CSCU Board of Regents

AGENDA - REGULAR MEETING
10:00 a.m., Thursday, May 14, 2020
CONDUCTED VIA REMOTE PARTICIPATION
Call-in toll-free number 1-877-668-4493
Meeting number (access code): 199 599 279 # #

1. **Call to Order, Roll Call & Declaration of Quorum**

2. **Adoption of Agenda**

3. **Opportunity to Address the Board***

4. **Executive Session** – discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee

5. **Return to Open Session**

6. **Appointment of College CEOs**
   A. Search Process and Overview – CSCU President Mark Ojakian & Dr. Alice Pritchard, Chief of Staff
   B. Appointment of Capitol-East CEOs – CSC Co-Chair and Regional President Rob Steinmetz
      i. Capital Community College
      ii. Manchester Community College
      iii. Middlesex Community College
   C. Appointment of Shoreline-West CEOs – CSC Co-Chair, Regional President Thomas Coley
      i. Gateway Community College
      ii. Housatonic Community College

7. **Executive Committee – Matt Fleury, Chair**
   A. Students First - Naming of the Single Accredited College: Connecticut State Community College

8. **Appointment of Interim President of Single Accredited College**………………………………………………………………. 1

9. **CSCU President Mark E. Ojakian**

10. **Board of Regents Chair Matt Fleury**

11. **Approval of Previous Meeting Minutes**
    A. February 6, 2020
    B. April 16, 2020

12. **Consent Agenda**
    A. **Academic Programs**
       i. **Discontinuations**
          a. Computer Information Systems: Mobile Application Developer - AS Option – Capital CC ….. 4
          b. Computer Information Systems: Web Publishing - AS Option – Capital CC ……………………….. 6
          c. Computer Support Specialist – AS – Capital CC ……………………………………………………………. 8
          d. Computer Support Specialist: Hardware - AS Option – Capital CC …………………………………… 10
          e. Computer Hardware Support Specialist – Certificate – Capital CC ………………………………… 12

***Opportunity to Address the Board**:

Individuals wishing to address the Board of Regents should submit a communication via email no later than 24 hours prior to the start of the meeting to the following email address: fitzgeralde@ct.edu.   All emails received will be compiled, shared with the Board members and posted on the CSCU website in advance of and during the meeting as well as attached to the meeting minutes.

Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

STUDENTS FIRST - NAMING Of THE SINGLE ACCREDITED COLLEGE AS CONNECTICUT STATE COMMUNITY COLLEGE

May 14, 2020

WHEREAS, In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents the Students First strategy, addressing the system's fiscal challenges and the need for improvements in the quality of educational and support services for students; and

WHEREAS, One tenet of the strategy was the consolidation of administrative functions and the other being the merger of the community colleges into a single accredited institution; and

WHEREAS, Pursuant to Section 10a-6 of the Connecticut General Statutes, the Board of Regents has been given duties as the governing body for the Connecticut State Colleges and Universities that include, but are not limited to establishing policies and guidelines, monitoring and evaluating the viability of the institutions and merging and closing institutions.; and

WHEREAS, In accordance with its prescribed authority, the Board acted to mergethe 12 regional community technical colleges into a single accreditated institution which is an important action for improving student success measures and ensuring the long term fiscal sustainability of the community colleges; and

WHEREAS, The Board voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC), seeking its approval for the merger of the 12 individually accredited regional community technical colleges into a single accredited college; and

WHEREAS, Plans are underway to have the single accredited community college operational for the 2023-2024 academic year; and

WHEREAS, This action calls only for the naming of the single accredited college while individual campus identification and related marketing processes and strategies will include the engagement of each campus and will happen in the future.

WHEREAS, CSCU President Mark E. Ojakian, after due consideration has presented a recommended name for the single accredited college for the Board's consideration, now therefore, be it

RESOLVED, the single accredited college will be named the Connecticut State Community College.
A True Copy:

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

ITEM
Students First – Naming of the new institution as Connecticut State Community College.

BACKGROUND
In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents the Students First strategy, including two central tenets to help address the system's fiscal challenges while improving quality of educational and supports for students: with one tenet being consolidation of administrative functions and the other being an organizational consolidation for the community colleges. The Board's authority to merge colleges is statutorily prescribed in Section 10a-6 of the Connecticut General Statutes.

The Board voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC) seeking its approval for the consolidation of the 12 individually accredited regional community technical colleges into a single accredited college.

On December 19, 2019, the Board reaffirmed the Students First guiding principles, originally adopted on April 3, 2017, and stipulated the priorities and key considerations to be utilized during the transition to a single accredited community college.

