” GUIDELINES**

**October 24, 2019**

WHEREAS, Public Act 17-130 authorizes the Board of Regents for Higher Education (“BOR”) to adopt policies that would allow the Connecticut State Colleges and Universities to enter into certain qualified contracts for the purchase of goods and services or lease personal property using procurement procedures that comply specifically to Section 10a-151g of the General Statutes, after those policies have been posted on the internet for at least 30 days; and

WHEREAS, On August 23, 2018 the BOR approved the posting of a Notice of its Intention to Adopt Policy to Purchase Certain Goods and Services Under Public Act No. 17-130, which has since been codified as Section 10a-151g of the General Statutes, with the intention that if no comments were received, the Policy would be adopted by the BOR; and

WHEREAS, Said Notice was posted on August 27, 2018 for thirty (30) days and during that period no public comments or expressed views on the Policy to Purchase Certain Goods and Services under Public Act No. 17-130 were received; therefore be it

RESOLVED, The Board adopts the Policy for Contracts and Procurement subject to Connecticut General Statute Section 10a-151g (as may be amended from time to time) also known as the Red Tape Elimination Guidelines.

A True Copy:

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

**ITEM**

Adoption of Policy for Contracts and Procurement subject to Connecticut General Statute Section 10a-151g also known as “Red Tape Elimination” Guidelines

**BACKGROUND**

On August 23, 2018, the Board approved the posting of Notice of its Intention to Adopt Policy to Purchase Certain Goods and Services under Public Act No. 17-130. It was the Board’s intention to adopt the Policy as written upon the condition that there were no public comments or expressed views made and/or received. The Policy was posted on August 27, 2018 for thirty (30) days and during that period there were no comments and/or expressed views received. Thus, under this Resolution the approval of the Policy is being sought.

**ANALYSIS**

The Policy will allow the CSCU to simplify the three types of purchasing agreements detailed in Public Act No. 17-130. The Act is very specific to only three types of agreements: (1) revenue-generating contracts, (2) non-monetary arrangements, and (3) “certain other agreements”.

We define “certain other agreements” as follows (excerpted from PA 17-130):

Any qualified contract entered into or amended on or after July 1, 2017, that: (A) Does not involve the expenditure of state and certain other institutional funds, (B) is for the purchase of equipment, supplies or services or the lease of personal property (i) to be used outside of the United States, and (ii) where the other party to the contract is located outside of the United States, or (C) is a collaboration with another entity and involves at least two of the following: (i) Philanthropic support, (ii) sponsored research, (iii) research collaboration, (iv) employment opportunities for students, or (v) some other substantial value to the constituent unit or the state.

"Qualified contract" means a purchase contract entered into (A) pursuant to subsection (a) of section 10a-151b of the general statutes, and (B) by the chief executive officer of a constituent unit of the state system of higher education or the chief executive officer of an institution within the jurisdiction of such a unit.

The Act exempts these specific types of purchases from the competitive bid process and eliminates the need of certain state boilerplate.

There have been a recent increase in grant awards to the CSCU, and some purchases under those grants has been identified as qualifying contracts; thus, there is immediate need to implement the provisions of PA 17-130 and the Policy.

**RECOMMENDATION**

Adopt the Policy for Contracts and Procurement subject to Connecticut General Statute Section 10a-151g also known as “Red Tape Elimination” Guidelines.

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10/9/19 Finance & Infrastructure Committee

10/24/19 Board of Regents

# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## RESOLUTION

concerning

STUDENT WORKER PAY RATE SCHEDULE &  
MINIMUM WAGE COMPLIANCE

AT

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES  
EFFECTIVE OCTOBER 1, 2019

October 24, 2019

- WHEREAS, The Connecticut General Assembly in the 2019 legislative session increased the minimum wage in Connecticut to \$11.00 per hour effective October 1, 2019, \$12.00 per hour effective September 1, 2020, \$13.00 per hour effective August 1, 2021, \$14 per hour effective July 1, 2022, and \$15.00 per hour effective June 1, 2023.
- WHEREAS, Student workers who are classified in Class I of the Student Worker Pay Rate Schedule are paid within a range of \$11.00 to \$13.00 per hour, and
- WHEREAS, Student workers who are classified in Class II of the Student Worker Pay Rate Schedule are paid within a range of \$11.00 to \$14.00 per hour,
- WHEREAS, Student workers who are classified in Class III of the Student Worker Pay Rate Schedule are paid within a range of \$13.00 to \$17.00 per hour, now therefore, be it
- RESOLVED, That the Board of Regents approves revisions to the Student Worker Pay Rate Schedule effective with the pay periods that include the effective dates in 2019, 2020, 2021, 2022, and 2023 as contained on Exhibit A, and be it further
- RESOLVED, That all student workers compensated at a level below the minimum hourly wage or below the minimum rate for the student worker classification to which assigned when a change takes effect, receive an appropriate adjustment in pay to ensure compliance with the statutory minimum wage and revision in the pay rate schedule enacted pursuant to this resolution beginning October 1, 2019, and be it further
- RESOLVED, That student worker pay rates shall be reviewed by the System Office at least once each fiscal year and the CSCU President shall approve rate adjustments as necessary and will advise the Board of Regents.

A Certified True Copy:

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

EFFECTIVE DATE: October 1, 2019

**CONNECTICUT STATE COLLEGES & UNIVERSITIES**  
**STUDENT WORKER PAY RATE SCHEDULE**

**CLASS I**      Position requiring no work experience or some experience and/or training sufficient to work at semi-skilled jobs not requiring supervisory responsibility.

	Hourly Range	
	Min	Max
Effective 10/1/2019	\$11	\$13
Effective 9/1/2020	\$12	\$14
Effective 8/1/2021	\$13	\$16
Effective 7/1/2022	\$14	\$17
Effective 6/1/2023	\$15	\$18

**CLASS II**      Position requiring demonstrated skills and/or technical knowledge with capability of assuming extra responsibilities such as supervision of others.

	Hourly Range	
	Min	Max
Effective 10/1/2019	\$11	\$14
Effective 9/1/2020	\$12	\$15
Effective 8/1/2021	\$13	\$16
Effective 7/1/2022	\$14	\$17
Effective 6/1/2023	\$15	\$18

**CLASS III**      Advanced position requiring skills and knowledge acquired through prior employment or training in the appropriate area. This class usually requires supervisory responsibilities or the ability to work independently on projects requiring specialized skills.

	Hourly Range	
	Min	Max
Effective 10/1/2019	\$13	\$17
Effective 9/1/2020	\$13	\$17
Effective 8/1/2021	\$14	\$17
Effective 7/1/2022	\$15	\$17
Effective 6/1/2023	\$16	\$19

**ITEM**

Revision of Student Worker Pay Rates at CSCU Institutions Effective October 1, 2019.

**BACKGROUND**

Student worker positions are utilized at each of the 17 institutions and System Office that comprise the Connecticut State Colleges and Universities System. Some student worker assignments are part of a student's overall financial aid package, while other student worker assignments result from students seeking an on-campus employment opportunity. Student worker positions exist in many departments throughout the colleges and universities and provide vital support to maintain operations and services. Each institution budgets for the employment of student worker wages as part of its larger personal services budget. Additionally, each institution receives federal funding to award student worker assignments to certain students who demonstrate financial need.

**ANALYSIS**

In May 2019, the Connecticut General Assembly increased the minimum wage as follows: \$11.00 per hour effective October 1, 2019, \$12.00 per hour effective September 1, 2020, \$13.00 per hour effective August 1, 2021, \$14 per hour effective July 1, 2022, and \$15.00 per hour effective June 1, 2023. The Board of Regents for Higher Education last took action on student worker pay rates on January 15, 2015, which resulted in the following rates: Class I student workers earn between \$8.70 - \$9.15 per hour, and Class II student workers earn between \$9.10 - \$10.15 per hour. Class III student workers earn between \$9.65 - \$15.00.

During the fall 2019 semester prior to October 1, 2019, there were 892 CSCU student worker assignments involving a wage rate of less than \$11.00 per hour. To comply with State statute, CSCU adjusted the pay rate for those assignments to the minimum to \$11.00 per hour wage rate. This represents an aggregate increase in pay rate amounts of \$755 multiplied by 113 total projected work hours per student worker for the fall 2019 term. The cost of the adjustment is \$85,315.

To comply with state minimum wage changes and to maintain sufficient differentiation between the student worker classifications, revisions to the student worker pay rate schedule are warranted and will be made effective in the pay period which includes the effective dates on Exhibit A.

Recognizing that the student worker pay rates require periodic review, the rate structure shall be examined at least once each fiscal year by the System Office. The CSCU President shall approve rate adjustments as necessary and advise the Board of Regents.

**RECOMMENDATION**

- 1) Approve the recommended revisions to the Student Worker Pay Rate Schedule at all CSCU institutions beginning October 1, 2019 as outlined in Exhibit A.
- 2) Require System Office review of the student worker pay rate structure at least once each fiscal year and authorize the CSCU President to approve rate adjustments as necessary and advise the Board of Regents.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Policy Regarding**

**Animals on Campus Policy**

**October 24, 2019**

WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to the full-participation and equal access for qualified individuals with disabilities to the programs and activities of Connecticut State Colleges and Universities; and

WHEREAS, the Connecticut Fair Employment Practices Act and Connecticut public accommodations laws protect individuals with disabilities and impose obligations on public institutions to provide accommodations; and

WHEREAS, the Americans with Disabilities Act of 1990, as amended, the Fair Housing Act, and Section 504 of the Rehabilitation Act of 1973, prohibit discrimination based on disability, and impose distinct definitions of Service Animals and Emotional Support Animals (“ESAs”) and differing obligations for the utilization of such animals; and

WHEREAS, the Animals on Campus Policy, in accord with applicable federal and state laws, establishes guidelines for addressing issues pertaining to Service Animals and ESAs, and articulates a comprehensive approach to ensuring full-participation and equal access for qualified individuals with disabilities in CSCU programs and activities; and

WHEREAS, it is the intent of the BOR and each of its Colleges or Universities to maintain a safe and welcoming environment free from discrimination and to cultivate a diverse and inclusive environment by accommodating a broader range of individuals; therefore be it

RESOLVED, That the Board of Regents formally adopts the Animals on Campus Policy.

A True Copy:

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

**ITEM**

The Board of Regents for Higher Education adopts a policy concerning Animals on Campus Policy.

**BACKGROUND**

Connecticut State Colleges and Universities (“CSCU”) campuses are subject to a number of federal and state antidiscrimination laws. At the state level, the Connecticut Fair Employment Practices Act (“CFEPA”) and Connecticut public accommodations laws protect individuals with disabilities and impose obligations on public institutions to provide accommodations. At the federal level, Titles I, II and III of the Americans with Disabilities Act of 1990 (“ADA”), as amended, Fair Housing Act (“FHA”), and Section 504 of the Rehabilitation Act of 1973 (“Section 504”) prohibit discrimination based on disability. These laws impose distinct definitions of service and emotional support animals as well as differing obligations upon colleges and universities to accommodate individuals with disabilities.

Under the ADA, a service animal (“Service Animal”) is a dog or miniature horse specifically trained to do work or perform tasks for the benefit of an individual with a disability. This may include a physical, sensory, psychiatric, intellectual, or other disability. Generally, Service Animals are permitted to accompany their handlers at all times and all places throughout CSCU campuses where students, members of the public and other participants in services, programs or activities are permitted to go. When the individual’s disability or the Service Animal’s task or work is not obvious, only the following limited inquiry is permitted: 1) Is the Service Animal required because of a disability?; and 2) What work or task has the Service Animal been trained to perform to assist you with your disability?

An Emotional Support Animal (“ESA” or “ESAs”) is any animal specifically designated by a licensed medical practitioner to provide companionship, therapeutic and emotional support, or passive comfort to an individual with a disability in order to alleviate or mitigate one or more identified symptoms or effects of that disability. However, an ESA does not qualify as a Service Animal under Section 504 and the ADA. Unlike Service Animals, requests for ESAs must be accompanied by documentation from the licensed medical practitioner justifying the need for an ESA.

The need for this policy arose due to issues surrounding the influx of ESAs on campuses. ESAs and Service Animals provide different functions and are treated differently under the law. Therefore, the purpose of the policy is to explain the differences in the law with regard to Service Animals and ESAs, outline the rights and responsibilities of their handlers, and provide guidance to ensure discrimination free campuses acting in compliance with the law.

Consequently, a significant amount of time has been invested in meeting with and incorporating input from stakeholders who encounter various issues involving Service Animals and ESAs on CSCU campuses. This policy has been reviewed by Human Resources, Offices of Diversity and Inclusion, Disability Services Council, Student Affairs, Housing and Residential Life, Law Enforcement and Security, and Legal Affairs. The policy applies to students, employees, visitors and members of the public attending, working at or visiting CSCU campuses, and sets forth

specific requirements and procedures concerning the appropriate use of and protocols associated with Service Animals and ESAs.

## **ANALYSIS**

In recent years, nationwide requests to bring Service Animals and ESAs on college and university campuses have dramatically increased. The bouncing bunny, the fluffy puppy and the more exotic companions such as snakes and bearded dragons, which would have been promptly exiled from a campus residence no more than a decade ago, can be, under certain circumstances, a reasonable accommodation for qualified individuals with disabilities. Federal and state antidiscrimination laws affirmatively require public institutions to provide reasonable accommodations to individuals with disabilities. The Equal Employment Opportunity Commission (EEOC), Department of Education Office of Civil Rights (OCR) and Commission on Human Rights and Opportunities (CHRO) treat categorical refusals to evaluate a requested accommodation as unlawful without regard to the particular merits or circumstances of the request. This does not mean that an accommodation request must be granted, but it does mean that CSCU campuses have an affirmative obligation to engage the requestor in an interactive process to determine the need and reasonableness of the request. Colleges and universities must document their analyses, rationale and conclusions.

To complicate matters, a significant amount of misinformation and skepticism abounds regarding ESAs and Service Animals online and elsewhere. There are reported incidents of individuals fraudulently representing oneself as having a right to be accompanied by a Service Animal, but college and university campuses are limited to the two-question inquiry. Unlike Service Animals, ESAs require documentation from a licensed medical practitioner justifying the need for an ESA. Unfortunately, this type of verification can be easily fabricated as online services, for a certain price, can connect individuals with persons who would provide them with a documentation without the necessary established treatment relationship or an appropriately articulated nexus between the individual's disability and the therapeutic relief provided by an ESA.

To address these concerns and the differing obligations in accommodating individuals with disabilities, the policy outlines the processes, within the bounds of governing federal and state law, to engage individuals in an interactive process, appropriately evaluate, and reasonably accommodate requests for ESAs on CSCU campuses. Specifically, the policy requires a licensed medical practitioner to have the requisite professional qualifications to make a diagnosis of the student's condition, and to articulate the necessity for the accommodation and the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by an ESA. Furthermore, the policy outlines handler responsibilities and the appropriate etiquette for interacting with Service Animals and ESAs. It establishes clear guidelines for addressing issues when Service Animals and ESAs create unmanageable disturbances or interferences with routine CSCU activities, pose or exhibit a direct threat to the safety of others or to the health or wellbeing of the campus community, or cause an undue hardship for other employees in the workplace or students who reside in campus housing.

While addressing the various concerns and outlining the rights and responsibilities, the policy articulates a comprehensive approach to ensuring full-participation and equal access for qualified individuals with disabilities in the programs and activities of CSCUs. Most importantly, the policy affirms BOR's commitment to cultivating diversity and enriching our educational communities by accommodating a broader range of individuals.

**RECOMMENDATION**

That the Board of Regents for Higher Education to adopt the Animals on Campus Policy.



**Connecticut State  
Colleges & Universities**

## **ANIMALS ON CAMPUS POLICY**

The Board of Regents for Higher Education (“BOR”) recognizes the importance of service animals as defined by the Americans with Disabilities Act of 1990 (“ADA”) (See 42 U.S.C. § 12101, et seq.) and assistance animals<sup>1</sup> under the Fair Housing Act (“FHA”) (See 42 U.S.C. § 3601, et seq.) and Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Connecticut state law regarding Service Animals may be found under C.G.S. § 46a-44. This policy may be reviewed and revised, if and as necessary, as directed by the Board of Regents for Higher Education.

The BOR has established this policy regarding Service Animals and Emotional Support Animals to facilitate full-participation and equal access in the programs and activities of Connecticut State Colleges and Universities (“CSCU”). This policy applies to students, employees, visitors and members of the public attending, working at or visiting CSCU campuses, and sets forth specific requirements and procedures concerning the appropriate use of and protocols associated with Service Animals and Emotional Support Animals.

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<sup>1</sup> Under the Fair Housing Act and Section 504 of the Rehabilitation Act of 1973, the term “Assistance Animals” is an overarching term that encompasses Service Animals *and* Emotional Support Animals. To avoid confusion, the term “Assistance Animals” is not used in this policy, and instead, the terms “Service Animals” and “Emotional Support Animals” are used to separately address the practical implications of each term.