In June 2020, CSCU intends to submit a transition plan to NECHE highlighting the work already accomplished and the additional work to be completed in preparation of the launch of the single accredited college in 2023. Central to this plan is demonstration that the single accredited college is being constituted with key activities underway including the naming of the college so that its identity can be separated from the CSCU system office.

To accomplish the objective of selecting a name, President Ojakian is recommending the Connecticut State Community College as the name for the Board's consideration. In formulating this recommendation, several key factors have been considered.

Institutional mergers are a growing movement in higher education, often integrating multiple institutions to create one college and one identity. After reviewing research on this topic, it is clear that the choice of a name can influence the perception about an institution and how stakeholders make decisions about the institution. While a name is an important part of perception, it is only one part of the equation. Organizational values, vision, consistency, and experience all contribute to such perception.

President Ojakian and CSCU staff identified three potential naming options in determining a recommendation: Connecticut Community College, Connecticut State College, and Connecticut State Community College. The analysis of pros and cons of each potential name are as follows:

Connecticut Community College:
Pro: Short and concise; says clearly what it is; stays in line with what people currently know.
Con: Does not connote a major shift or change; audiences may continue to use current naming system. In a ranking of America's top two-year institutions, only two of the top 10 are called "community" colleges.

Connecticut State College:
Pro: Short, easy to remember; creates a collegiate and unifying name people would be excited to belong to; and elevates the offering for students.
Con: Loses the connection to being a community-based institution.

Connecticut State Community College:
Pro: Incorporates all key points and clearly states what is offered. A clear new direction for a new institution.
Con: "Connecticut" and "Community" are both long words, and audiences will likely shorten or drop words.

CSCU's recommendation is for the Board to move forward with **Connecticut State Community College**. This name signifies the stature of the future single accredited college which will be one of the largest in the country with 80,000 students and presigious degrees in hundreds of academic programs. The investment made into the merger deserves a name that is a departure from the past and signifies a new identity that builds on the past but speaks to the future. However, it is important to continue to show the strong community connection. This name positions the new college as one statewide organization.

It is important to note that the naming of the college is just one step in the process of identifying the single accredited college. Perhaps more important than the formal name is the colloquial name or abbreviation that will be commonly used to identify the College, the determination of what each individual campus will be called, and the development of marketing materials. CSCU intends those processes to include significant feedback from community college students, faculty, and staff and to take place over the next two years as we prepare for the opening of the single accredited college for the 2023-2024 school year. Today's proposal only calls for the naming of the single accredited college while the campus identification and marketing processes and strategies will happen in the future.

RECOMMENDATION
That the Board of Regents for Higher Education adopts the proposed resolution naming the single accredited college as Connecticut State Community College.

5/5/2020 Executive Committee
5/14/20   Board of Regents

g:\2020-05-14\7.a. sf - naming single accredited college.docx

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Information Systems: Mobile Application Developer (CIP Code: 50.0401 / OHE # 017998) leading to an Associate of Science at Capital Community College.

A True Copy:

_____

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

ITEM
Discontinuation of a program in Computer Information Systems: Mobile Application Developer leading to an Associate of Science at Capital Community College.

BACKGROUND
Capital developed the Computer Information Systems: Mobile Application Developer A.S. Option as part of Capital's participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

Since the inception of the Computer Information Systems: Mobile Application Developer A.S. Degree Option, Capital faced challenges enrolling students into this program. Program enrollment never met the enrollment goals set forth in the original degree program proposal. Enrollment has remained low throughout the program history, despite significant efforts to market the program to area secondary schools, and despite prior outreach and partnership with local workforce boards. Currently, there are only 5 students in the program.

Capital seeks to discontinue and terminate the Computer Information Systems: Mobile Application Developer A.S. Degree Option program and redirect program resources and curriculum into the parent Computer and Information Systems A.S. degree program.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Information Systems: Mobile Application Developer A.S. Degree Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Information Systems: Web Publishing (CIP Code: 11.0401 / OHE # 007110) leading to an Associate of Science at Capital Community College.

A True Copy:

_____

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

ITEM

Discontinuation of a program in Computer Information Systems: Web Publishing leading to an Associate of Science at Capital Community College.

BACKGROUND

The Computer and Information Systems: Web Publishing A.S. Degree Option was developed to prepare graduates for entry level employment as web site designers and web programmers. While employment demand in this area remains high, Capital has had significant difficulty enrolling students into this A.S. degree option program. Capital seeks to discontinue the Computer and Information Systems: Web Publishing A.S. Degree Option due to decreased program enrollment. Currently, there are only 2 students in the program.