## **I. Definitions**

### **A. Service Animals**

A service animal (“Service Animal”) is any dog or miniature horse specifically trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other disability. The ADA limits Service Animals to dogs and miniature horses. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department will assess requests for the use of a miniature horse by individuals with disabilities on a case-by-case basis and in accordance with ADA regulations. Other species of animals, whether wild or domestic, trained or untrained, are not Service Animals for the purposes of this definition. The work or tasks performed by a Service Animal must be directly related to the individual's disability.

### **B. Trainer and Service Animals in Training**

A trainer is an individual who is qualified to train Service Animals to aid and guide persons with disabilities (“Trainer”). A service animal in training is a dog or a miniature horse that is being trained as a Service Animal (“Service Animal in Training”).

Trainers must be employed and authorized to engage in training activities by a guide or assistance dog organization that complies with criteria for membership in a professional association of guide dog or assistance dog schools. The Trainer also must carry photographic identification indicating such employment and authorization.

In Connecticut, all dogs, including Service Animals, must be licensed, vaccinated against rabies and wear a license tag issued by the town clerk. All Service Animals and Service Animals in Training, including puppies, that are being trained to become a Service Animal, must wear an orange-colored bandana, leash, collar, harness, cape or coat that identifies the animal as a Service Animal or Service Animal in Training.

### **C. Emotional Support Animals**

An Emotional Support Animal (“ESA” or “ESAs”) is any animal specifically designated by a licensed medical practitioner to provide companionship, therapeutic and emotional support, or passive comfort to an individual with a disability in order to alleviate or mitigate one or more identified symptoms or effects of that disability, but does not qualify as a Service Animal under Section 504 and the ADA. An ESA may provide an individual with a disability an equal opportunity to use and enjoy a dwelling, workplace, or other area, provided there is a nexus between the individual's disability and the assistance or support the animal provides. Some ESAs are professionally trained, but in other cases, ESAs provide the necessary support to individuals with disabilities without any formal training or certification. Dogs are commonly used as ESAs, but any animal may serve a person with a disability as an ESA. ESAs are not Service Animals.

#### **D. Pet**

For the purposes of this policy, a pet is any other animal that is not a Service Animal or an ESA.

#### **E. Handler**

A handler (“Handler”) is an individual with a disability who requires the use, support or service of an animal on CSCU property, workplace or campus housing.

#### **F. Controlled Space**

A controlled space(s) (“controlled space”) is any indoor or outdoor area owned or controlled by CSCU with limitations on use or access. Such areas may include, but are not limited to, classrooms, campus housing, workplace areas, libraries, cafeterias, practice fields, stadiums, lecture halls, etc.

Areas open to the general public with no limitations on access are not controlled spaces. Examples include sidewalks, lawns, parking lots, streets, etc.

#### **G. CSCU Property**

CSCU property includes all areas owned or controlled by CSCU or its constituent units.

#### **H. Authorized Staff**

For the purposes of this policy, “authorized staff” includes Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel, Facilities Management, or CSCU faculty.

#### **I. CSU Campus(es)**

For the purposes of this policy, Connecticut State Universities (“CSUs” or “CSU campuses”) within the Connecticut State Colleges and Universities system that provide campus housing.

#### **J. Disability Services Office, ADA/Section 504 Coordinator, Office of Diversity and Inclusion, and Human Resources Department**

Each CSCU campus may have a different term for the disability services office or its equivalent. The terms “Disability Services,” “ADA/Section 504 Coordinator” or its equivalent refer to the campus offices serving students. For purposes of this policy, “Disability Services” includes “ADA/Section 504 Coordinator” or its equivalent. The “Office of Diversity and Inclusion” or the “Human Resources Department” are interchangeable terms and refer to the offices serving employees.

## **K. Licensed Medical Practitioner**

A licensed medical practitioner (“licensed medical practitioner”) professionally qualified to make a diagnosis of the condition and is familiar with the individual’s disability, and qualified to articulate the necessity for the accommodation and the nexus between the individual’s disability and the therapeutic relief of one or more symptoms of the individual’s disability provided by an ESA. A licensed medical practitioner includes, but is not limited to, a professional in the appropriate area of specialization (e.g. psychologist, psychiatrist, therapist, social worker, etc.) with whom the individual with a disability has an established or longstanding and current treatment relationship. Generally, the licensed medical practitioner verifying the need for the ESA should be working and residing in Connecticut or in the same state as the individual requesting the accommodation. However, Disability Services or its equivalent, Office of Diversity and Inclusion, or the Human Resources Department must determine whether the documentation is satisfactory, whether the licensed medical practitioner is professionally qualified to diagnose the disability, whether the therapeutic relationship is established and current, and whether the need for the accommodation is demonstrated by the supporting documentation.

## **L. Office of Housing and Residence Life**

Each CSU campus may have a different term for housing and residence life office or its equivalent. For the purposes of this policy, the term “Offices of Housing and Residence Life” (“Residence Life”) refers to the campus offices providing housing. Residence Life oversees the student experience of living on campus, manages all room assignments and administers the facilities operations of all student residences on CSU campuses or within their control. These responsibilities include but are not limited to managing housekeeping and maintenance efforts, and ensuring that all residence options are welcoming, safe, inclusive, secure and well-maintained.

## **II. Controlled or Restricted Space**

With the exception of outdoor areas open to the general public and other approved exceptions to this policy, no one is permitted to bring animals onto CSCU controlled or restricted spaces. However, individuals with disabilities may bring Service Animals and ESAs on or into CSCU controlled or restricted spaces as provided below.

### **A. Service Animals**

Service Animals are generally permitted to accompany their Handlers at all times and all places throughout CSCU campuses where students, members of the public and other participants in services, programs or activities are permitted to go. Service Animals may also reside in campus housing.

Students with disabilities accompanied by a Service Animal are encouraged to contact Disability Services in advance of beginning classes. Such courtesy notification allows

Disability Services to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

However, CSCU or its constituent units may prohibit the use of Service Animals in controlled or restricted spaces due to health or safety restrictions, or when required by federal regulations or other applicable law. Restricted spaces may include, but are not limited to:

1. food preparation areas;
2. custodial closets, boiler rooms, and facility equipment rooms;
3. biologically sensitive or hazardous research laboratories;
4. classrooms that contain research animals;
5. motor pools, rooms with heavy machinery, wood and metal shops;
6. areas that require protective gear or clothing; or
7. any other areas outlined in federal, state or local laws as inaccessible to animals.

Prior to excluding a Service Animal from a particular space, CSCU and its constituent units must engage in an individualized analysis to determine whether significant risk exists and whether modifications to its practices would mitigate such risk and enable the individual with a disability to use the Service Animal.

If the individualized analysis determines that the Service Animal poses a health or safety risk, CSCU and its constituent units must ensure the individual with a disability has an opportunity to participate in the program or activity without the Service Animal.

## **B. Service Animals in Training**

Trainers are entitled to enter areas open to the public with a Service Animal in Training. However, Trainers with Service Animals in Training are not permitted in classrooms, campus housing, workplace, or other controlled or restricted areas.

## **C. Emotional Support Animals**

Generally, approved ESAs are not permitted in any CSU controlled space (e.g. libraries, dining halls, classrooms, academic buildings, labs, etc.) other than the assigned living accommodations within campus housing to which the Handler is assigned, except to the extent the Handler takes the ESA out for natural relief.

However, Disabilities Services on all CSCU campuses may consider requests for ESAs to accompany Handlers to non-campus housing controlled spaces, provided that, such requests are reviewed and approved through the reasonable accommodation process consistent with this policy and applicable laws.

#### **D. Workplace Reasonable Accommodation**

Approved Service Animals or ESAs assisting or supporting employees may be permitted within the individual's workplace as an accommodation or a modification for a disability, but must be reviewed and approved by the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, consistent with applicable laws and CSCU policies.

#### **E. Pets**

Except for fish in 20-gallon or smaller tanks, pets are not permitted in or on any controlled or restricted spaces on CSCU property.

### **III. Information and Responsibilities for Students, Faculty and Staff**

Students, staff, and faculty members must maintain institutional standards of performance.

#### **A. Service Animals**

Faculty, staff and other students may not request documentation, such as proof that the Service Animal has been certified, trained, or licensed as a Service Animal. When the need for the Service Animal is obvious, specific questions about the Handler's disability are not permitted. When the individual's disability or the Service Animal's task or work is not obvious, only authorized staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel, Facilities Management, or faculty) may make the following limited inquiry:

1. Is the Service Animal required because of a disability?
2. What work or task has the Service Animal been trained to perform to assist you with your disability?

An affirmative answer to the first question and a reasonable description in response to the second ends the permissible inquiry. However, if the Service Animal exhibits behavior inconsistent with a trained Service Animal, or the Handler fails to maintain control of the Service Animal, authorized staff should report the incident(s) to Disability Services or its equivalent, who may revisit the question of whether the animal is a Service Animal.

#### **B. Animals on CSCU Campuses Etiquette**

Faculty, staff and other students may not:

1. Pet, touch or feed Service Animals or ESAs without the Handler's permission;
2. Ask the Handler to make the Service Animal perform the work or task;
3. Deliberately startle or distract Service Animals or ESAs; or
4. Separate or attempt to separate a Handler from a Service Animal or an ESA.

### **C. Reporting Animals' Concerning Behavior**

If an animal has injured someone or another animal, is exhibiting aggressive or disruptive behavior, is posing a direct threat to the health or safety of others, or the Handler is unable to maintain control of the animal, faculty, staff or students should contact the law enforcement or security personnel office with a general description of the animal's concerning behavior, name of the Handler (if known), time, date, and location of the incident(s), and if circumstances require, request assistance with the removal of the animal. After filing the incident report, the faculty, staff, or student reporting the incident may also refer the incident to the campus Student Affairs Office, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

### **IV. Information for Visitors**

Visitors planning to bring their Service Animals or Service Animals in Training to public areas of CSU campuses are not required to request permission from CSU campuses prior to the visit. However, if the disability is not obvious, authorized staff may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the visitor's disability.

### **V. Animals in CSU Campus Housing**

#### **A. Process for Students with Service Animals**

Handlers are not required to seek permission prior to bringing a Service Animal onto CSU property where students, members of the public and other participants in services, programs or activities are permitted to go. The Handler's use of a Service Animal must not be handled as a request for a reasonable accommodation. Rather, the animal must only meet the ADA definition of a Service Animal to be permitted in campus housing. However, if the disability is not obvious, authorized staff (Disability Services or its equivalent, including ADA/Section 504 Coordinators, Residence Life, campus law enforcement or security personnel office, Facilities Management, or faculty) may inquire whether the Service Animal is required because of a disability, and what work or task(s) the animal has been trained to perform to assist with the Handler's disability.

If a Handler with a disability plans to reside in campus housing, the Handler is encouraged to contact Disability Services and Residence Life to provide notice of the need for a Service Animal in advance of beginning residence. Such courtesy notification allows Disability Services and Residence Life to make appropriate arrangements, offer any necessary assistance prior to the Handler's arrival on campus, and to notify the campus law enforcement or security personnel office of the animal's presence in case of an emergency.

If a student needs other accommodations while attending classes, documentation of the disability and a separate request for accommodations must be made to Disability Services or its equivalent in accordance with campus ADA/Section 504 procedures.

## **B. Process for Students Requesting an ESA Accommodation**

Students who plan to reside in campus housing are responsible for identifying themselves as an individual with a disability(ies) to Disability Services or its equivalent when seeking a reasonable accommodation in campus housing.

A student must contact Disability Services or its equivalent to request an ESA accommodation under the established interactive process at each CSU campus and meet with Disability Services or its equivalent to discuss the need and the reasonableness of the ESA. This process must be completed each academic year during which the individual will be residing in campus housing. Campus housing accommodations depend on availability of space and are not guaranteed.

Each CSU campus has its own Disability Services and Residence Life accommodation processes. However, all CSU campuses must comply with the following general guidelines:

1. Before an ESA can move into campus housing, the student requesting an ESA accommodation must register with Disability Services or its equivalent prior to the start of the semester within the timeframe provided by each CSU campus by completing the appropriate intake form. Forms are generally available in the Disability Services offices and on campus websites. If the student requires assistance in completing the intake form because of disability, Disability Services can assist with completing the form. Disability Services is required to keep a record of all requests.
2. Students requesting a housing accommodation must contact Residence Life and follow the respective CSU campus housing accommodation request process within the timeframe provided by each campus.
3. Disability Services or its equivalent will evaluate the accommodation request and determine whether the presence of the ESA is necessary to assist, perform tasks or services, or provide emotional support that alleviates one or more of the identified symptoms or effects of a student's existing disability.
4. When a student's disability is not readily apparent or otherwise known, Disability Services or its equivalent may ask for credible information verifying the disability or disability-related need for the ESA. If a disability is known, but the need for an ESA is not readily apparent, Disability Services or its equivalent may request disability-related documentation for the ESA. In evaluating such requests, Disability Services should request permission from the Handler to directly contact the licensed medical practitioner and obtain the necessary information. Disability Services may confer with Residence Life, the Counseling Center, Health Services and other individuals on or off

campus, as necessary, to determine whether the requested accommodation is necessary and reasonable. However, this documentation cannot be requested when the disability and need for the animal are readily apparent.

5. A licensed medical practitioner professionally qualified to make a diagnosis of the condition and familiar with the student's disability, the necessity for the accommodation, and the nexus between the student's disability and the therapeutic relief of one or more symptoms of the student's disability provided by an ESA, must provide the requested information to Disability Services or its equivalent for evaluation. A licensed medical practitioner's conclusion concerning the need for a requested accommodation may be probed, or ultimately rejected by the Disability Services or its equivalent, if the licensed medical practitioner's expertise does not appear to be adequate, or the conclusion does not appear to be supported by the rationale provided. However, Disability Services or its equivalent must provide a well-documented justification for rejecting the licensed medical practitioner's expertise or conclusion(s).

**IMPORTANT NOTE:** A significant amount of misinformation regarding ESAs exists online. ESA verification services purchased online may not be sufficiently reliable to verify an individual's disability and the disability-related need for an ESA. Many services claiming to provide registration or certification are not legitimate as they convey no legal protections for the animal or the Handler. Individuals with questions regarding what constitutes a licensed medical practitioner should contact Disability Services or its equivalent for more information.

#### **6. Financial or Administrative Hardship or Fundamental Alteration of Campus Housing**

Based on the information provided, Disability Services will evaluate the housing accommodation request and determine whether the presence of the ESA is reasonable in CSU campus housing.

To ensure that the presence of an ESA is not an undue financial or administrative hardship or a fundamental alteration of campus housing, each CSU campus reserves the right to assign an individual with an ESA to a room with or without a roommate, as available housing accommodations permit.

Since ESAs are not required to be specifically trained to do work or perform tasks for the benefit of an individual with a disability, Disability Services or its equivalent may request the Handler to provide sufficient documentation regarding the ESA, including the ESA's temperament and any other relevant information to determine whether the accommodation request is reasonable.

Disability Services or its equivalent in consultation with Residence Life may consider the following factors, among others, in determining whether the presence of the animal is reasonable in the making of campus housing assignments:

- a. The size of the animal is too large for available assigned housing space;
- b. The animal's presence would force another individual from individual housing (e.g. serious allergies);
- c. The animal's presence otherwise violates individuals' right to peace and quiet enjoyment;
- d. The animal is not housebroken or is unable to live with others in a reasonable manner;
- e. The animal poses or has posed in the past a direct threat to the individual or others such as aggressive behavior towards or injuring individuals or other animals; or
- f. The animal causes or has caused excessive damage to housing beyond reasonable wear and tear.

A determination that an ESA poses a direct threat or harm to others or will behave disruptively, must be based on an individualized assessment that relies on objective evidence about the specific ESA's actual conduct. This determination cannot be based on mere speculation or fear about the types of harm or damage an animal may cause, and not on evidence about harm or damage that other animals have caused.

## **VI. Conflicting Disabilities or Other Special Circumstances**

### **A. Conflicting Disabilities**

The Handler must provide written consent to Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to disclose information regarding the request for and presence of an ESA or a Service Animal to those individuals who may be impacted by the presence of the animal, including but not limited to, Residence Life, potential or actual roommate(s), neighbor(s) or co-workers. Such information will be limited to information related to the animal and not include information regarding the Handler's disability.

Some individuals on campus may have severe allergic reactions or other medical conditions in response to animals that are substantial enough to qualify as a disability. When conflicting disabilities intersect, such individuals should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to evaluate the needs of both individuals in meeting each campus' obligation to reasonably accommodate all individuals with disabilities and resolve the conflict as efficiently as possible.

### **B. Religion and Disability**

If conflicts arise between individuals with respect to a reasonable accommodation involving an animal and religious practices, neither the disability nor the religious practice should automatically prevail. While the ADA, Section 504 and the FHA protect individuals with disabilities, the First Amendment to the United States Constitution protects

individuals in the exercise of their religions. Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department must evaluate the needs of both individuals and find a way to accommodate both parties.

### **C. Other Special Circumstances**

Students should contact Disability Services or its equivalent, and employees should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, to discuss any special circumstances or to request exceptions to this policy.

## **VII. Reasonable Accommodation Process for Employees**

Employees seeking a reasonable accommodation for a Service Animal or an ESA in the workplace or in campus housing should contact the Office of Diversity and Inclusion, or the Human Resources Department, as applicable, and follow the reasonable accommodation process for employees.

## **VIII. Handler's Responsibilities Regarding Animals on Campus**

- A.** A Service Animal or an ESA is the full responsibility of the individual with a disability. The Handler must be in full control of the animal at all times. The care and supervision of such animals is the sole responsibility of the Handler. The Service Animal or an ESA must be maintained and used at all times in ways that does not create safety, health or other hazards for other people or any property. The Handler must fully cooperate with campus personnel and meet the terms of this policy with regard to the Service Animal or an ESA.
  - 1. If required by state or local law, covered Service Animals and ESAs must wear a tag issued by the town clerk any time the animal is on CSCU property.
  - 2. When applicable, animals must have an annual clean bill of health signed by a licensed veterinarian, including vaccinations and immunity shots against rabies or other diseases common to the type of animal. Handlers are responsible for ensuring that all vaccinations are current, and animals that are required to have rabies vaccinations, wear a rabies vaccinations tag at all times. It is the Handler's responsibility to know and understand the applicable laws, ordinances and regulations with respect to licensing and vaccination of animals. CSCU campuses reserve the right to request documentation evidencing that the animal has been licensed and vaccinated.
  - 3. The Handler is required to maintain control of a Service Animal or an ESA at all times. Service Animals and ESAs, if physically feasible and appropriate, must be harnessed or leashed when the animal is in a public area, unless these devices interfere with the Service Animal's ability to perform a task that it could not accomplish while harnessed or leashed. In this case, the Handler must maintain control over the Service Animal through voice, signal, or other control. The Handler does not need to keep the Service

Animal or ESA harnessed or leashed in the Handler's assigned room within campus housing.

4. Handler must not leave a Service Animal or an ESA in campus housing if Handler leaves campus housing overnight. Handler must keep the animal in the assigned room, or in an appropriate container while the Handler is not with the animal.
5. The Handler is responsible for cleaning up an animal's waste as directed by the campus Residence Life or Facilities Management. Individuals who are not physically able to pick up and dispose of animal waste are responsible for making all necessary arrangements for assistance. CSCU staff are not responsible for these services.
6. The Handler is required to ensure that the Service Animal or an ESA is well cared for at all times. Any evidence of animal mistreatment or abuse may result in the immediate removal of the Service Animal or an ESA, discipline of the Handler, or both.
7. CSCU personnel are not required to provide care or food for any Service Animal or ESA, including but not limited to, removing the animal during an emergency evacuation for events such as a fire alarm. Emergency personnel will determine whether to remove the animal and are not responsible for the care, damage to, or loss of the animal.
8. The Handler bears the financial responsibility for property damage or bodily injury caused by a Service Animal or an ESA.
9. Handler is responsible for any expenses incurred by CSCU for cleaning above and beyond a standard cleaning and for repairs to CSCU property that are assessed after the Handler and the Service Animal or an ESA vacate CSU campus housing or other CSCU property. CSCU reserves the right to bill the Handler's student account for assessed cleaning fees.
10. Handlers are responsible for regular bathing, grooming, odor and pest control. Animals must not be cleaned or groomed in restrooms, locker rooms, or other campus facilities. The Handler's assigned CSU campus housing may be inspected for fleas, ticks or other pests if necessary as part of Residence Life or Facilities Management standard or routine inspections. If fleas, ticks or other pests are detected through inspection, the Handler's assigned campus housing, including any other adjacent areas, will be treated using approved fumigation methods by a campus-approved pest control service. The Handler will be billed for the expense of any pest treatment above and beyond the standard pest management in campus housing facilities. CSU campuses reserve the right to bill the individual Handler's account for unmet obligations under this provision.
11. The Handler is responsible for notifying Disability Services or its equivalent in writing if an ESA is no longer needed or is no longer in residence. To replace an ESA, the new animal must be necessary because of the Handler's disability and the Handler must follow the process outlined in this policy when requesting a different ESA.

12. For ESA access to campus housing, Handlers are required to renew requests every academic year or as applicable at each CSU campus. If the ESA is returned to campus housing without proper renewal, the ESA may be removed from campus until approval is complete.
13. Should an ESA or a Service Animal be removed from CSU campus housing for any reason, the Handler is expected to fulfill the CSU campus housing obligation for the remainder of the contract.

## **IX. Restrictions, Access Denial, or Removal**

Depending on the seriousness of the Handler's or animal's conduct or repeated conduct, CSCU and its constituent units may temporarily or permanently impose restrictions on, deny access or remove a Service Animal or an ESA. Restriction, access denial or removal of an animal are considered on a case-by-case basis in consultation with Disability Services, Residence Life, the Office of Diversity and Inclusion, Human Resources Department, faculty or campus law enforcement or security personnel offices, as applicable.

### **A. CSCU reserves the right to restrict, deny access, or remove any ESA under the following circumstances:**

#### **1. Fundamental Alteration or Undue Hardship**

The ESA must not cause undue interference with routine CSCU activities, including campus housing, or cause an undue hardship for other students who reside in campus housing or other employees in the workplace. If the ESA's presence results in an undue financial or administrative hardship, or fundamentally alters CSCU policies, CSCU reserves the right to remove or exclude the ESA.

#### **2. Direct Threat to Safety, Health or Wellbeing of the CSCU Community**

An ESA may be removed from CSCU property temporarily or permanently if it poses or exhibits a direct threat to the safety of others, or if it is not housebroken, or poses a threat to the health or wellbeing of the campus community due to improper or inadequate care of the ESA. If circumstances require, authorized staff may contact the campus law enforcement or security personnel office to engage an animal control or another animal welfare agency to remove an animal exhibiting a safety or a health threat.

#### **3. Substantial Physical Damage or Harm to CSCU Property or the Property of Others**

An ESA may be removed from campus temporarily or permanently if it has caused or would cause, based on the objective evidence about the specific ESA's actual conduct,

substantial physical damage to the property of others, including any CSCU property, and it is not possible to reduce or eliminate the threat by another reasonable accommodation.

**B. CSCU reserves the right to restrict, deny access, or remove any animal from campus if:**

**1. The Animal Creates Disruptions, Unmanageable Disturbances or Interferences**

All animals on CSCU property must be under the control of the Handler at all times. If the animal or its presence creates an unmanageable disturbance or interference with the CSCU community, CSCU and its constituent units reserve the right to restrict, deny access, or remove the animal from CSCU property.

If any animal is disruptive in the classroom, the faculty may ask the Handler and the animal to leave the classroom immediately. If a Handler's animal is disruptive in the workplace, the Handler's supervisor may ask the Handler and the animal to leave the workspace immediately, and the Handler must follow the workplace process for handling such disruptions in accordance with established procedures, guidance or applicable union contracts. If the animal is disruptive at a CSCU event or function, the organizer may require the Handler and the animal to leave the event or function immediately.

When such disruptions occur, the impacted faculty, supervisor, or event or function organizer should, depending on the circumstances, contact the Disability Services or its equivalent, the Office of Diversity and Inclusion or the Human Resources Department, or campus law enforcement or security personnel to report the incident.

If an animal is excluded, removed, or denied access to CSCU property, the Handler with a disability must be offered an opportunity to return to the service, workplace, event or function without the animal.

**2. The Handler Does Not Comply With Section VIII Handler's Responsibilities**

If the Handler violates any of the Handler's responsibilities outlined in Section VIII, such violation(s) may result in the immediate removal of the animal from CSCU property, and may be reviewed through the student conduct or appropriate employee disciplinary process, as applicable. Any violations of CSCU BOR policies are addressed in accordance with applicable policies and campus procedures.

Handlers with concerns about restriction, access denial, or removal of their Service Animal or an ESA should contact Disability Services or its equivalent, the Office of Diversity and Inclusion, or the Human Resources Department, as applicable.

## **X. Exclusions**

This policy does not apply to:

- A. Fish in aquariums no larger than 20-gallon tanks;
- B. Requests for the presence of animals within controlled spaces for non-educational purposes must be reviewed and approved by the campus Provost's Office, Dean of the Student Affairs Office, or their designees;
- C. Animals used in police, search and rescue operations on CSCU property;
- D. Animals trained for and used in a clinical therapeutic setting on CSCU property, such as a counseling center;
- E. Animals used in Institutional Animal Care and Use Committee approved research, education or testing of animals, based on requests by faculty for such use in accordance with CSCU policy.

## **XI. Appeals and Grievances Process**

Handlers covered by this policy who believe CSCU campuses have not met their obligations under this policy or applicable laws, are entitled to due process and appeal rights and should follow the established appeals or grievance process at the respective CSCU campus.

Any questions regarding this policy may be addressed to Disability Services or its equivalent, including the ADA/Section 504 Coordinator, the Office of Diversity and Inclusion, or the Human Resources Department at each CSCU campus, as applicable.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

**Policy Regarding**

**Opioid Overdose Prevention and Awareness**

**October 24, 2019**

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to maintaining safe and substance-free campuses for all students, employees and visitors; and
- WHEREAS, Connecticut Section 7 of Public Act 19-191 (the “Act”) requires the president of each institution of higher education to develop and implement a policy concerning the availability and use of opioid antagonists, submit the policy to the Department of Consumer Protection (“DCP) for approval and post its DCP-approved policy on its website by no later than January 1, 2020; and
- WHEREAS, It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention and to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA; and
- WHEREAS, This policy directs each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related overdose prevention; therefore be it
- RESOLVED, That the Board of Regents formally adopts Opioid Overdose Prevention and Awareness Policy.

A True Copy:

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

**ITEM**

The Board of Regents for Higher Education adopts a policy concerning Opioid Overdose Prevention and Awareness.

**BACKGROUND**

Section 7 of Public Act 19-191 (“the Act”) became effective on July 1, 2019. Section 7 of the Act requires the president of each higher education institution in the state to develop and implement a policy concerning the availability and use of opioid antagonists, submit the policy to the Department of Consumer Protection for approval and post its DCP approved policy on its website by no later than January 1, 2020.

**ANALYSIS**

In the unfortunate instance of opioid overdose, proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA (“IN kits”) are effective in preventing fatal overdose. The Policy concerning Opioid Overdose Prevention is a statement of policy by the Board of Regents to address the opioid epidemic. The policy states the BOR’s intent to prevent opioid overdose through prevention awareness, and provides a directive to its constituent institutions to develop and implement procedures for acquiring, storing and administering IN kits.

Given that the Act requires institutional procedures to encompass detailed logistics, it is not feasible or advisable to create a single set of procedures to apply to all institutions. For instance, each institution must purchase or acquire IN kits through a local authorized medical prescriber, develop relationships with community health organizations to provide training, store the IN kits according to manufacturer’s guidelines in designated locations, and determine who will be trained to administer IN kits during opioid overdose emergencies. In light of these variables, each institution is best suited to develop and implement its own procedures given its environment and resources.

To assist the institutions with meeting the January 1, 2020 deadline, the Office of Legal Affairs is providing guidance regarding the required procedures and is acting as the conduit to the Department of Consumer Protection. The institutions are aware of these requirements and timeframes and are currently working on their Procedures.

**RECOMMENDATION**

That the Board of Regents for Higher Education to adopt the Opioid Overdose Prevention Policy.

**Board of Regents for Higher Education**  
**Connecticut State Colleges and Universities**

**Policy regarding**

**OPIOID OVERDOSE PREVENTION AND AWARENESS**

**Statement of Policy**

The Board of Regents for Higher Education (“BOR”) in conjunction with the Connecticut State Colleges and Universities (“CSCU”) is committed to maintaining safe and substance-free campuses for all students, employees and visitors. It is the intent of the BOR and each of its Colleges and Universities to increase awareness regarding opioid addiction and prevention. In the unfortunate instance of opioid overdose, it is the intent of the BOR and the CSCU to prevent overdose related death through the proper training, administration, and usage of naloxone hydrochloride, commonly known as Narcan® Nasal Spray, or other similarly acting and equally safe overdose-reversing drug approved by the FDA (“Intranasal Naloxone” or “IN kits”).<sup>1</sup> Therefore, this policy serves to direct each Connecticut State College and University to participate, together with other agencies, in a statewide initiative focused on public health issues regarding opioid-related drug overdose persons.<sup>2</sup>

**Campus Specific Opioid Overdose Prevention Procedures**

Upon adoption by the Board all CSCU institutions will, within 30 days of adoption of this policy, prepare and forward to the CSCU Office of Legal Affairs, campus specific Opioid Overdose Prevention Procedures (“Procedures”) consistent with the requirements of Public Act 19-191. As such, all submitted Procedures shall include details regarding the following:

- Designation of medical or public safety professionals to oversee the purchase, storage and distribution of the Intranasal Naloxone;
- Procedures for the purchase and distribution of IN kits;
- Identification of the location(s) on each campus where the IN kits are stored and accessible to students and employees;
- Procedures for the storage of IN kits according to manufacturer’s guidelines and appropriate disposal;

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<sup>1</sup> Intranasal Naloxone is a proven and effective emergency treatment for known or suspected opioid overdoses. Such medications are not a substitute for emergency medical care. However, when administered during an opioid overdose, and with proper emergency medical assistance, lives may be saved.

<sup>2</sup> The Connecticut Good Samaritan Law allows anyone, if acting with reasonable care, to administer an opioid antagonist to a person one believes in good faith is experiencing an opioid-related drug overdose without criminal or civil liability.

- Procedures for the training of individuals to access and administer the IN kits in emergency situations; and
- Requirements that emergency medical services/911 be called each time the IN kit is administered on campus.

The CSCU Office of Legal Affairs will submit all College and University Opioid Overdose Prevention Procedures to the Department of Consumer Protection for approval. Upon approval and by no later than December 31, 2019 each College and University shall post and maintain its Procedures in an easily accessible manner on each institution's website at all times. Each CSCU institution is responsible for maintaining its information current on its website and within its written emergency response Procedures.

### **Awareness Campaigns**

Each CSCU College and University will develop and implement a process to continually educate students, faculty and staff regarding opioid overdose prevention and IN kit availability on their campuses through a multi - faceted approach including, but not limited to, email, institutional websites, social media, posters, new student and employee orientations, and open on – campus opioid overdose response trainings. Campuses are encouraged to engage students from health professions schools (e.g. nursing, social work), student organizations (e.g. student government, health promotion, students for sensible drug policy), or community organizations to promote awareness and education with the goal of preventing opioid overdose deaths.

The Procedures will thereafter be annually provided to all campus law enforcement officers and security personnel, counseling and medical personnel, resident hall advisors and other campus personnel. Further, this policy shall be presented at student orientation or at student awareness and prevention trainings, and made broadly available at each campus.

### **Reporting Requirements**

Each institution is required to maintain a current record of every IN kit distribution, use or administration at their campus. On or before October 1 of each year, each CSCU institution must report to the CSCU Chief of Staff its statistics and a brief description of every event or incident that required the distribution, use or administration of an IN kit at the respective institution within the prior year (September 1 of prior year through October 1 of current year).

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Academic Program Review

October 24, 2019

RESOLVED: That the Board of Regents for Higher Education accept the submission of academic program reviews by the CSCU institution for the 2018-19 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

A True Copy:

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

**ITEM**

Consideration of 2018-19 Academic Program Review by the CSCU institutions

**BACKGROUND**

Board Resolution established the Board of Regents' Academic Program Review Policy on August 21, 2014. This Policy mandates that all academic programs undergo a "comprehensive review" on a periodic basis – at least once every seven years; and established a process wherein the Board would monitor the institutional review procedures. The first stage of the monitoring process requires the System Office Provost to confirm with institutional presidents and chief academic officers an inventory of academic programs to be reviewed during that particular academic year. Subsequently, that schedule is to be presented to the Board's Academic and Student Affairs Committee for its consideration. Upon the Committee's approval, the schedule is to be presented to the Board for its ratification. Now, in the second stage of the monitoring process, the results from the academic program review process is herein presented to the Academic and Student Affairs Committee and subsequently to the Board for its consideration. Pursuant to the Policy, following the Board's consideration: "If warranted, appropriate action which may include further study will ensue."

**RATIONALE**

It is the principal intention of the Policy to ensure the continuous quality improvement of academic programs. Institutional reviews are conducted through established faculty-led and administrative-support process, which might be program-, departmental or campus-based. Secondly, the Policy presents a skeletal context for the monitoring process, which is purposefully designed not to infringe upon faculty authority or institutional management of academic programs.