Capital seeks to discontinue and terminate the A.S. degree option program and redirect the program resources and curriculum into the parent Computer and Information Systems A.S. degree program. There are currently only two web design and development courses unique to this degree program - CST* 250 Web Design and Development II, and CST *258 Fundamentals of Internet Programming. These courses will remain in the Capital catalog and be offered periodically to students in the Computer and Information Systems degree program and related certificate programs.

Because of industry demand for graduates with skills in web design and web publishing, Capital will continue to offer coursework in this area, and will continue to offer a certificate program in this area. The certificate program is being modified to allow students to complete the certificate in a shorter time frame (12-months) as well as being revamped to align and prepare graduates for in-demand industry certifications.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Information Systems: Web Publishing A.S. Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Support Specialist (CIP Code: 11.1006 / OHE # 013650) leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM
Discontinuation of a program in Computer Support Specialist leading to an Associate of Science at Capital Community College.

BACKGROUND
The Computer Support Specialist AS degree was developed to prepare graduates for entry-level support Information Technology support roles, such as Help Desk Technician, Technical Support Specialist, and Customer Service Representative. While employment demand in this area remains high, Capital has had significant difficulty enrolling students into this A.S. degree program. Capital seeks to discontinue the Computer Support Specialist degree due to decreased program enrollment. Currently, there are only 7 students in the program.

Capital seeks to discontinue and terminate the Computer Support Specialist AS degree program and redirect the resources and curriculum into the existing Computer and Information Systems AS degree program. There are currently only three unique computer support courses in this degree program: CST* 125 Help Desk Concepts, CST* 140 Intro to Computer Hardware, and CST* 240 Advanced Computer Hardware. These courses will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Support Specialist AS degree will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming / computer technology course as needed.

We also anticipate that many of the 7 students remaining in this program will likely switch to one of the other computer-related degree programs at the college, however this (and other options) will be discussed with each student when they meet with their faculty advisor.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this Associate of Science.

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

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

RESOLUTION

concerning

Program Discontinuation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Support Specialist: Hardware (CIP Code: 11.1006 / OHE # 012298) leading to an Associate of Science at Capital Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Support Specialist: Hardware leading to an Associate of Science at Capital Community College.

BACKGROUND

The Computer Support Specialist: Hardware Support A.S. Degree Option was developed to prepare graduates for entry-level support Information Technology support roles, such as Help Desk Technician, Technical Support Specialist, and Customer Service Representative. In recent years, changes such as virtualization and cloud-computing, outsourcing, decreased technology costs, and automation have all dramatically changed the employment landscape for Hardware Support technicians, in that, even "entry-level" jobs require more technical skill/specialization. In addition, Capital has had significant difficulty enrolling students into this A.S. degree option program. Currently, there are only 7 students in the program. Thus, Capital seeks to discontinue the Computer Support Specialist: Hardware Support AS Option due to low enrollment.

Capital seeks to discontinue and terminate the Computer Support Specialist: Hardware Support A.S. Option and redirect program resources and curriculum into the Computer and Information Systems A.S. degree program. There are currently only three computer support courses unique to this degree program - CST* 125 Help Desk Concepts, CST* 140 Intro to Computer Hardware, and CST* 240 Advanced Computer Hardware. These courses will remain in the Capital catalog and be offered periodically to students in the Computer and Information Systems degree program and related certificate programs.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Support Specialist: Hardware Support A.S. Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

RECOMMENDATION

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

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

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

RESOLUTION

concerning

Program Discontinuation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Computer Hardware Support Specialist (CIP Code: 11.1006 / OHE # 012299) leading to a C2 Certificate at Capital Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Computer Hardware Support Specialist leading to a C2 Certificate at Capital Community College.

BACKGROUND

The computer technology industry is one of the fastest changing industries in the world. The Computer Hardware Support Specialist certificate was developed at Capital at a time when there were significant needs for Hardware Repair Technicians to re-build and repair PCs, as well as a time when companies employed large, on-site, help-desk teams to respond and reply to employee IT issues. Technological changes such as virtualization and cloud-computing, outsourcing, decreased technology costs, and automation have all dramatically changed this landscape. Additionally, the labor market has changed to require that even "entry-level" jobs require more technical skill/specialization. All of these changes have led our Computer Hardware Support Specialist certificate to be less competitive for graduates and less desirable for employers. Additionally, Capital has had significant difficulty enrolling students into this certificate program in recent years. Currently, there are 0 students in the program. Thus, Capital seeks to discontinue the Computer Hardware Support Specialist certificate due to low enrollment.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Suspension

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Computer Software Support Specialist (CIP Code: 11.1006 / OHE # 013650) leading to a C2 Certificate at Capital Community College until May 2022.