The Office of the Provost has constructed a template for an End-of-Year Report wherein each institution could summarily present the results of its academic program review process. The template allows for summation of six review criteria including the assessment of student learning outcomes for the referenced academic program. The assessment of student learning outcomes is deemed the most essential element of the review process. An optional provision allows the institutions to summarize assessments of general education competencies. A primer was also forwarded to the institution stipulating a uniform reporting by the institutions, to facilitate summations of institutional results.

**SUMMATIONS OF INSTITUTIONAL REVIEWS**

The reporting institutions presented results of 82 academic programs. The review criteria for these programs are summarized in the attached tables.

**RECOMMENDATION**

It is the recommendation of the Office of the Provost that the Board of Regents accepts the submission of academic program review by the CSCU institutions for the 2018-19 academic year; and requires further institutional recommendations regarding the dispositions of those programs deemed to be low completers, to be submitted to the Academic and Student Affairs Committee for its consideration, as defined by the Board's Low Completer policy.

10/11/19 – BOR-Academic and Student Affairs Committee  
10/24/19 – Board of Regents

## Academic Program Review Summation

### A. Status of External Accreditation

Accreditation Status	Number of Programs
Accreditation Approved	1
Accreditation Denied	
Accreditation Pending	1
Accreditation Continued	25
<b>TOTAL</b>	<b>27</b>

### B. External Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Minor Revision(s)	24
Moderate Revision(s)	1
Substantive Change	
<b>TOTAL</b>	<b>25</b>

### C. Internal Review's Recommendation(s)

Categorization of Recommendation(s)	Number of Programs
Continuation with Minor Revision(s)	74
Continuation with Moderate Revision(s)	6
Substantive Change	1
Termination	
Program Termination*	
Program Suspension*	
Program Consolidation*	1
Program Continuation*	
<b>TOTAL</b>	<b>82</b>

\*optional recommendations for academic program identified as Low Completer

### D. Program Assessment(s)

Assessment	Number of Programs
Assessment of Student Learning Outcomes	82
Assessment of General Education Competencies	1
<b>DUPLICATED TOTAL</b>	<b>83</b>

**Academic Program Review Summation  
2018-19 Academic Year**

**E. Tabulation of Credentials Awarded (3-year averages) by Select Numerical Groupings**

3-Year Averages Credentials Awarded	Number of Programs per Academic Credential							
	Undergraduate Certificate	Associate Degree	Bachelor's Degree	Post- Bachelor's	Graduate Certificate	Masters' Degree	Post- Masters	Doctoral
0								
1 – 3	5	5	1					2
4			2		1			
5 – 7	2	6	1			1		
8 – 9	1	8	2					
10 – 12	1	1	2			2		
13 – 15	1	2	1			1		
16 – 18		1	2			3		
19 – 22	1	3	4			1		
23 – 25		1	2					
26 – 30		1	1					
31 – 35		1						
36 – 40		2	1					
41 – 45	1		1					
46 – 50		1	4			1		
51 – 75		1	2			1		
76 – 100			3					
101 – 125			1					
126 – 150			2					
151 – 175			1					
176 – 200								
+200			1					
<b>TOTAL</b>	<b>12</b>	<b>33</b>	<b>34</b>	<b>0</b>	<b>1</b>	<b>10</b>	<b>0</b>	<b>2</b>

**NOTE:** Some CSCU programs confer both a certificate and a degree and some confer two degrees.

**Low Completers**

**RESOLUTION**

**concerning**

**CSCU – FY20/FY21 BIENNIAL BUDGET EXPANSION OPTIONS**

**October 24, 2019**

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

WHEREAS, OPM has provided the Board the opportunity to modify the baseline level of revenue or expenditures for possible inclusion in the Governor's final recommended mid-term budget adjustments, and

WHEREAS, The President of the Connecticut State Colleges and Universities has submitted preliminary requests to the Office of Policy and Management in order to comply with their deadlines, now therefore be it

RESOLVED, That the Board of Regents for Higher Education hereby approves and submits for review and recommendation to the Office of Policy Management the FY21 Technical adjustments totaling \$32,988,947, and Budget Expansion options totaling \$8,244,006, and be it further

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

A True Copy:

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

**ITEM****CSCU –FY21 Mid-term Expansion Items****BACKGROUND**

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

The Midterm Budget submission consists of the following components and due dates:

- 1. Baseline Operating Budget (technical adjustments) – due September 1, 2019**
- 2. Capital Budget Adjustments– due October 4, 2019**
- 3. Policy Options – Revisions to the Baseline Budget Request – due October 4, 2019**

These have been submitted to OPM contingent on their approval by the Board of Regents in order to comply with OPM's deadlines. This item asks the Board to approve or modify these requests.

**SUMMARY**

1. Technical adjustments were submitted on September 12, including the following items:

Debt-free College Awards	16,596,876
Debt-free College Marketing	2,000,000
Debt-free College Additional Advisors	1,494,000
Additional Funds for Advanced Manufacturing Programs	5,967,445
Additional Funds to Cover Wage Increases	4,755,839
CSU Facility Funding	2,174,787
<b>Total Technical Adjustments</b>	<b>32,988,947</b>

The largest request was for the Debt-free College program, which was passed into law last session without a fully implemented funding source. This request reflects our most current estimate of the cost of the program. The remaining items try to recoup some of our cost growth resulting from expansion of manufacturing programs, SEBAC wage increases, and new facilities coming on line. The full request is included as Attachment A.

2. OPM indicated that they would not consider additional capital budget requests this year. As of early October, there has been no action on the capital budget requests from last year. CSCU has simply asked that OPM continue to consider the requests that were made in late 2018 as part of the biennial budget process. These are included within Attachment B.

3. The Policy Options submitted to OPM are shown below, and are described more fully in Attachment B

Guided Pathways Implementation (CC)	3,281,492
Support University Students with Adequate staffing of advisors/counselors	4,962,514
<b>Total Expansion Option Request</b>	<b>8,244,006</b>

## RECOMMENDATION

Approve the FY21 Midterm Budget submissions identified herein.

## ATTACHMENTS

Attachment A: September 12 Technical Adjustment Submission to OPM

Attachment B: October 4 Capital and Policy Option Submission to OPM

10/9/19 Finance & Infrastructure Committee

10/24/19 Board of Regents



**Connecticut State  
Colleges & Universities**

September 12, 2019

The Honorable Melissa McCaw  
Secretary  
Office of Policy and Management  
450 Capitol Avenue  
Hartford, CT 06106

Dear Melissa:

Attached for your consideration is the Connecticut State Colleges and Universities mid-term budget adjustment request for FY2020-21 including a signed copy of technical adjustments schedule.

The following items are included in our midterm budget adjustment:

- 1) Funding for Community Colleges to enact Debt-Free College (HB 7424 section 362) as follows:

	<u>FY2021 Proj.</u>
Cost Debt-Free College Award (Tuition & Fees and minimum	\$16,596,876
Marketing Debt-Free College Program	2,000,000
Additional advisors	1,494,000
TOTAL Debt-Free College Program	\$20,090,876

Per enacted bill, the Board of Regents for Higher Education is requesting additional funding of \$16,596,875 to cover the tuition and fee costs including a minimum award of two hundred fifty dollars per semester (fall and spring) to all qualifying students. In addition, we are requesting \$2 million to cover the anticipated cost for marketing the Debt-Free College program and 12 advisors (on per campus) at \$70,000 plus \$54,500 fringe (75%) equals \$1,494,000. These additional advisors will bring the overall student-to-advisor ratio down from 760:1 to 614:1, still well above the recommended caseload of 250.

- 2) Additional funds for Advanced Manufacturing programs - \$5,967,445

As advanced manufacturing becomes a critical component of the success of Connecticut, the Board of Regents for Higher Education has extended the number of programs from four (4) to eight (8) offered across the State at Community Colleges. As we have been expanding our capabilities and bringing in more students, we are finding that our funds available through tuition and fees are insufficient to support the programs. The amount requested for operating cost would subsidize half of the expected deficit, and

support promotion of the program to ensure we are feeding the required pipeline of trained/education-manufacturing professionals

3) Additional funds to cover wage increases - \$4,755,839

The Board of Regents for Higher Education is requesting an adjustment to the FY21 block grants to cover the increased costs because of wage increases dictated by the 2017 SEBAC. The biennial budget request developed using OPM guidelines projected a 5.5% pay increase as required by SEBAC for each year FY2020 and FY2021.

Additional funding requested for new facilities (details provided on each technical adjustment schedule) as follows:

- 4) CCSU Barnard Hall Renovation/Addition - \$485,434
- 5) CCSU Recreation Center – \$572,002
- 6) CCSU Willard & DiLoreto - \$870,351
- 7) WCSU Higgins Hall Renovation - \$247,000

I certainly recognize that these are significant items. However, CSCU is committed to implementing the debt-free college program at a time when we are going through major reorganization under Students First. In order to advance these items during a period in which we are already struggling to eliminate a structural deficit will require new resources to avoid service cuts or jeopardy to our accreditation.

If you have any questions, please do not hesitate to call me at (860)723-0251.

Sincerely,



Ben Barnes, CFO  
Connecticut State Colleges and Universities

Attachments

cc: Mark Ojakian, President CSCU  
Alice Pritchard, Chief of Staff  
Kerry Kelley, OPM  
Mike Izadi, OPM  
Janelle Stevens, Office of Fiscal Analysis  
Alexandra Beaudoin, Director of Government Relations  
Melentina Pusztay, Director of Budget & Planning

# Agency Technical Option Submission

Connecticut State Colleges and Universities

Signed (Agency Head)	Title	Date
<i>Mark Ryan</i>	<i>President</i>	<i>9-16-19</i>

Fund	Agency Priority	Adjustment Title	FY 2021 Amount
1000 - General Fund			
	0	Additional Funds to cover wage increases	4,755,839
		Advanced Manufacturing programs	5,967,445
		Debt-Free College	20,090,876
		New facility - CCSU Barnard Hall Renovation/Addition	485,434
		New facility - CCSU Recreation Center	572,002
		New facility - CCSU Willard & DiLoreto	870,351
		New facility - WCSU Higgins Hall Renovation	247,000
		Total	32,988,947
Total			32,988,947

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

Debt-Free College

Agency Description:

Per enacted bill, the Board of Regents for Higher Education is requesting additional funding of \$16,596,875 to cover the tuition and fee costs including a grant of two hundred fifty dollars per semester (fall and spring) to all qualifying students. In addition, we are requesting \$2 million to cover the anticipated cost for marketing the Debt-Free College program and 12 advisors (on per campus) at \$70,000 plus \$54,500 fringe (75%) equals \$1,494,000. These additional advisors will bring the overall student-to-advisor ratio down from 760:1 to 614:1, still well above the recommended caseload of 250.

Agency Priority:

0

System ID:

14360

SID		Agency 2021
Financials		
12532 - Community Tech College System		20,090,876
Total Financials		20,090,876
Positions		12
Total Positions		12

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

Advanced Manufacturing programs

Agency Description:

Request \$5,967,445 additional funds to cover the cost of Advanced Manufacturing programs offered at Asnuntuck, Housatonic, Manchester, Middlesex, Naugatuck Valley, Quinebaug Valley, Three Rivers and Tunxis.  
As advanced manufacturing becomes a critical component of the success of Connecticut, we have extended the number of programs from four (4) to eight (8) offered across the State at Community Colleges. These programs currently in place cost a great deal more than the average CCC program. In FY2015 we received an allocation of \$1,740,597 for the established manufacturing programs (Asnuntuck, Housatonic, Naugatuck Valley and Quinebaug). Since then we have not received any additional funds allocated to our manufacturing programs to recognize the expansion of additional four (4) programs currently in place (Three Rivers, Middlesex, Tunxis and Manchester) and the increase in cost of operating these programs. Advance manufacturing programs were designed to operate with subsidy in order to ensure they remain as affordable as possible for our students. However, without state contributions to the programs Community Colleges are absorbing the cost of offering these courses. As we have been expanding our capabilities and bringing in more students, we are finding that our funds available through tuition and fees are insufficient to support the programs. The \$8,000 tuition and fees for these programs is only half of their cost to the colleges. The amount requested for operating cost would subsidize half of the expected deficit, and support promotion of the program to ensure we are feeding the required pipeline of trained/education-manufacturing professionals.

Agency Priority:

0

System ID:

14293

SID		Agency 2021
Financials		5,967,445
12139 - Operating Expenses		5,967,445
Total Financials		

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

Additional Funds to cover wage increases

Agency Description:

The Board of Regents for Higher Education is requesting an adjustment to the FY21 block grants to cover higher costs as a result of wage increases dictated by the 2017 SEBAC concession agreement. In particular, the SEBAC agreement stipulated that "non-incremental units will receive additional payments in accordance with their parties' usual practice" (Attachment F, Section I.c.) The impact of this provision was to require that we maintain certain costly features of our collective bargaining agreements including provisions for automatic promotion and advancement within range in addition to the GWI. In recognition of these increased costs, the Board of Regents requests an adjustment of \$4,755,839.

Agency Priority:

0

System ID:

14311

	SID	Agency 2021
Financials		0
12139 - Operating Expenses		150,580
12531 - Charter Oak State College		3,214,827
12532 - Community Tech College System		1,390,432
12533 - Connecticut State University		4,755,839
Total Financials		

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

New facility - CCSU Barnard Hall Renovation/Addition

Agency Description:

The additions and renovations to Barnard Hall consists of renovating the 1953 78,433 gross square foot facility and providing an addition of up to 20,000 gross square feet. The renovated facility will house the College of Education and Professional Studies, the Nursing Program, the Information Technology Department and the Universities main computer server room.

Agency Priority:

0

System ID:

14255

SID		Agency 2021
Financials		
12139 - Operating Expenses		485,434
Total Financials		485,434
Positions		0
Total Positions		0

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

New facility - CCSU Recreation Center

Agency Description:

This project consists of a new 70,000 square foot recreation center located on the CCSU campus at Ella Grasso Blvd. and Kaiser Drive. It connects to the northern exposure of Kaiser Hall, the University's physical education, athletic, and recreational facility. The new, multi-story steel frame building is constructed on the site of Kaiser Annex, an air supported fabric structure constructed in 1991 that has outperformed its useful life and does not meet University current sustainability goals. The New Recreation Center is a new complex enhancing the educational, athletic, recreational, wellness and social needs for approximately 12,000 CCSU students, as well as faculty and staff. Features will include: squash, racquetball, and basketball courts; multipurpose activity courts; elevated wellness track; exercise and fitness area; studio space; offices and meeting rooms; and bathrooms with shower facilities. The project will include the construction of a two-level entry linking the New Recreation Center and Kaiser Hall. It will also provide for improvements in the Kaiser Hall gymnasium, including the installation of air conditioning and the new construction of a +/- 500 seat elevated viewing area and press box.

Agency Priority:

0

System ID:

14254

Agency 2021	
Financials	572,002
12139 - Operating Expenses	572,002
Total Financials	
Positions	5
Total Positions	5

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

New facility - CCSU Willard & DiLoreto

Agency Description:

The adjacent Willard Hall, constructed in 1953 with 58,545 gross square feet, and DiLoreto Hall, constructed in 1959 with 45,579 gross square feet were completely renovated with a major addition constructed of 25,000 gross square feet as a connector to both facilities. The renovated facility will consist primarily of classroom and office space.

Agency Priority:

0

System ID:

14253

SID		Agency 2021
Financials		
12139 - Operating Expenses		870,351
Total Financials		870,351
Positions		
		4
Total Positions		4

Connecticut State Colleges and Universities

11000 - General Fund

Adjustment Type:

999 - Miscellaneous/Other - Other

Agency Title:

New facility - WCSU Higgins Hall Renovation

Agency Description:

This project provides for the comprehensive renovation and refurbishment of the interior and exterior of Higgins Hall to convert this former science building for student services and other academic uses. Constructed in three stages, the original facility (Higgins I) was completed in 1949. The Higgins II addition was developed in 1962, and Higgins III was brought on-line in 1971. A small addition was constructed in the late 1980's to create a room for the storage of chemicals and other hazardous materials housed within the science facility. Each addition was completed with structural elements and internal spaces, which reflected the economic and teaching needs of the time. Under current terms, they would be woefully inadequate. With the recent completion of the new science facility, this building must be renovated for other priority needs.

Agency Priority:

0

System ID:

14256

	SID	Agency 2021
Financials		247,000
12139 - Operating Expenses		247,000
Total Financials		
Positions		2
Total Positions		2

Benjamin Barnes  
Chief Financial Officer  
860-723-0251  
bbarnes@commnet.edu

October 4, 2019

Melissa McCaw, Secretary  
Office of Policy and Management  
450 Capitol Avenue  
Hartford, CT 06106

Dear Secretary McCaw:

Thank you for the opportunity to submit several budget options to you for your consideration in preparing FY 2021 mid-term budget adjustments.