A True Copy:

_____

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

ITEM

Suspension of a program in Computer Software Support Specialist leading to a C2 Certificate at Capital Community College until May 2022.

BACKGROUND

The Computer Software Support Specialist Certificate was developed to prepare students for the positions of Help Desk Technician, Technical and Support Specialist, and Customer Service Representative. Additionally, the certificate was designed to provide graduates technical skills to diagnose and resolve software-related computer problems for clients in person, via phone or via teleconferencing.

While employment demand in this area remains high, in recent years, Capital has had significant difficulty enrolling students into Computer Software Support Specialist certificate and parent AS degree program. Currently, there is only 1 student in the program.

Capital seeks to discontinue the parent Computer Support Specialist A.S. degree program but only suspend the Computer Software Support Specialist Certificate. Our plan is to revamp and redesign the certificate, so that the Computer Software Support Specialist Certificate can be completed in 12-months (which it currently cannot). We also need to update the curriculum to align with specific industry-credentials.

During the certificate program suspension, Capital faculty will work with industry representatives on our Computer Advisory Board and analyze industry trends to determine the best curricular changes and focus area(s), to ensure the certificate sufficiently prepares graduates for entry-level employment and meets industry needs.

Students enrolled in the Computer Software Support Specialist certificate will be able to take any required courses for graduation in an Independent Study format, or be provided the option (where appropriate) to substitute a different computer technology course as needed.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this C2 Certificate.

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

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

RESOLUTION

concerning

Program Suspension

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a
program in Mobile Application Developer (CIP Code: 50.0401 / OHE # 017997) leading
to a C2 Certificate at Capital Community College until May 2022.

A True Copy:

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

ITEM
Suspension of a program in Mobile Application Developer leading to a C2 Certificate at Capital
Community College until May 2022.

BACKGROUND
Capital developed the Mobile Application Developer Certificate and parent Computer
Information Systems: Mobile Application Developer A.S. Option as part of Capital's
participation in the Northeast Resiliency Consortium - a US Department of Labor Trade
Adjustment Assistance Community College and Career Training (TAACCCT) grant. The
TAACCCT grant objective was to create programs that train Trade Adjustment Assistance
(TAA)-impacted workers, veterans, unemployed workers, and under-employed workers for
current and emerging jobs. As part of this grant, CCC partnered with local workforce
representatives to determine workforce needs within the information technology industry. As a
result, Mobile Application Developer was identified as an emerging occupation for which
additional training programs are needed. The proposed degree option and certificate programs
met the goals of the TAACCCT grant, in both developing highly skilled workers for the
information technology industry, and in providing a menu of educational options ranging from
certificates to associate degrees with the potential for transfer to bachelor degree programs. The
TAACCCT grant provides funding to support many facets of the proposed programs, including
instruction, prior-learning assessment, recruitment, retention, internships and job placement
services.

Since the inception of the Mobile Application Developer Certificate program, Capital faced
challenges enrolling students into this program. Program enrollment never met the enrollment
goals set forth in the original degree program proposal. Enrollment has remained low throughout
the program history, despite significant efforts to market the program to area secondary schools,
and despite prior outreach and partnership with local workforce boards. Currently, there are 0
students in the program.

Capital seeks to suspend the Mobile Application Developer Certificate program while we take
time to re-tool it and bring it back at a future date with a different course sequence and alignment
with the college's regular Computer Information Systems parent program. There are currently
three mobile application development courses unique to this certificate program (CSC* 262
Programming Mobile Devices I, CSC* 272 Advanced Mobile Apps I, CSC* 284 Advanced
Mobile Apps II). Our plan is to revamp and redesign the curriculum, so that the Mobile
Application Developer Certificate can be completed in 12-months. We also plan to update the
curriculum to align with specific industry-credentials.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and
Student Affairs that the Board of Regents approve the suspension of this C2 Certificate.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Robotics and Mechatronics Engineering Technology (CIP Code: 15.0405 / OHE #16962), including an approval for an exception to the Credit Normalization Policy – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

_____

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

ITEM
Program modification of a program, Robotics and Mechatronics Engineering Technology, including an approval for an exception to the Credit Normalization Policy, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND
The BS in Robotics and Mechatronics Engineering Technology was accredited in 2012. Since then, the fields of Robotics, Mechatronics, machine vision, and programmable logical controllers have rapidly advanced, necessitating curriculum updates. These changes were informed by our Industrial Advisory Board to meet industry and market requirements. Further, these changes will better position the program for reaccreditation by ABET. The proposed curriculum will also open more industrial opportunities to CCSU students.