In your guidance from August 1, you urged state agencies to consider the balance between the state's budget needs and those of each agency. I believe that we have done this as far as possible given the unique and urgent situation of CSCU. As you know, the CSCU system faces acute financial stress, particularly in the Community College system, which we are working to resolve now through our Students First plan. That plan also strives to address some critical shortcomings in the Community College system with respect to student success, enrollment and retention of students, and alignment with the State's needs for a well-prepared workforce. I believe that the current services request we already made to your office and the option requests presented here reflect our focus on these areas of improvement.

Leadership at CSCU is keenly focused on our mission: creating knowledge and economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. We believe that this mission aligns with the economic development objectives of the Lamont administration. We also believe that CSCU's requests for financial support from the State will directly support fulfillment of this mission.

The Community College system is currently losing money. As of June 30, 2018, our Unrestricted Net Reserves less Net Pension and OPEB liability (our "operating reserves") equaled \$44.9 million. Our preliminary results for FY 2019 show those reserves declining by \$7 million. The Board of Regents has challenged the Community Colleges to limit our use of reserves in FY 2020 to \$8 million, which would bring our reserves to about \$30 million for an organization with over \$500 million in annual operating expenses. The Board of Regents avoided deep spending cuts or tuition increases that would be sufficient to close our gap because of the negative impact they would have on our ability to serve our students and on our students' ability to afford tuition and fees. That does not mean, however, that we are not taking aggressive steps to address our budget troubles:

- Students First. This ambitious plan calls for administrative and academic changes that will allow us to serve our students better, with improved retention and completion rates, while saving more than \$20 million annually through back-office consolidation and a single accreditation. This plan is well under way and is scheduled to be completed in 2023 or sooner.
- Current year budget reductions. The Board of Regents adopted a spending plan for the Community Colleges that required them to limit planned losses to \$8 million, compared with a current-services loss of approximately \$20 million. The actions taken by the colleges to meet this target are real cost-savings that have been tailored to minimize any negative impacts on students. I believe that these cuts are the most aggressive that can be achieved today without

undermining our ability to make improvements to student success, or without violating our statewide labor pact and its job security provisions.

- Tuition. The CSCU system has instituted moderate tuition hikes, understanding that affordability is a central objective of the system. Nevertheless, we acknowledge that we must maintain our ability to generate own-source revenue to support operations.
- Debt-free College. This new program for FY 2021 comes at a challenging juncture for CSCU. The system has nevertheless embraced this new promise program and is working hard to ensure that it is a success. CSCU recognizes that the Debt-free College program aligns with our goals of access and affordability, and is a strong complement to our existing efforts on success and equity. While I have concerns about its short-term impacts, especially on enrollment at the CSUs, DFC is likely in the long-term to shore up enrollment across public higher education in Connecticut.
- Guided Pathways. This initiative, an evidence-based approach to student success under which students are actively directed to develop and stay on an academic plan designed to maximize their chances of success. It also has a significant long-term financial benefit, as students who remain in school and take more classes toward completion, helps support enrollment necessary to sustain our institutions. Included with this letter is a financial analysis of the Guided Pathways program that demonstrates this financial advantage.

These actions, combined with the block grant and fringe benefit support included in the adopted biennial budget, will go much of the way toward allowing the Community Colleges to turn a corner and begin to operate in a sustainable, balanced manner. The additional resources we have requested will allow this progress to go ahead, while implementing new programs that meet our mission and will also serve to stabilize our finances, especially around advisement, Guided Pathways, and Debt-free College.

Even though our urgent attention has been on the Community Colleges and their dwindling reserves, it is worth noting that the State University System also faces serious threats in the coming years. The most significant area of concern for the CSUs is the capital budget. Our capital budget request for the Biennium included a number of key projects for the CSUs that are intended to meet market demand for academic programs and student support facilities. These projects are critical if we are going to maintain these institutions' ability to attract students and produce the educated workers that Connecticut will continue to need. Without state support, there is no mechanism in place to finance these improvements without significantly increasing the financial burden on our students. While we are not asking for additional projects beyond those identified in our biennial request last year, please accept my strong renewal of that request.

Below please find a summary of our recent Current Services request:

**Current Services Request (made to OPM on 9/12/19)**

Debt-free College Awards	16,596,876
Debt-free College Marketing	2,000,000
Debt-free College Additional Advisors'	1,494,000
Additional Funds for Advanced Manufacturing Programs	5,967,445
Additional Funds to Cover Wage Increases	4,755,839
CSU Facility Funding	2,174,787

**Total Current Services Request****32,988,947**

In addition to these items, CSCU would like to propose two expansion items. These items will help us to continue our efforts to improve student outcomes while stabilizing system finances. Please note that these items are pending before the Board of Regents, with action anticipated on October 24. Until that action occurs, please consider this request as preliminary:

**Budget Expansion Options**

A. Guided Pathways Implementation (CC)	3,281,492
B. Support University Students with Adequate staffing of advisors/counselors	4,962,514

**Total Expansion Option Request****8,244,006**

- A. Guided Pathways.** Guided Pathways is an approach to redesigning higher education that has achieved success across the country in states and systems where it has been implemented at scale. Its four main pillars are:
- Create clear curricular pathways to employment and further education
  - Help students choose and enter their pathway
  - Help students stay on their path
  - Ensure that learning is happening with intentional outcomes.

Attached please find Attachment A *Guided Pathways Implementation: Financial Analysis*, which lays out the specific costs associated with implementing Guided Pathways at scale in Connecticut and projects the incremental revenue associated with additional credit attempts and retention that will result from the effort. The net cost in FY2021 of \$3.3 million reflects the fact that the additional revenue will not develop until after the staffing and other costs have been incurred. It is anticipated that the program will ultimately be self-sustaining.

**B. Support university students with adequate staffing of advisors/counselors**

Similar to the request for Guided Pathways for the colleges, the universities are significantly understaffed for advisors. Although faculty provide valuable advising to students within their disciplines, it is equally important to maintain the right number of professional advisors to ensure students stay on track and complete their education in a timely manner. Just as the analysis of Guided Pathways points to a financial benefit from successful advisement-based retention efforts, the CSUs have been prioritizing student retention efforts as a way to deal with increased competition for students and decreasing numbers of high school graduates each year. The following table calculates the number of required advisors to provide

caseloads of 250 students per advisor, as recommended by the National Academic Advising Association:

	Fall 2019 Undergrad FTE	FTE Advisors - Current	Students per Advisor - Current	Students per Advisor - National Mean	Total FTE Advisors Required	Additional Advisors Required	AVG Salary per CSU	FY21 Proj. Total Salary
	A	B	C = A/B	D	E = A/D	F = E-B		
Central	9045	13	696	250	36.2	23	\$74,037	\$1,810,567
Eastern	4803	9	534	250	19.2	10	\$61,911	\$667,008
Southern	7962	16	498	250	31.8	16	\$85,505	\$1,429,613
Western	4982	6	830	250	19.9	14	\$71,820	\$1,055,326
<b>TOTAL</b>	<b>26792</b>					<b>63</b>		<b>\$4,962,514</b>

This investment by the state of \$5M would ensure that students are receiving the proper advising and counseling to guide them through the educational process and lead them to a degree completion.

You requested that we submit budget reduction options totaling 1% of our post-holdback budget. This would entail a reduction of \$3.2 million, as shown below. Such a reduction would be harmful to the progress we are making across the CSCU system, and we do not recommend that it be implemented. Nevertheless, CSCU is always pleased to comply with OPM's budget instructions, and provides the following information about the value of a 1% budget reduction:

Connecticut State Colleges and Universities

Midterm Adjustment 1% Reduction Options

FY2021

<u>SID</u>	<u>SID Title</u>	<u>Appropriated</u>	<u>FY20 Holdback continue in FY21</u>	<u>1 % Reduction</u>	<u>Total</u>
12235	Workers' Compensation Claims	3,289,276	0	(32,893)	3,256,383
12531	Charter Oak State College	3,284,028	0	(32,840)	3,251,188
12532	Community Tech College System	149,218,817	(707,205)	(1,485,116)	147,026,496
12533	Connecticut State University	153,315,495	(726,653)	(1,525,888)	151,062,954
12534	Board of Regents	408,341	(19,353)	(3,890)	385,098
12591	Developmental Services	8,912,702	(44,564)	(88,681)	8,779,457
12592	Outcomes-Based Funding Incentive	1,202,027	(6,010)	(11,960)	1,184,057
12604	Institute for Municipal and Regional Policy	<u>400,000</u>	<u>(40,000)</u>	<u>(3,600)</u>	<u>356,400</u>
Total		320,030,686	(1,543,785)	(3,184,868)	315,302,033

Finally, your budget guidance indicated that we should provide any technical adjustments to our bonding request by October 4. Given that the bond package remains unresolved, CSCU would like to restate our biennial bonding request submitted last fall to OPM. These projects remain the priorities of CSCU, and we encourage you to consider them for inclusion in any recommendations made by the Governor in this regard. This request is included here as Attachment B.

Thank you for consideration of these requests. I well understand the challenge of making investments in higher education during times of budgetary stress. But I also understand the significant value that these investments can yield, and I appreciate the opportunity to make that case to you here and in the future.

Kind Regards,

Ben Barnes  
Chief Financial Officer

Cc: Mark Ojakian, President, CSCU  
Kerry Kelly, OPM  
Neil Ayers, OFA



October 4, 2019

## GUIDED PATHWAYS IMPLEMENTATION: FINANCIAL ANALYSIS

Community Colleges are most often measured by long-term indicators, such as three-year completion and transfer out rates. By these measures, Connecticut's Community Colleges rank among the lowest in the country, with a combined three-year completion / transfer out rate of 34%. By comparison, New York's combined rate is 43%. Recent research, including from the Community College Research Center (CCRC), strongly suggests that a number of short-term indicators, such as credits completed in the first year of college, correlate with long-term completion rates. In their July 2019 brief, "Early Momentum Metrics: Leading Indicators for Community College Improvement," Belfield, Jenkins and Fink of CCRC report that "a key factor in low completion rates, as well as in equity gaps in completion rates, is that many students do not gain early momentum in their first year," and "college outcomes would be substantially higher if more students met EMMs (early momentum metrics)."<sup>1</sup>

Connecticut's Community Colleges perform just as poorly on early momentum metrics as they do on long-term indicators. Research shows that students who earn 24 or more college-level credits in their first year of college are far more likely to persist to completion than students who complete fewer.<sup>2</sup> From 2013 to 2017, only between 12 and 15% of Connecticut Community College students earned at least 24 college-level credits in their first year (fall, winter, spring, summer) of attendance. The average number of college-level credits actually *earned* in the first year per student was under 14. In fact, the average number of credits even attempted was below 19 in the first year. These numbers correlate with Connecticut's low completion rates. If Connecticut Community Colleges increased these numbers, more students would persist to completion. Nationally, many of the schools that have increased EMMs have done so through the implementation of Guided Pathways principles at scale. These schools have also seen increased completion rates and a narrowing of equity gaps.

The implementation of Guided Pathways at scale is the most promising approach to improving student success in Connecticut Community Colleges (CCCs). These programs, however, are expensive to run. They require, for instance, a much lower student-to-advisor ratio than current at the CCCs. However, the success of Guided Pathways will have financial benefits to the system as students take more classes and persist as students at higher rates, bringing more tuition from various sources into the system. This analysis suggests that the implementation of Guided Pathways at scale will be cost neutral, with additional revenues and expenses of approximately \$25 million annually.

<sup>1</sup> <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf>

<sup>2</sup> <https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>

If Guided Pathways is the most promising approach to improving student success, it also has the potential to be the single most effective approach to driving enrollment available to the system during this period of demographics in which the number of students completing high school continues to drop each year. In this context, while new student recruitment remains important, it may simply mitigate declines in new student enrollment, whereas retention-based strategies hold greater promise for meaningfully expanding the number of credit hours attempted and completed by students at the colleges and, even more important, for significantly improving student outcomes.

The purpose of this analysis is to evaluate the fiscal and organizational implications of an at-scale implementation of Guided Pathways in Connecticut Community Colleges. In particular, this analysis intends to quantify the following:

- The cost associated with implementing Guided Pathways, including
  - Additional advisors, counselors and coaches necessary to allow for caseloads that will support successful interactions with students;
  - Funding for central office support of Guided Pathways; and
  - Funding for additional sections and course offerings that may be required as students take additional course loads;
- The potential impact on retention and credit attempts of implementing Guided Pathways;
- The fiscal impact of such increased retention and credit attempts;
- The potential timing of these various impacts based on a full-scale implementation with a phase-in beginning in Fall 2020.

This analysis is based on a cost model developed by Dr. Rob Johnstone of the National Center for Inquiry and Improvement ([ncii-improve.com](http://ncii-improve.com).) This model attempts to calculate and compare the costs and fiscal benefits of Guided Pathways based on improvement in credit attempts by incoming cohorts, compared to current experience. This improvement comes in two forms – increased credit attempts by students, and increased numbers of students persisting in each cohort. In both of these areas, Connecticut Community Colleges have significant room for improvement. The financial implications are an ancillary benefit to an initiative whose primary purpose is to improve outcomes for students who do enroll.

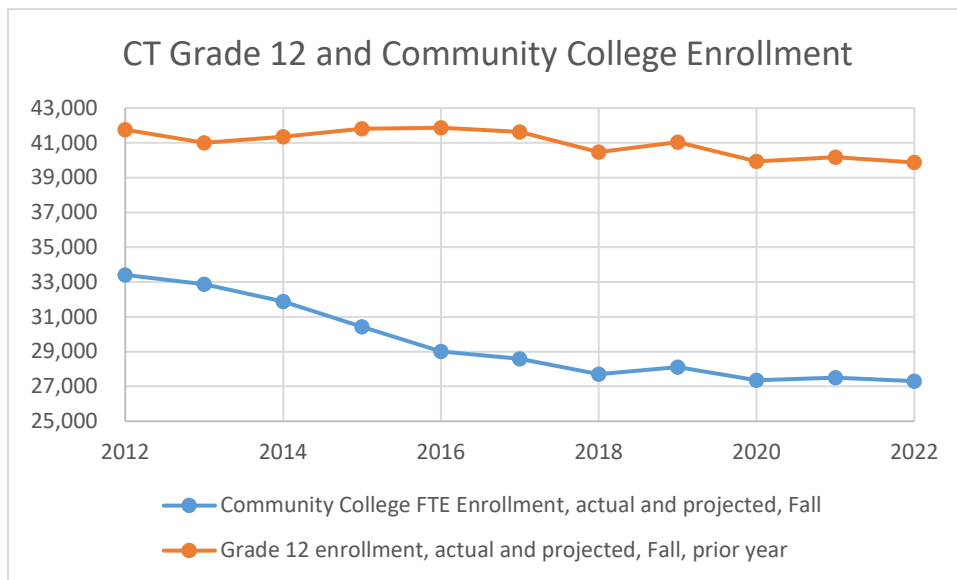
### **Context for Implementing Guided Pathways**

The context in which Connecticut is implementing Guided Pathways is one of long-term decline in both the number of high school seniors and in the enrollment in the Community College system. This has bearing on this analysis in several ways. First, declining enrollment is a significant contributing factor to the CCCs financial difficulties, as fewer students pay less tuition. This trend exacerbates the fiscal stress caused by low state appropriations, high labor and fringe benefit costs, and growing demand for more costly programs such as allied health and advanced manufacturing.

Second, the recent decline in enrollment means that the CCCs have more ability to support additional credit attempts with less of a requirement to increase faculty. For instance, the number of full-time faculty has dropped by 10.6% between FY15 and FY20, from 948 to 857. However, the ratio of 32 FTE students per full-time faculty member has remained steady over that period. The ratio of students to

part-time and adjunct faculty has crept up slightly over the same period, from 6.9 to 7.9. These data suggest that a successful effort to increase enrollment through retention and completion efforts would not initially create a shortage of faculty; a portion of that shortage could quickly be resolved in the short term by returning to the level of adjunct employment from a few years ago.

Third, the fact that enrollment trends are being driven in part by reduced numbers of high school seniors suggests that enrollment strategies around retention, including Guided Pathways, may be the most effective options in the current environment.



The effectiveness of a retention strategy for increasing or at least sustaining enrollment is also suggested by the rate of cohort retention over the three years from original enrollment. The table below shows the share of first time students who return over three years, without consideration of credit attempts.

This data reflect both first time ever in college students as well as transfers, and both groups have similar retention rates.

Those students who remain enrolled over three years attempt credits at a consistent pace that is insufficient for the average student to complete an Associate's degree in three years. Furthermore, the dwindling numbers in each cohort lead to reduced credit attempts overall as each cohort progresses over three years. The strategy suggested by this data is to keep more students returning, and to increase the credit attempts of all students, both to satisfy the CCC mission and to strengthen the system's finances.