The Robotics and Mechatronics Engineering Technology BS received exemption from BR# 14-111 to offer this program at 130 credits.

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 Student Affairs concurs with this recommendation.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Mechanical Engineering-MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology (CIP Code: 14.1901) – leading to a Master of Science in Mechanical Engineering at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM

Establishment of a new program leading to a Master of Science in Mechanical Engineering in Bachelor of Science in Mechanical Engineering-MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology at Central Connecticut State University.

BACKGROUND

The Engineering Department within the School of Engineering, Science, and Technology at Central Connecticut State University proposes to dissolve its Master of Science in Engineering Technology (MSET) degree program with two specializations and instead offer two independent Master of Science in Engineering degrees: a Master of Science in Civil Engineering (MSCE) and a Master of Science in Mechanical Engineering (MSME). The MSME will eventually afford students the option of three concentrations: (1) Mechanical Design, Materials, and manufacturing; (2) Thermo-fluids and Energy; and (3) Control, Dynamics, and Aerospace Systems. The Engineering Department intends to first offer the "Mechanical Design, Materials, and Manufacturing" concentration given our current and initially proposed resources. With continued growth, additional faculty members could be added to achieve full-scale program implementation across all three concentrations.

This proposal also includes two embedded 12-credit Official Certificate Programs in Additive Manufacturing Engineering and in Advanced Manufacturing Engineering. All credits of either OCP can be applied to the MSME. These OCPs also serve an important function of providing continuing education opportunities to licensed professional engineers.

The Master of Science in Engineering Technology (MSET) was developed prior to CCSU offering any engineering degrees. Enrollments within the program have steadily declined from 11 students in Fall 2015 to 1 student in Fall 2018. The MSET tends to draw only from the CCSU Bachelor of Science in Engineering Technology programs and a Master's degree is generally not sought by professionals having that credential since it is generally not needed to secure a position.

The Master of Science in engineering programs (MSCE and MSME) are more appropriate next steps to our very successful and more analytical engineering degrees now offered. Over the past 3 years, the Mechanical Engineering BS program averages 308 students in Fall headcount enrollment and graduates an average of 49 students per year. Many of our graduates have needed to seek advanced degrees at other institutions. The MSME will draw students from a larger number of in-State graduates and professionals holding a BS in Mechanical Engineering. International students may also find the degree attractive to bolster their credentials for work in the US.

RECOMMENDATION

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

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

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

RESOLUTION

concerning

Approval of a New Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Applied and Computational Mathematics (CIP Code: 27.03.4) – leading to a Bachelor of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM
Establishment of a new program leading to a Bachelor of Science in Applied and Computational Mathematics at Western Connecticut State University.

BACKGROUND
The BS in Applied and Computational Mathematics supports the mission of Western Connecticut State University by providing educational experiences that connect our broad-based liberal arts curriculum with opportunities for professional opportunities. Graduates of this degree will be prepared for myriad career opportunities as well as graduate study. In addition, the emphasis on applied capstone experiences, in which students have the opportunity to pursue research and/or participate in an internship, connects their work to real world problems. As our liberal arts degrees evolve, this program will serve as a model for weaving career applications into the curriculum.

Since the employment applications of this option are so broad and often emergent, no single CIP code is general enough to capture even a small range of potential jobs. As per SIAM, math careers outside of academia rarely carry a simple title of "Mathematician" and are often coupled with a specialty. Drawing from SIAM Careers in Applied Mathematics, BIGMath Network (a society that connects mathematical scientists in business, industry, government and academia), AMS/SIAM advertisement as well as other sources, we have compiled a document, (in the appendix), that includes over 130 possible job types that are realistic for graduates of this program to obtain.

The options of the program were chosen by, among other things, considering the specializations / qualifications of the current faculty within the mathematics department and university at large and the opportunities in the geographical region defined by New York City, Hartford, and Boston. This will ensure strong research projects with WCSU faculty, and the availability of internship opportunities in the region.

It should be noted that we are also leveraging existing technologies. The new program will expose students to data science and machine learning techniques, mathematical modeling, numerical analysis, and computational math by, including, but not limited to, using software the university already has access to, such as MATLAB, Mathematica, Python, LaTeX and others.

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Data Science Option (CIP Code: 27.0304) – leading to an Associate of Science at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

_____

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

ITEM
Approval of the replication of an Associate of Science: College of Technology Program in
Technology Studies: Data Science Option at Tunxis Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's
Engineering Science or Technology Studies academic program (Associate of Science degree,
Certificate, and Program Option) or modification previously approved by the Board of Regents
for another Community College. Tunxis Community College intends to create a Technology
Studies: Data Science Option that mirrors the program and curriculum at Northwestern
Community College approved by the Board of Regents on September 19, 2019.

Data Scientists are becoming increasingly in demand in the business industry. Data Science, also
known as Data Analytics, is one of the fastest growing fields according to the U.S. Bureau of
Labor and Statistics. Statisticians are projected to grow the fastest of any occupation in this
mathematical group, at 33.8 percent from 2016 to 2026. The field of data science will be a source
of particularly high demand for these workers. This program would allow our students to enter
this growing field, either by entering the field with an Associate's Degree and being mentored by
senior data scientists or continuing on to obtain a Bachelor's degree in the field. Many of the
CSU's are beginning to offer programs in Data Science and our students would be poised to
transfer to these programs. New Bachelor's programs in Data Analytics are also being offered at
St. Joseph's University and University of Hartford, increasing the opportunities for transfer for
our students.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council
that the Board of Regents approve the replication of this College of Technology Program. The
System's Provost and Senior Vice President for Academic and Student Affairs concurs with this
recommendation.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Data Science (CIP Code: 27.0304) – leading to a C2 Certificate at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation.

A True Copy:

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

ITEM
Approval of the replication of a C2 Certificate in Data Science at Tunxis Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) or modification previously approved by the Board of Regents for another Community College. Tunxis Community College intends to create a C2 Certificate in Data Science that mirrors the program and curriculum at Northwestern Community College approved by the Board of Regents on September 19, 2019.

Data Scientists are becoming increasingly in demand in the business industry. Data Science, also known as Data Analytics, is one of the fastest growing fields according to the U.S. Bureau of Labor and Statistics. Statisticians are projected to grow the fastest of any occupation in this mathematical group, at 33.8 percent from 2016 to 2026. The field of data science will be a source of particularly high demand for these workers. This program would allow our students to enter this growing field, either by entering the field with an Associate's Degree and being mentored by senior data scientists or continuing on to obtain a Bachelor's degree in the field. Many of the CSU's are beginning to offer programs in Data Science and our students would be poised to transfer to these programs. New Bachelor's programs in Data Analytics are also being offered at St. Joseph's University and University of Hartford, increasing the opportunities for transfer for our students.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the replication of this College of Technology Program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation of a Licensed Program

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the continued accreditation of five licensed programs,

- Computer Networking (CIP Code: 11.1001 / OHE #018103) – leading to an Associate of Science
- Computer Networking: Cybersecurity Option (CIP Code: 11.1003 / OHE #018105) – leading to an Associate of Science
- Computer Networking (CIP Code: 11.1001 / OHE #018104) – leading to a C2 Certificate
- Cybersecurity (CIP Code: 11.1003 / OHE #018106) – leading to a C2 Certificate
- Cisco Certified Networking Associate (CIP Code: 11.1002 / OHE #018180) – leading to a C1 Certificate

at Capital Community College.

A True Copy:

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

ITEM
Continued accreditation of 5 licensed programs in

- Computer Networking (CIP Code: 11.1001 / OHE #018103) – leading to an Associate of Science
- Computer Networking: Cybersecurity Option (CIP Code: 11.1003 / OHE #018105) – leading to an Associate of Science
- Computer Networking (CIP Code: 11.1001 / OHE #018104) – leading to a C2 Certificate
- Cybersecurity (CIP Code: 11.1003 / OHE #018106) – leading to a C2 Certificate
- Cisco Certified Networking Associate (CIP Code: 11.1002 / OHE #018180) – leading to a C1 Certificate

at Capital Community College.

BACKGROUND
In Spring 2019, a request for continued accreditation of these programs was submitted to the BOR in tandem with other programs across the CSCU system due to expired licensures. After consideration of that joint proposal, the ASA Committee requested that a full proposal for continued accreditation of these program be submitted during Spring 2020. The following data reflects the current status of these programs.

Computer Networking (CIP Code: 11.1001 / OHE #018103) A.S.

PERFORMANCE INDICATORS
Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Computer Networking AS (parent) degree's Year 3: 15
Actual full-time equivalent (FTE) enrollment for Computer Networking AS (parent) degree's most recent semester: 7.9
Difference: -7.1

Cost Effectiveness
Total Revenue generated by the Computer Networking AS (parent) degree during its most recent year: $39,121
Total Expenditures apportioned to the Computer Networking AS (parent) degree in its most recent year: $27,401
Difference (Net Gains): $11,720