#### CT Community College Cohort Retention

	Year 1	Year 2	Year 3
Fall, 2016	100%	53%	33%
Spring, 2017	100%	40%	25%

#### CT Community College Credit Attempts Per Enrolled Student, by Cohort

	Year 1	Year 2	Year 3
Fall, 2016	17.7	18.2	16.2
Spring, 2017	14.2	16.8	na

Finally, implementation of guided pathways now should be considered as a necessary complement to the state's new Debt-free College, as adopted by the legislature for the fall of 2020. This program is anticipated to add significant numbers of new students, and includes strong incentives for students to pursue their studies on a full-time basis. This new broad-based tuition support program adds urgency to

the push to implement Guided Pathways, as it will result in more students, including more students facing significant challenges to their academic success. Guided Pathways will help to ensure that more of these new students achieve timely completion at one of our community colleges. Because the impact of Debt-free College on enrollment and retention is very difficult to predict with confidence, this analysis does not make any quantitative assumptions about it with respect to Guided Pathways. If Debt-free College is very successful at increasing enrollment, that may lead to an increase in the number of new advisors to meet the effective advisement ratios under Guided Pathways, or other adjustments to the program. In this case, the addition of Debt-free College would simply add to both the expenses and potential incremental revenue that this model predicts for Guided Pathways.

### **The Cost to Implement Guided Pathways**

The cost associated with implementing Guided Pathways include:

- Additional advisors, counselors and coaches necessary to allow for caseloads that will support successful interactions with students;
- Funding for system office support of Guided Pathways; and
- Funding for additional sections and course offerings that may be required as students take additional course loads;

#### Additional Advisors

The CCC budget for FY20 includes 66 full-time counselors, a category that includes both advisors and counselors. A number of campuses utilize part-time staff to meet student advisement needs, and faculty may also fill advisement roles on various campuses. The number in this category has risen slightly over the last five years, from 58 in FY15, representing a student-to-counselor ratio of 950:1<sup>3</sup>. While that ratio is lower today at 760:1, the advisement caseloads are still much too high to allow for the implementation of Guided Pathways at scale across the CCC system.

The CCCs requested additional funding from the state in the fall of 2018 for advisors. That request identified that the national average advisor ratio for two-year colleges is 441:1, and that the ideal ratio for effective advisement would be 250:1, based on information from the National Academic Advising Association. To meet these ratios, the CCCs would need a total of 109 and 192 advisors, respectively. Therefore, in order to bring the CCCs to the “ideal” ratio of students to advisors would require hiring of 126 additional advisors beyond the 66 budgeted for the coming year. At an annual rate of \$70,000 plus 75% fringe, this will cost \$15,435,000.

#### Funding for Central Office Support for Guided Pathways

The central office currently has eight faculty and staff members assigned to the development of Guided Pathways. The budgeted cost for these staff, fringe benefits, and incidental costs is \$969,064 in FY 2020.

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<sup>3</sup> Reflects headcount enrollment of 55,154 in FY 2015, declining to 47,912 in the fall of 2018.

It is anticipated that this level of staffing would continue, although activities may change from program design to implementation and oversight as the program matures.

#### Funding for Additional Sections or Course Offerings

The amount of funding necessary to ensure that there is sufficient faculty available to meet increased demand for credits under a successful implementation of Guided Pathways depends on the number of additional credit attempts generated. Based on the model discussed below, it is expected that an additional 130,854 credit hours would ultimately be attempted. This analysis assumes that half of these credit hours can be absorbed by existing full-time and adjunct faculty, and that the other half will be covered one-third by full-time faculty and two-thirds by adjuncts. Based on these assumptions, the ultimate costs will be \$6,470,025.

#### **The Potential Impact of Guided Pathways on Retention and Credit Attempts**

The Guided Pathways model makes some specific assumptions about both retention and increased credit attempts that will result from the various advisement and other activities included in the program. In both cases, assumptions were made separately for the cohort of “first time ever in college” (FTEIC) students who enroll in the fall (Cohort 1) and then for all others, including transfer students and those who start in the spring (Cohort 2). These two cohorts have different retention and attempt rates currently, and it is anticipated that the impact of the Guided Pathways program will be somewhat stronger for those students in Cohort 1.

With respect to retention, the model assumes that for the Cohort 1, the number of students who drop out from one year to the next would drop by 10%. For Cohort 2 the reduction in drop-outs is estimated to be 5%.

With respect to increased credit attempts, the model assumes that Cohort 1 would attempt an average of three additional credits per year, the equivalent of one class in any one semester each year. Cohort 2 is anticipated to attempt an average of two additional credits per year.

The impact of these changes will be to increase the overall rate of credit attempts by 20% for the Fall Cohort 1, and by 16.2% for the Cohort 2. It will take four years to achieve these expected increases.

#### **The Overall Fiscal Impact of Guided Pathways**

The full cost of implementing Guided Pathways as described here is \$23,874,089 per year. It should be noted that these costs will not be fully in place for several years, as described below.

The additional revenue anticipated as a result of the increased credit attempts anticipated under Guided Pathways is \$25 million. This result is essentially break-even given the uncertainty regarding various assumptions in this model.

### Potential Timing of Fiscal Impacts Based on Implementation Starting in Fall 2020

The costs and financial benefits of Guided Pathways will take effect over several years. The model developed for this analysis is based on cohorts that will experience an increase in credit attempts over 3 years. As successive cohorts enroll and experience the increased retention and credit attempts, the additional revenue will grow and will achieve the full effect in the fourth year, as shown below.

The timing of the various expenditures under Guided Pathways is projected based on the timing of new credit attempts predicted by the model.

<b>Guided Pathways Implementation</b>					
	FY2020	FY2021	FY2022	FY2023	FY2024
<b><u>Costs</u></b>					
Additional Advisors	\$0	\$8,345,982	\$12,724,685	\$15,435,000	\$15,435,000
Central Office Support	\$969,064	\$969,064	\$969,064	\$969,064	\$969,064
Additional Faculty	\$0	\$2,537,439	\$4,958,660	\$6,470,025	\$6,470,025
Other Expenses	\$0	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000
<b>Total Expenses</b>	<b>\$969,064</b>	<b>\$12,852,486</b>	<b>\$19,652,409</b>	<b>\$23,874,089</b>	<b>\$23,874,089</b>
<b><u>Revenues</u></b>					
<b>Additional Tuition</b>	<b>0</b>	<b>\$9,570,994</b>	<b>\$18,703,620</b>	<b>\$24,404,354</b>	<b>\$24,961,255</b>
Net Impact	(\$969,064)	(\$3,281,492)	(\$948,789)	\$530,265	\$1,087,165
<b><u>Performance Measures</u></b>					
Additional Credit Attempts	-	51,319	100,288	130,854	130,854
Additional Retained Students		-	833	1,217	1,602
Number of Advisors	0	68	104	126	126
Number of Additional Faculty	0	11	22	29	29

### Conclusion

This analysis suggests that full-scale implementation of Guided Pathways will require significant resources, but will ultimately produce additional revenue in an amount likely to offset those expenditures. However, the investment in new advisors and faculty to support the program will necessarily come before all the benefits are realized.

To implement Guided Pathways, the colleges will need to commit to \$3.3 million for the first year, with declining needs for several succeeding years, during which time the system can closely track the financial performance of the new initiative.

## Attachment B

Project Title	Universities & Colleges	Priority	Total Estimated Project Cost	Authorized Funds	FY20-FY21 BIENNIUM		Biennium Request Total
					FY 2020	FY 2021	
College & University Program Funding							
Code Compliance/Infrastructure Improvements	Colleges	1			\$ 33,560,076	\$ 34,566,878	\$ 68,126,955
Asnuntuck Community College					\$ 2,612,235	\$ 2,690,602	\$ 5,302,837
Capital Community College					\$ 2,055,700	\$ 2,117,370	\$ 4,173,070
Gateway Community College					\$ 2,027,954	\$ 2,088,792	\$ 4,116,746
Housatonic Community College					\$ 2,499,514	\$ 2,574,499	\$ 5,074,013
Manchester Community College					\$ 3,120,134	\$ 3,213,738	\$ 6,333,871
Middlesex Community College					\$ 3,682,664	\$ 3,793,144	\$ 7,475,809
Naugatuck Valley Community College					\$ 4,901,462	\$ 5,048,506	\$ 9,949,968
Northwestern Community College					\$ 1,931,301	\$ 1,989,240	\$ 3,920,542
Norwalk Community College					\$ 4,101,192	\$ 4,224,228	\$ 8,325,420
Quinebaug Community College					\$ 1,859,604	\$ 1,915,392	\$ 3,774,995
Three Rivers Community College					\$ 1,986,464	\$ 2,046,058	\$ 4,032,522
Tunxis Community College					\$ 2,348,176	\$ 2,418,621	\$ 4,766,797
Charter Oak					\$ 121,432	\$ 125,075	\$ 246,507
System Offices					\$ 312,245	\$ 321,612	\$ 633,856
Code Compliance/Infrastructure Improvements	Universities	2			\$ 23,320,580	\$ 24,020,197	\$ 47,340,777
Central Connecticut State University					\$ 7,410,932	\$ 7,633,260	\$ 15,044,192
Eastern Connecticut State University					\$ 3,804,980	\$ 3,919,129	\$ 7,724,109
Southern Connecticut State University					\$ 6,321,010	\$ 6,510,640	\$ 12,831,650
Western Connecticut State University					\$ 5,783,658	\$ 5,957,168	\$ 11,740,826
Telecommunications Infrastructure Upgrade	System	3			\$ 11,500,000	\$ 3,750,000	\$ 15,250,000
Cisco Enterprise Licensing					\$ 2,500,000		\$ 2,500,000
Standard System Card Access System					\$ 2,000,000		\$ 2,000,000
Learning Management System					\$ 4,500,000		\$ 4,500,000
Hardware Replacement					\$ 500,000	\$ 500,000	\$ 1,000,000
Infrastructure Replacement					\$ 500,000	\$ 500,000	\$ 1,000,000
Estimated Future Annual Budget						\$ 2,000,000	\$ 2,000,000
Consolidating Purchasing Software					\$ 1,500,000	\$ 750,000	\$ 2,250,000
New & Replacement Equipment Program	Colleges	4			\$ 8,600,000	\$ 8,815,000	\$ 17,415,000
Charter Oak					\$ 600,000	\$ 615,000	\$ 1,215,000
Community Colleges					\$ 8,000,000	\$ 8,200,000	\$ 16,200,000
New & Replacement Equipment Program	Universities	5			\$ 12,000,000	\$ 12,300,000	\$ 24,300,000
Security Improvements Program	Colleges	6			\$ 2,500,000	\$ 2,500,000	\$ 5,000,000
Advanced Manufacturing Program	Colleges	7			\$ 3,000,000	\$ 3,075,000	\$ 6,075,000
Property Acquisition Program	System	8				\$ 2,500,000	\$ 2,500,000
College & University Infrastructure Improvement Programs Subtotals			\$ -	\$ -	\$ 94,480,656	\$ 91,527,075	\$ 186,007,731

Project Title	Universities & Colleges	Priority	Total Estimated Project Cost	Authorized Funds	FY20-FY21 BIENNIUM		Biennium Request Total
					FY 2020	FY 2021	
College Capital Project Funding							
Kinney Hall Renovations	Naugatuck	1	\$ 61,885,727		\$ 6,407,390		\$ 6,407,390
Long Wharf Development	Gateway	2	\$ 76,487,647		\$ 15,108,128		\$ 15,108,128
Renovations, Improvement - Phase 1	Asnuntuck	3	\$ 36,372,667	\$ 3,800,000		\$ 32,572,667	\$ 32,572,667
Campus ADA Improvements	Naugatuck	4	\$ 10,000,000	\$ 5,000,000	\$ 5,000,000		\$ 5,000,000
Wheaton & Snow Renovations	Middlesex	5	\$ 49,303,873	\$ 4,800,000		\$ 44,503,873	\$ 44,503,873
Greenwoods Hall Renovation	Northwestern	6	\$ 21,751,153	\$ 2,685,817	\$ 19,065,336		\$ 19,065,336
SSC Additions and Renovations Phase-1	Manchester	7	\$ 87,677,141			\$ 8,379,873	\$ 8,379,873
New Maintenance and Office Building	Quinebaug	8	\$ 4,019,888	\$ 476,088	\$ 3,543,800		\$ 3,543,800
Campus Window & Roof Replacement	Northwestern	9	\$ 2,000,000		\$ 2,000,000		\$ 2,000,000
Exterior Building Envelope Restoration	Capital	10	\$ 3,200,000		\$ 3,200,000		\$ 3,200,000
Campus Wide Facility Improvements	Norwalk	11	\$ 4,500,000		\$ 4,500,000		\$ 4,500,000
College Capital Improvement Program Subtotals			\$ 611,180,251	\$ 16,761,905	\$ 58,824,654	\$ 85,456,413	\$ 144,281,067
University Capital Project Funding							
Auxiliary Service Projects	Universities	1	\$ 114,634,000		\$ 10,000,000	\$ 10,300,000	\$ 20,300,000
Moore Field House Mechanical/Electrical Renovations	Southern	2	\$ 9,243,804		\$ 1,633,578	\$ 7,610,227	\$ 9,243,804
Lyman Center - Mechanical / Electrical Renovations	Southern	3	\$ 3,819,459		\$ 495,452	\$ 3,324,006	\$ 3,819,459
Campus-Wide Infrastructure Improvements	Western	4	\$ 9,000,000		\$ 3,000,000	\$ 6,000,000	\$ 9,000,000
Campus-Wide Infrastructure Improvements	Central	5	\$ 12,000,000		\$ 4,000,000	\$ 8,000,000	\$ 12,000,000
Sports Center	Eastern	6	\$ 114,923,520		\$ 11,039,458		\$ 11,039,458
Plant Improvements - Phase 1	Eastern	7	\$ 12,471,614		\$ 3,710,000	\$ 8,761,614	\$ 12,471,614
University Energy Efficiency Program	Universities	8	\$ 20,900,000		\$ 5,000,000	\$ 5,150,000	\$ 10,150,000
Berkshire Hall Innovation Center	Western	9	\$ 52,500,344			\$ 5,606,318	\$ 5,606,318
Health & Wellness Center	Eastern	10	\$ 11,900,768		\$ 1,578,245	10,322,523	\$ 11,900,768
University Police Facility-Wintergreen Avenue	Southern	11	\$ 13,249,560			\$ 2,067,636	\$ 2,067,636
Loop Road & Site Improvements	Eastern	12	\$ 6,378,589		\$ 1,493,403	\$ 4,885,186	\$ 6,378,589
University Capital Improvement Program Subtotals			\$ 1,100,836,994	\$ -	\$ 41,950,136	\$ 72,027,510	\$ 113,977,646
College & University FY 20 & FY 21 Biennium Program Totals					\$ 195,255,446	\$ 249,010,999	\$ 444,266,445

## DESCRIPTION OF PROGRAMS AND PROJECTS

### System Program Funding Requests

#### Code Compliance/Infrastructure Improvements Program

- **Connecticut State Community Colleges, Charter Oak State College & System Office**  
**FY 20 - \$33,560,076 & FY 21 \$34,566,878**
  - **Priority #1**
  - **Authorization Language:** Funding request for Ongoing program
  - **Justification:** Annual facility reinvestment funding for the Community College, Charter Oak College & System Office differed maintenance program
  - **Program:** Physical Plant
  - **Prior State Authorizations:** Ongoing program
  
- **Connecticut State Universities FY 20 - \$23,320,580 & FY 21 - \$24,020,197**
  - **Priority #2**
  - **Authorization Language:** Funding request for Ongoing program
  - **Justification:** Annual facility reinvestment funding for the University differed maintenance program
  - **Program:** Physical Plant
  - **Prior State Authorizations:** Ongoing program

This budget is developed and updated from, but not limited to, historic institutional requests, benchmarking against other higher ed. institutions, physical site evaluations and prior studies. In combination, these efforts enable the development of a system-wide long-term Code Compliance/Infrastructure improvement program. Earmarked funding for individual projects and programs are established for academic enhancements, life safety improvements, facility needs, energy conservation, studies and other facility based evaluations and improvements. Annual budget and distribution of funds to each college and university are factored from a prorated basis of total square feet and average campus age. The funding distribution model accurately represents appropriate budget thresholds for minor academic enhancements and facility improvements that promote a systematic multi-faceted approach of maintaining high academic and facility standards while decreasing long-term spending projections.

Examples of projects funded through this program are modifications and restoration of interior and exterior academic and support facilities, including the upgrading of building envelopes; replacement of aging building systems, including fire, safety and security systems, utility systems and mechanical systems; and exterior grounds improvements including paving of roads, repair or installation of stairs, ramps, plaza decks, sidewalks, parking areas, landscaping, signage, exterior lighting, site utilities and outdoor athletic and recreation facilities. The program also provides for the implementation of energy conservation measures, hazard risk mitigation and changes necessary to bring facilities into compliance with state and federal fire, health, safety and accessible access codes and regulations. Also addressed are improvements to academic and support spaces in existing facilities that enhance academic performance.