PROGRAM CHANGES
Capital has improved the resources of the Computer Networking AS (parent) degree curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There have also been several curricular changes to the Computer Networking AS (parent) degree since program inception.
• The original degree proposal consisted of MAT 137 (Intermediate Algebra or higher) plus a 3-credit Math Elective course. Based on feedback from transfer institutions, these were changed to MAT 184 (Trigonometry with Embedded Algebra) plus MAT 167
(Statistics)
• The original degree proposal consisted of COM* 173 Public Speaking as an option. This course was dropped since the program advisory board recommended BMG 202 (Business Communications) as a more appropriate option and courses were repositioned within the program to provide room for a second technical elective (CSA*, CSC*, CST* elective)
• Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution.
• Based on feedback from the program Advisory Council, employers and student interest, Capital is replacing CST 283 with a new course in virtualization and cloud computing (CST xxx – Virtualization and Cloud Computing I) that provides students foundational skills in managing and deploying virtualized data platforms and virtual machines. The new course prepares students for the entry-level VMWare Certified Associate industry credential. The Computer Networking A.S. (parent) Degree learning outcomes have been updated to incorporate knowledge and skills in this competency.

Computer Networking: Cybersecurity (CIP Code: 11.1003 / OHE #018105) A.S.

PERFORMANCE INDICATORS
Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Computer Networking: Cybersecurity AS Degree Option's Year 3: 14.4
Actual full-time equivalent (FTE) enrollment for this CN: Cybersecurity AS Degree Option's most recent semester: 24.1
Difference: up 9.7

Cost Effectiveness
Total Revenue generated by the CN: Cybersecurity AS Degree Option during its most recent year: $140,567
Total Expenditures apportioned to the CN: Cybersecurity AS Degree Option in its most recent year: $82,312
Difference (Net Gains): $58,255

PROGRAM CHANGES

Capital has improved the resources of the CN: Cybersecurity AS Degree Option curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking / cybersecurity courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking/ cybersecurity skills.

There have also been several curricular changes to the CN: Cybersecurity AS Degree since program inception.
• The original degree proposal consisted of MAT 137 (Intermediate Algebra) as the sole mathematics requirement. Based on feedback from transfer institutions, this was replaced with MAT 137 (Intermediate Algebra) OR MAT 184 (Trigonometry with
Embedded Algebra) OR MAT 167 (Principles of Statistics)
• Based on feedback from transfer institutions, ECN 102 (Principles of Microeconomics) was added as an optional course for students interested in pursuing transfer
• The original degree proposal consisted of COM* 173 Public Speaking as an option. This course was dropped since the program advisory board recommended BMG 202 (Business Communications) as a more appropriate option and courses were repositioned within the program to provide room for a second technical elective (CSA*, CSC*, CST* elective)

Computer Networking (CIP Code: 11.1001 / OHE #018104) C2 Certificate

PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for the Computer Networking Certificate's Year 3: 0.9
Actual full-time equivalent (FTE) enrollment for Computer Networking Certificate's most recent semester: 0.8
Difference: -0.1

Cost Effectiveness

Total Revenue generated by the Computer Networking Certificate during its most recent year: $3,426
Total Expenditures apportioned to the Computer Networking Certificate in its most recent year: $917
Difference (Net Gains): $2,509

PROGRAM CHANGES

Capital has improved the resources of the Computer Networking Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy,

Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There are also several curricular changes underway to the Computer Networking Certificate since program inception.
• Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution.
• Based on feedback from the program Advisory Council, employers and student interest, Capital is replacing CST 283 with a new course in virtualization and cloud computing (CST xxx – Virtualization and Cloud Computing I) that provides students foundational skills in managing and deploying virtualized data platforms and virtual machines. The new course prepares students
for the entry-level VMWare Certified Associate industry credential. The Computer Networking A.S. (parent) Degree learning outcomes have been updated to incorporate knowledge and skills in this competency.

Cybersecurity (CIP Code: 11.1003 / OHE #018106) C2 Certificate

PERFORMANCE INDICATORS
Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Cybersecurity Certificate's Year 3: 1.6
Actual full-time equivalent (FTE) enrollment for the Cybersecurity Certificate's most recent semester: 2.4
Difference: up 0.8

Cost Effectiveness
Total Revenue generated by the Cybersecurity Certificate during its most recent year: $22,710
Total Expenditures apportioned to the Cybersecurity Certificate in its most recent year: $10,087
Difference (Net Gains): $12,623

PROGRAM CHANGES
Capital has improved the resources of the Cybersecurity Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking/cybersecurity courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking/cybersecurity skills.

No curricular changes have been made to the Cisco Certified Network Associate (CCNA) Certificate since program inception.