- **Connecticut State College & University Telecommunications Infrastructure Upgrades**

**FY 20 - \$11,500,000 & FY 21 - \$3,750,000**

- **Priority #3**
- **Authorization Language:** Funding request for Ongoing program
- **Justification:** Annual facility reinvestment funding for the University differed maintenance program
- **Program:** Physical Plant
- **Prior State Authorizations:** Ongoing program

This program is an ongoing effort that will deploy technology enhancements to the seventeen institutions and System Office. System-wide information technology improvements from this program will be deployed from the System Office level. Major examples of projects include both software and hardware initiatives.

- **College, Charter Oak and System Office New and Replacement Equipment Program**

**FY 20 - \$8,600,000 & FY 21 - \$8,815,000**

- **Priority #4**
- **Authorization Language:** Funding request for Ongoing program
- **Justification:** Annual reinvestment funding for the Community Colleges, Charter Oak State College & System Office for new and replacement equipment
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** Ongoing Program

- **University New and Replacement Equipment Program**

**FY 20 - \$12,000,000 & FY 21 - \$12,300,000**

- **Priority #5**
- **Authorization Language:** Funding request for Ongoing program
- **Justification:** Annual reinvestment funding for the Universities new and replacement equipment
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** Ongoing program

This program provides funds for the purchase of new and replacement equipment for the 12 Community Colleges, 4 Universities, Charter Oak and the System Office. The equipment will support instruction, student services and administrative functions including classroom technology, telecommunications, educational enhancements, general office, computer (both academic and administrative), physical plant, media services, laboratory equipment and System initiatives.

#### **College, Charter Oak State College and System Office Security Improvement Program**

**FY 20 - \$2,500,000 & FY 21 - \$2,500,000**

- **Priority #6**
- **Authorization Language:** Community College, Charter Oak State College and System Office Security Improvement Program
- **Justification:** Community College, Charter Oak and System Office Security Improvement Program that will increase the active and passive level of security at each campus
- **Program:** Safety and Security Program
- **Prior State Authorizations:** Ongoing program

In 2014 the System Office completed a comprehensive security analysis of the 12 Community Colleges. The study highlighted both passive and active opportunities to raise the level of security at each campus. Opportunities highlighted early warning systems, deterrents and quick response enablers. This funding will allow for the design and implementation of many safety and security measures at each Community College campus, Charter Oak and the System Office. The implementation results will allow for a higher level of safety and security at each campus. Examples of safety and security measures that could be provided include, lighting, surveillance cameras, license plate identification systems, vehicle deterrent systems, security enforcement equipment, security related transportation, fencing, electronic and mechanical door hardware, and ballistic resistant glass. This funding request is year 3 & 4 funding of a multi-year security improvement program.

- **College Advanced Manufacturing/Emerging Technology Center Program**  
**FY 20 - \$3,000,000 & FY 21 - \$3,075,000**

- **Priority #7**
- **Authorization Language:** Annual Advanced Manufacturing and Emerging Technology program funding
- **Justification:** Annual Advanced Manufacturing and Emerging Technology program funding to respond to ongoing workforce demands
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** Ongoing program

The future development of advanced manufacturing employment in Connecticut is contingent, in large measure, on the collective ability of the CSCU to develop viable, fluid technology programming and produce literally thousands of graduates annually able to transition successfully to career employment opportunities in the private sector. Without question, Connecticut is in a position to both stabilize and expand its current manufacturing employment based on approximately 160,000 women and men. Reshoring has become a reality, local major industry are in major growth modalities, and emerging technologies are beginning to take root and will require more investment and renewed commitment by State Government and higher education. Prior state funding has initiated and/or supported Advanced Manufacturing programs at 5 of the Community Colleges in addition to 2 off campus instructional centers.

#### **Land and Property Acquisition Program – System-Wide Initiative**

**FY 21 - \$5,000,000**

- **Priority #8**
- **Authorization Language:** Land acquisition program funding
- **Justification:** Annual land acquisition program funding
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** Ongoing program for Universities

This program provides an available fund source for the acquisition of properties that are strategic to meet current and future system-wide academic and facility needs. Land and buildings considered for purchase are located either adjacent or strategic to institutions. It is important that these funds be available to purchase strategic properties as they become available for acquisition or else they may be sold to private entities and the opportunity for their acquisition is delayed for many years.

## **Community College Capital Funding Requests**

- **Naugatuck Community College – Renovate Kinney Hall**  
**FY 20 - \$6,407,390 (Design)**
  - **Priority #1**
  - **Authorization Language:** Educational enhancements and code compliance improvements
  - **Justification:** Pre construction funding for renovation of educational, facility for academic, support space, code compliance, asbestos abatement and energy improvements
  - **Program:** Coordination of Higher Education
  - **Prior State Authorizations:** None

Naugatuck's Facilities Master Plan completed in 2016 identifies major campus needs for academic improvements and facility enhancements. The 72,000 square foot Kinney Hall was constructed as an academic classroom building in 1977. Only minor academic and facility improvements have occurred to this facility since it opened. Required improvements include, but not limited to, restructuring classroom and support space to meet current academic and college demands, code compliance that include ADA and life safety, asbestos abatement, energy conservation and a new roof. Due to environmental concerns with replacing the roof system a temporary roof has been installed on this building until it can be unoccupied and opened to exterior weather conditions during the abatement process. Resulting from time limitations of a temporary roof system this project has become a priority project.

- **Gateway Community College, Housatonic Community College & Southern Connecticut State University Long Wharf Development for a Continuing Education and Automotive/Manufacturing Center**  
**FY 20 - \$15,108,128 (Design & Demolition)**
  - **Priority #2**
  - **Authorization Language:** Replacement of an antiquated facility
  - **Justification:** Preconstruction services for a new facility
  - **Program:** Coordination of Higher Education
  - **Prior State Authorizations:** None

As a first of its' kind effort in Connecticut between colleges and universities, this joint effort between Southern, Gateway and Housatonic pursues the redevelopment of the former Gateway Community College Long Wharf site at Sargent Drive, New Haven, to

better respond to the educational needs of CT residents. This effort responds to two specific goals that can be initiated in a strategic location between Hartford and Bridgeport and currently lack available space. The strategic location allows opportunities to reach out to prospective students who may normally not pursue certain opportunities.

As a two faceted effort, the first provides a large scale collaborative college and university movement focused to reinforce pipelines between regional educational institutions and employers, strengthen and retain workforce talent in the state, and assist companies with their staff development needs. Leveraging the colleges and university talent, a series of short-duration Continuing Education certificate programs built around the niche expertise of in-house talent and strong market demands will be developed. These programs will support program incubation, innovative activities, and attentive guidance for the non-traditional working professional student. Focused on the top in-demand skills within the state of Connecticut an example of several programs opportunities include project management, data analytics, professional grant writing, and Spanish for the workplace. As dual on and off campus college site locations, a stage is set for both theoretical and applied professional learning developed in tandem between the colleges and university.

As a second component to this plan is the relocation of Gateway's automotive program from Gateway's antiquated North Haven campus to the Long Wharf site. Through both classroom and laboratory work most of the vehicles donated to this program and analyzed are new vehicles obtained through partnerships with major auto manufactures. Each partnership requires its' own laboratory and equipment to support individual manufacturers. Each laboratory is considered "High Tech" to support the educational environments latest production vehicle demands for both internal combustion gasoline and electric vehicles. There are additional automotive manufactures, tire industry representatives and diesel program partnership interest that remain prohibitive until we are able to provide additional laboratory space. Advanced Manufacturing related to automotive will also be housed in this facility. Education in Robotics and Artificial Intelligence is an important course of automotive study for students entering the workforce. Gateway's Railroad Technology program in this facility is a final important component of this plan. This program is conducted through both classroom and hands on laboratory educational experiences.

- **Asnuntuck Community College – Phase 1 Campus Renovations**  
**FY 21 - \$32,527,667 (Construction)**
  - **Priority #3**

- **Authorization Language:** Educational enhancements and code compliance improvements
- **Justification:** Construction funding for educational, facility, code compliance and energy improvements
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** FY2017- \$3,800,000 PA 15-1 Sec 21(n)(5)

Asnuntuck Community College was a former middle school, constructed in 1966, that transitioned to a community college in 1997. Although some investment has occurred with improving the campus much of the facility remains consistent to when the facility was a middle school. The Facilities Master Plan completed in 2017 identifies a 2 phased opportunity to realign the campus physical state to meet current and projected academic and space needs. For phase 1, major project attributes include relocating the library into the current underutilized gymnasium space in addition to create a second level in the gym space to accommodate an increased need of science lab space. The old library will become office and student services space as well as the antiquated auditorium would be refurbished. Design for this project was funded in FY 2017.

- **Naugatuck Community College ADA Compliance Project**  
**FY 20 \$5,000,000 (Construction)**
  - **Priority #4**
  - **Authorization Language:** ADA compliance project
  - **Justification:** Construction funding for ADA compliance
  - **Program:** Accessibility
  - **Prior State Authorizations:** FY2019- \$5,000,000 PA 17-2 Sec 397(h)(45)

In 2014 the Community Colleges were mandated by the Federal Office of Civil Rights to perform “self-audits” of their facilities and programs regarding compliance with the Americans with Disabilities Act. Subsequently a consultant was retained to further detail the non-compliance issues and overall costs to rectify non-compliance. To date a plan of action for corrective measures has been submitted to the Office of Civil Rights and minor improvements have been completed from available deferred maintenance funds. Non-compliance may place some types of Federal funding to the college at risk. This project will be completed in two phases. Phase 1 funding is authorized for FY 19 and not allocated at the time of the biennium submission. This request will fund phase 2 of this project.

- **Middlesex Community College - Wheaton/Snow Building Renovations and Addition**  
**FY 21 - \$44,503,873 (Construction)**
  - **Priority #5**
  - **Authorization Language:** Code, accessibility and facility improvements
  - **Justification:** Construction funding for classroom renovations to antiquated facilities and a new addition to decrease space deficiencies
  - **Program:** Coordination of Higher Education
  - **Prior State Authorizations:** FY2014- \$4,800,000 LCO 5986 Amendment to PA 13-239 (2)(l)(4)

Middlesex Community Colleges Wheaton and Snow buildings were constructed in 1980 with both facilities housing most of the campus classrooms. High utilization rates and only minor space modifications over the last 30-years require both of the facilities undergo comprehensive facility improvements. The improvements will modify spaces so that they meet and exceed current academic and technological needs, are code compliant and are energy efficient. The project also includes a connector between both buildings with a 12,000 square foot office addition. The addition will move offices to one consolidated location, and allow for construction to occur in occupied buildings while minimizing disruptions. Design funds were authorized under FY 2019.

- **Northwestern Community College - Greenwoods Hall Renovations**  
**FY 20 - \$19,065,336 (Construction)**
  - **Priority #6**
  - **Authorization Language:** Code, accessibility and facility improvements
  - **Justification:** Construction funding for comprehensive renovations of an antiquated facility
  - **Program:** Coordination of Higher Education
  - **Prior State Authorizations:** FY2018- \$2,685,817 PA 17-2 Sec 378(i)(7)(B)

This project will provide interior renovations and improvements to the 29,200 square foot facility as well as general refurbishments to the buildings mechanical, electrical, fire protection and security systems. Originally constructed in 1927 and partially renovated in the 1980's, with periodic general improvements occurring since, this project will provide a code compliant, energy efficient facility that accommodates current and projected academic needs. In addition, general site improvements will occur including the demolition of an adjacent temporary modular building and cross campus walkways

that strengthening the path to and from this facility that includes lighting and security measures. Preconstruction funding was authorized under FY 2019.

- **Manchester Community College – Fredrick Lowe Building Additions and Renovations**

**FY 21 - \$8,379,873 & FY 21 - \$79,297,268**

- **Priority #7**
- **Authorization Language:** Code, accessibility and facility improvements
- **Justification:** Construction funding for comprehensive renovations and addition to decrease building density and better support the academic program
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Manchester Community Colleges Master Plan Study, completed in 2017, detailed significant square footage deficiencies based from current student enrollment levels. The Fredrick Lowe Building is a 156,000 facility that was constructed in 1984. Also termed the Student Service Building (SSC), currently this building houses most of the Student Services and Culinary. This project will renovate 40,000 square feet of space that does not meet current academic demands and provide a 50,000 square foot addition. The building additions and space reorganization will provide a modern inviting facility that responds to current student service demands and community engagement.

- **Quinebaug Valley Community College - New Maintenance Garage**

**FY 20 - \$3,543,800 (Construction)**

- **Priority #8**
- **Authorization Language:** Replacement of antiquated facilities
- **Justification:** Construction funding to replace the old maintenance garage and modular office building
- **Program:** Physical Plant
- **Prior State Authorizations:** FY2018- \$476,088 PA 17-2 Sec 378(i)(6)

This college has significantly grown over the past twenty-years. Since their existing maintenance facility was constructed in the early 90's the campus has grown by more than 75,000 square feet. Additionally, Quinebaug houses part of the faculty offices in a modular trailer that has exceeded its' useful life. The project calls for the demolition of

the antiquated maintenance facility and temporary offices and construction of a new facility that houses both occupancies. Preconstruction services were authorized under FY 2019.

- **Northwestern Community College – Roof and Window Replacements**

**FY 20 - \$2,000,000 (Design & Construction)**

- **Priority #9**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding for campus roof and window improvements.
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Northwestern Community College consists of a variety of buildings that date back as far as 1860. The facilities range from wood framed residential structures; English, Goulet and Duffy Houses, that are now administrative facilities to Founders Hall that was a turn of the century masonry structure manufacturing facility that now functions as classroom and administrative space. Although these facilities have been well maintained by the college there are a number of facility improvements that need to occur due to age and condition and due to overall cost cannot be funded from current deferred maintenance funding levels. Windows in the former residences were replaced in the past but no longer properly operate. At Founders Hall state roof tiles have seen their useful life and are beginning to break off the roof. Even with the roof maintained, this poses a significant safety risk to pedestrians at the base of the building.

In an effort to provide a more welcoming, consolidate “One Stop” facility

- **Capital Community College – Building Envelope Improvements**

**FY 20 - \$3,200,000 (Design & Construction)**

- **Priority #10**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding for campus building envelope improvements.
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Capital Community College occupies the old G. Fox department store building on Main Street in Hartford. The facility was originally constructed in 1917 with additions in 1938 and 1962, is 12 stories tall along Main Street, art deco in style and is listed on the National Historic Register. In 2002, after completion of fully renovating the building for the college, Capital occupied the building. There are several building façade renovation projects that need to occur and due to overall costs cannot be funded from current deferred maintenance funding levels. The building facades cannot be accessed as currently exist. A “window washer” staging system supported with a roof mounted structural steel system will be installed as part of this project so the exterior building facades can be accessed. The historic building windows are made from steel. All exterior window frames need to be properly prepared and repainted. Also, there are areas of masonry that need to be accessed for repointing and general repairs.

- **Norwalk Community College Facility Improvements**  
**FY 20 - \$4,500,000 (Design & Construction)**
  - **Priority #11**
  - **Authorization Language:** Educational, facility and site improvements
  - **Justification:** Design and Construction funding for miscellaneous interior and site improvements
  - **Program:** Coordination of Higher Education
  - **Prior State Authorizations:** None

Many interior building components have achieved their useful life and are need of replacement. Much of this project entails building toilet room renovations, flooring and ceiling replacements and parking lot renovations. Prior deferred maintenance funding levels has been insufficient to complete this work.

#### **University Capital Funding Requests**

- **Universities – Alterations/Improvements to Auxiliary Service Facilities**  
**FY 20 - \$10,000,000 & FY 21 - \$10,300,000**
  - **Priority #1**
  - **Authorization Language:** Funding request for Ongoing program

- **Justification:** Annual facility reinvestment funding for the University deferred maintenance program
- **Program:** Physical Plant
- **Prior State Authorizations:** Ongoing program

This program is a continuation of the legislative commitment to provide annual funding from general obligation bonds to finance capital projects impacting residential and other auxiliary service facilities at the four Connecticut State Universities. This funding recognizes the burden placed on students enrolled in the Connecticut State University System who pay fees to service debt for the design and construction of new auxiliary service facilities, as well as renovations and repairs to existing structures, including residence halls, student centers, dining hall facilities and student parking areas.

- **Southern Connecticut State University – Moore Field House Mechanical/Electrical Improvements FY 20 - \$1,633,578 & FY 21 - \$7,610,277**
  - **Priority #2**
  - **Authorization Language:** Infrastructure improvements
  - **Justification:** Design and construction funding to replace antiquated building infrastructure
  - **Program:** Physical Plant
  - **Prior State Authorizations:** None

Moore Field House was constructed in 1976 and has 141,563 gross square feet. Major components of the mechanical and electrical systems are beyond their useful life and are in need of replacement. This project was originally funded under the CSCU 2020 program and was cancelled with funds reallocated to complete Buley Library. Prior deferred maintenance funding levels have not been sufficient to complete the work. This funding will fund preconstruction as well as construction phase services.

**Southern Connecticut State University – Lyman Center for the Performing Arts Mechanical/Electrical Improvements FY 20 - \$495,452 & FY 21 - \$3,324,006**

- **Priority #3**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding to replace antiquated building infrastructure
- **Program:** Physical Plant
- **Prior State Authorizations:** None

The 50,415 gross square foot Lyman Center for the Performing Arts was constructed in 1967 and underwent major renovations in 1993. This facility is Southern's major performance theater. Components of the mechanical and electrical systems are beyond their useful life and are in need of replacement with some of the electrical improvements needing to occur for safety purposes. The project was originally funded under the CSCU 2020 program and was cancelled with funds reallocated to complete Buley Library. Prior deferred maintenance funding levels have not been sufficient to complete the work. This funding will fund preconstruction as well as construction phase services.

- **Western Connecticut State University – Campus-Wide Infrastructure & Campus Improvement Program** FY 20 - \$3,000,000 & FY 21 - \$6,000,000
  - **Priority #4**
  - **Authorization Language:** Infrastructure improvements
  - **Justification:** Design and construction funding to replace antiquated infrastructure and provide general campus improvements
  - **Program:** Physical Plant
  - **Prior State Authorizations:** None

Over the past several years Western has been in process of deteriorating at levels faster than available bond funds allow repairs, replacements and improvements. Funding within this request provides a dedicated funding source to complete the work and restore the campus to a positive path. This work is currently considered moderate in nature. Prior deferred maintenance funding levels have not been sufficient to complete the work. Delayed funding will begin to further age out to projects, increase project scope and significantly drive up improvement costs to difficult catch up levels. Major examples that funding is currently expected to address are listed below:

- Midtown Campus – Science Lab renovations
  - Midtown Campus – Honors House renovations
  - Midtown Campus- Power Plant Boiler replacement
  - Midtown Campus – Parking Garage restoration
  - Campus Wide – Classroom Improvements
  - West Side Campus - O'Neil Sports Center HVAC improvements
  - West Side Campus - Ives Concert Park ADA and code improvements
  - West Side Campus - Athletic Center and practice field improvements
- **Eastern Connecticut State University – Sports Center**

**FY 21 - \$11,039,458 (Design)**

- **Priority #5**
- **Authorization Language:** Academic Improvements
- **Justification:** Preconstruction services for a new facility
- **Program:** Coordination of Higher Education

Eastern's Sports Center was constructed in 1973 at 82,268 gross square feet. Increased enrollment since it was constructed in addition to significant growth in the number of participants in sports on the NCAA level and in recreational and intramural programs has revealed that the facility can no longer adequately support Eastern's various athletic programs and student needs. A new Sports Center of 132,000 gross square feet will be constructed that will support academic programs of the Health and Physical Education Department, student recreation, and intercollegiate athletics. This project will include a large competitive gym, competitive aquatic center, offices, lockers, hospitality areas, athletic training and miscellaneous other support spaces. At the completion of this project, the existing Sport Center will become a CHEFA funded Student Recreation Center.

- **Eastern Connecticut State University – Plant Improvements, Phase 1**

**FY 20 - \$3,710,000, FY 21 - \$8,761,614 (Design & Construction)**

- **Priority #6**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Design and construction funding to replace antiquated building infrastructure
- **Program:** Physical Plant
- **Prior State Authorizations:** None

The existing boilers at the campus Boiler Plant will not meet the demands for any future campus development. The current electric service loop on campus lacks redundancy and additionally requires upgrades to meet future campus development needs. Much of the electric and heating infrastructure is aging to the end of its' useful life. Both systems are fed from the Central Plant. This project provides for upgrading boiler plant and electrical infrastructure to meet future needs.

- **Central Connecticut State University – Campus-Wide Infrastructure & Campus Improvement Program** FY 20 - \$4,000,000 & FY 21 - \$8,000,000

- **Priority #7**
- **Authorization Language:** Infrastructure improvements

- **Justification:** Design and construction funding to replace antiquated infrastructure and provide general campus improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Over the past several years Central has been in process of deteriorating at levels faster than available bond funds allow repairs, replacements and improvements. Funding within this request provides a dedicated funding source to complete the work and restore the campus to a positive path. This work is currently considered moderate in nature. Prior deferred maintenance funding levels have not been sufficient to complete the work. Delayed funding will begin to further age out to projects, increase project scope and significantly drive up improvement costs to difficult catch up levels. Major examples that funding is currently expected to address is listed below:

- Roof Replacement Projects - Copernicus Hall, Maria Sanford Hall and Kaiser Athletic Center
- Building Envelope Restoration Projects – Copernicus Hall & Burritt Hall
- Structural & General Repairs - old steam tunnel and Maria Sanford elevators
- Building Restacking & Backfilling - Davidson Hall
- Parking Lot Resurfacing and Restoration – Campus Wide & Vance Parking Garage
- **Universities – Energy Efficiency Program**  
**FY 20 - \$5,000,000 & FY 21 - \$5,150,000**
  - **Priority #8**
  - **Authorization Language:** Program Funding Request
  - **Justification:** Facility reinvestment funding for the University energy conservation effort
  - **Program:** Physical Plant
  - **Prior State Authorizations:** None

This program compressively addresses capital improvements related to energy conservation efforts at the four universities. This program reduces energy consumption, reduces future deferred maintenance expenditures and drives down operating costs. The payback on investment for individual improvements typically range within 3-10 years. Examples of major improvements include lighting retrofits, installation of high efficiency motors, automated building controls, boiler modifications, replacement of antiquated inefficient mechanical equipment and building retro-commissioning.

- **Western Connecticut State University – Berkshire Hall  
Innovation Center**

**FY 21 - \$5,606,618 (Design)**

- **Priority #9**
- **Authorization Language:** Academic Improvements
- **Justification:** Preconstruction services for a new facility
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

Constructed at the Midtown Campus in 1958 with a 1967 addition this facility is 84,796 gross square feet. As a current classroom building, many of the original functions supported within were for the Fine and Performing Arts program that were relocated to their West Side campus new home in 2015. As a 2 phase project, proposed is the transformation of an underutilized antiquated facility into a vibrant mixed use progressive facility. Phase 1 of this project is commencing as a CHEFA funded (student use and funded) project that will relocate the inadequately sized the Midtown Campus Student Center to its' new home in Berkshire Hall. Some renovations and a new addition will occur during phase 1. This funding request, phase 2 of the project, creates a new campus Innovation Center through renovations, demolition of some of the existing facility as well as a new addition. The completed building will be approximately 150,000 gross square feet. The Innovation Center will support student success and entrepreneurial activity. Part of this programs goal is to make Western a more outward facing university that engages more directly with the community and industry partners. Spaces included in the Innovation Center will include gathering spaces, presentation areas, a Career Center, auditorium, classrooms and academic computing. The current Entrepreneurial Center is located at the West side Campus. At the completion of this project the existing Student Center will be repurposed to a classroom building funded from future general obligation bond funds.

- **Eastern Connecticut State University – Health and Wellness  
Center**

**FY 20 - \$1,578,245, FY 21 - \$10,322,523 (Design &  
Construction)**

- **Priority #10**
- **Authorization Language:** Academic Improvements
- **Justification:** Preconstruction services for a new facility
- **Program:** Coordination of Higher Education
- **Prior State Authorizations:** None

The current Health Center is located in a converted physician's office that can no longer properly service the campus needs. Constructed will be a new 14,000

gross square foot facility. The new center is planned to be a 2 story building with Health Services located on one level with Counseling located on the other level. Included in this project will be examining rooms, counseling spaces, group meeting areas and offices.

- **Southern Connecticut State University – University Police Station**

**FY 21 - \$2,067,636 (Design)**

- **Priority #11**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Campus Vehicle & Pedestrian Circulation Improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Southern's University Police Station is located in an antiquated undersized facility that no longer meets the University's needs. This project will construct a new 10,000 square foot University Police Station. The new facility will be a single story facility that includes offices, holding area, campus security monitoring storage and a sally port. The new facility will promote a campus-wide inviting and secure atmosphere..

- **Eastern Connecticut State University – Eastern Road Vehicle & Pedestrian Circulation**

**FY 20 - \$1,493,403, FY 21 - \$4,885,146 (Design & Construction)**

- **Priority #12**
- **Authorization Language:** Infrastructure improvements
- **Justification:** Campus Vehicle & Pedestrian Circulation Improvements
- **Program:** Physical Plant
- **Prior State Authorizations:** None

Through each stage of Eastern's physical growth, vehicle and pedestrian circulation have maintained an importance for convenience, safety & security and maintenance purposes. This project is the first of a three phased program to address issues that minimize comingling of vehicles and pedestrians, reduce the on-campus quantity of vehicle roadways and better control vehicle access across the campus. This project will close segments of Eastern Road that bisect the campus, install speed tables at various pedestrian street crossings, begins to introduce bike lanes where viable and configures new quadrangles.

## ITEM

## Report on System Office Budget

## SUMMARY

The level of spending at the CSCU system office has been a topic of concern and criticism recently. Much of the criticism has been based on a misunderstanding of what the System Office does, and how its budget impacts the budget and operations of our campuses. To address this, President Ojakian has asked that we revisit the form and presentation of the system budget in order to be more transparent about the centralized use of resources. The purpose of this item is to solicit feedback from the Committee on this subject.

The current System Office is shown below, including the reductions required as part of the FY20 spending plan.

## FY2020 CSCU System Office Budget

	CCC Cost Reduction							% of Total		
	Personnel Cost									
Salary	# of Staff	BOR	CCC	CSU	Total	Salary 2.4%	Rev Total PS	BOR	CCC	CSU
Academic Affairs	19.8	\$17,491	\$2,002,024	\$388,173	\$2,407,688	(\$48,049)	\$2,359,639	1%	83%	16%
Students First	7.0		1,377,300	-	1,377,300	(33,055)	1,344,245	0%	100%	0%
Institutional Research	6.0	-	440,314	168,140	608,454	(10,568)	597,886	0%	72%	28%
Facilities	10.0	-	472,412	608,815	1,081,227	(11,338)	1,069,889	0%	43%	57%
Public Relations	4.0	-	198,525	198,523	397,048	(4,765)	392,283	0%	49%	51%
Government Relations	1.0	-	45,930	45,930	91,860	(1,102)	90,758	0%	49%	51%
Board Affairs	2.0	-	91,474	91,473	182,947	(2,195)	180,752	0%	49%	51%
Executive	3.0	352,071	103,427	151,241	606,739	(2,482)	604,257	58%	17%	25%
Finance	27.5	-	1,879,586	1,099,325	2,978,911	(45,110)	2,933,801	0%	63%	37%
HR & HR Administration	7.0	-	482,145	311,259	793,404	(11,571)	781,833	0%	60%	40%
Legal	5.0	-	388,111	179,553	567,664	(9,315)	558,349	0%	68%	32%
Info Technology	58.0	-	5,313,463	1,373,982	6,687,445	(127,523)	6,559,922	0%	79%	21%
Total Salary	150.3	\$369,562	\$12,794,711	\$4,616,414	\$17,780,687	(\$307,073)	\$17,473,614	2%	71%	26%
Fringe Benefits		\$304,296	\$9,181,623	\$3,483,496	\$12,969,415	(\$209,338)	\$12,760,077	2%	70%	27%
TOTAL Salary & Fringe Benefits		\$673,858	\$21,976,334	\$8,099,910	\$30,750,102	(\$516,411)	\$30,233,691	2%	71%	27%

	All Other Expenses								
Other Expenses (OE)	BOR	CCC	CSU	Total	OE 3%	Rev Total OE	BOR	CCC	CSU
Academic Affairs	-	\$1,625,434	\$792,431	\$2,417,865	(\$48,763)	\$2,369,102	0%	67%	33%
Students First	-	1,562,363	-	1,562,363	(46,871)	1,515,492	0%	100%	0%
Institutional Research	-	128,500	22,750	151,250	(3,855)	147,395	0%	85%	15%
Facilities	-	116,600	489,050	605,650	(3,498)	602,152	0%	19%	81%
Public Relations	-	502,000	3,100	505,100	(15,060)	490,040	0%	99%	1%
Government Relations	-	3,500	3,850	7,350	(105)	7,245	0%	47%	53%
Board Affairs	-	23,943	23,943	47,886	(718)	47,168	0%	49%	51%
Executive	-	127,150	15,800	142,950	(3,815)	139,136	0%	89%	11%
Finance	-	1,333,479	97,969	1,431,448	(40,004)	1,391,444	0%	93%	7%
HR & HR Administration	-	732,137	333,717	1,065,854	(21,964)	1,043,890	0%	68%	32%
Legal	-	133,400	6,349	139,749	(4,002)	135,747	0%	95%	5%
Info Technology	-	5,505,485	2,357,385	7,862,870	(165,165)	7,697,705	0%	69%	31%
Total Other Expenses	-	\$11,793,991	\$4,146,344	\$15,940,335	(\$353,820)	\$15,586,515	0%	73%	27%
GRAND TOTAL Salary, Fringe & OE	\$673,858	\$33,770,325	\$12,246,254	\$46,690,437	(\$870,231)	\$45,820,206	1%	72%	27%

## Notes:

Collective Bargaining Funds (\$3,184,247) managed on behalf of the CCC System are not included in the total OE above.

## ITEM

## Report on Fall 2019 Enrollment

## SUMMARY

The fall 2019 headcount and FTE enrollments at the colleges and universities ended up being lower than originally projected. Overall, fall 2019 actual headcount was -3.8% lower (3,131 heads) and FTE enrollment was -3.7% lower (2066 FTE) when compared to fall 2018, as summarized below:

	Fall 2018		Fall 2019		Fall 2019 vs. Fall 2018 % Change	
	HC	FTE	HC	FTE	HC	FTE
State Universities	32,722	27,100	31,582	26,281	-3.5%	-3.0%
Community Colleges	47,912	27,708	45,905	26,419	-4.2%	-4.7%
Charter Oak	<u>1,641</u>	<u>768</u>	<u>1,657</u>	<u>810</u>	<u>1.0%</u>	<u>5.5%</u>
CSCU Total	82,275	55,576	79,144	53,510	-3.8%	-3.7%

Institutional FTE enrollment census data for fall 2019 compared to fall 2018 is as follows:

<u>FTE Enrollment</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>Variance</u> <u>Fall 2019 vs. Fall 2018</u>	
			<u>#s Inc(Dec)</u>	<u>% Inc(Dec)</u>
<b><u>State Universities</u></b>				
CCSU	9,396	8,918	(478)	-5.1%
ECSU	4,632	4,444	(188)	-4.1%
SCSU	8,353	8,202	(151)	-1.8%
WCSU	<u>4,719</u>	<u>4,717</u>	<u>(2)</u>	<u>0.0%</u>
<b>CSU Total FTE</b>	27,100	26,281	(819)	-3.0%
<b><u>Community Colleges</u></b>				
Asnuntuck	1,062	999	(63)	-5.9%
Capital	1,725	1,648	(77)	-4.5%
Gateway	3,990	3,840	(150)	-3.8%
Housatonic	2,895	2,719	(176)	-6.1%
Manchester	3,505	3,205	(300)	-8.6%
Middlesex	1,478	1,413	(65)	-4.4%
Naugatuck Valley	3,739	3,636	(103)	-2.8%
Northwestern	710	740	30	4.2%
Norwalk	3,171	2,995	(176)	-5.6%
Quinebaug Valley	787	804	17	2.2%
Three Rivers	2,316	2,155	(161)	-7.0%
Tunxis	<u>2,330</u>	<u>2,265</u>	<u>(65)</u>	<u>-2.8%</u>
<b>CCC Total FTE</b>	27,708	26,419	(1,289)	-4.7%
<b>Charter Oak Total FTE</b>	<u>769</u>	<u>810</u>	<u>41</u>	<u>5.3%</u>
<b>CSCU Grand Total FTEs</b>	<u>55,577</u>	<u>53,510</u>	<u>(2,067)</u>	<u>-3.7%</u>

Fall 2019 enrollment decline is in line with national statistics that predicted a continuous downward slope until 2025. Further projected decline is a concern that is directing our institutions to look for different ways of attracting and retaining students. The five-year trend of FTE enrollment at CSCU institutions is presented below:

	FTE Enrollment					<u>Five-Year</u>
	<u>Fall 2015</u>	<u>Fall 2016</u>	<u>Fall 2017</u>	<u>Fall 2018</u>	<u>Fall 2019</u>	<u>% Decline</u>
State Universities	27,471	27,262	27,301	27,100	26,281	-4.3%
Community Colleges	30,431	29,018	28,593	27,708	26,419	-13.2%
Charter Oak	812	750	720	768	810	-0.3%
CSCU Total FTEs	58,714	57,030	56,614	55,576	53,510	-8.9%

The CSCU FY2020 campus spending plans assumed declines in fall enrollment based on the past year trend which was reflected in the respective revenue projections. However, the actual decline for fall is greater than anticipated. Ultimately, tuition and fee revenue is likely to be less than budget as a result of this enrollment decline, although we cannot know yet the full year impact. An updated revenue projection will be included in the mid-year projection in early 2020.