Cisco Certified Networking Associate (CIP Code: 11.1002 / OHE #018180) C1 Certificate

PERFORMANCE INDICATORS
Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Cisco Certified Networking Assoc (CCNA) Certificate's Year 3: 1.7
Actual full-time equivalent (FTE) enrollment for the Cisco Certified Net. Assoc (CCNA) Certificate's most recent semester: 1.0
Difference: -0.7

Cost Effectiveness
Total Revenue generated by the Cisco Certified Networking Assoc (CCNA) Certificate during its most recent year: $2,284
Total Expenditures apportioned to the Cisco Certified Networking Assoc (CCNA) Certificate in its most recent year: $917
Difference (Net Gains): $1,367

PROGRAM CHANGES
Capital has improved the resources of the Cisco Certified Network Associate (CCNA) Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There are also several curricular changes underway to the Cisco Certified Network Associate (CCNA) Certificate since program inception.

• Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution. In order to ensure this certificate maintains financial aid eligibility, a computer elective (CSA, CSC, or CST) course is being added.

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Mechatronics Automation Technician (CIP Code: 14.4201 OHE # 19029) leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

_____

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

ITEM
Continued Accreditation of a Mechatronics Automation Technician program leading to a C2 Certificate at Quinebaug Valley Community College.

BACKGROUND
Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment
The Mechatronics Automation Certificate is still in its beginning stages for enrollment. QVCC 's lab has limited equipment to hold larger size classes and the plan is to recruit interested high school students who would be available for daytime classes. This field of automation is an important part of filling those jobs that business and industry has had trouble finding skilled individuals. Apprenticeship is relatively new in this field as well and QVCC sees great opportunities to attract more businesses sending incumbent workers for more training.

Cost Effectiveness
The program has had a positive fiscal impact. Revenue exceeded expenditures by $35,448 in the program's first 3 years.

Learning Outcomes
Student learning outcomes are assessed in each course with a combination of in-class activities, hands-on skill demonstrations, quizzes, and exams. The Mechatronics advisory board is consulted regularly to ensure that the assessed learning outcomes adequately prepare program graduates with skills and knowledge appropriate for the work force.

PROGRAM CHANGES
There are no changes to the program courses or alignment of disciplines.

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the 2020 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

_____

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

ITEM
Approval of the 2020 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND
In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.

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

MEMORANDUM

TO: Mark Ojakian, President
Connecticut State Colleges and University System

FROM: Zulma R. Toro, President
Central Connecticut State University

DATE: April 21, 2020

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2020-21:

To Professor

Jan Bishop, Physical Education & Human Performance
Haji Naik Dharavath, Computer Electronics & Graphic Technology
Xiaobing Hou, Computer Electronics & Graphic Technology
A. Tomasz Jarmoszko, Management Information Systems
Jelane Kennedy, Counselor Education & Family Therapy
Michelle Kusaila, Accounting
Chester Labedz, Management & Organization
C. Christopher Lee, Management & Organization
Namhun Lee, Manufacturing & Construction Management
Jason Melnyk, Physical Education & Human Performance
Jennifer Piatek, Geological Sciences
Christina Robinson, Economics & Graduate Studies
Kareem Shabana, Management & Organization
Reginald Simmons, Criminology & Criminal Justice
Jeffrey Thomas, Geological Sciences
Fu-Shang Wei, Engineering
Jacob Werblow, Educational Leadership, Policy & Instructional Technology
Bin Zhou, Engineering

To Coach II

Patrick Hall, Athletics

To Associate Professor

Caleb Bragg, Psychological Science
Cameron Brewer, Philosophy
Jotham Burrello, English
Myungjin Chae, Manufacturing & Construction Management
Sixia Chen, Computer Science

Jeanne Criscola, Design (Graphic Information)
Margaret Donohue, Counselor Education & Family Therapy
Timothy Garceau, Geography
Charisse Levchak, Sociology
Tatiana Melendez-Rhodes, Counselor Education & Family Therapy
Elizabeth Brewer Olson, English
Matthew Orange, Physical Education & Human Performance
Sinead Ruane, Management & Organization
Rahul Singhal, Physics & Engineering Physics
Chad Williams, Computer Science

To Coach I

Patrick Holden, Athletics

The following will be granted Tenure

Caleb Bragg, Psychological Science
Cameron Brewer, Philosophy
Jotham Burrello, English
Myungjin Chae, Manufacturing & Construction Management
Sixia Chen, Computer Science
Jeanne Criscola, Design (Graphic Information)
Margaret Donohue, Counselor Education & Family Therapy
Timothy Garceau, Geography
Michelle Kusaila, Accounting
C. Christopher Lee, Management & Organization
Charisse Levchak, Sociology
Tatiana Melendez-Rhodes, Counselor Education & Family Therapy
Maria Mongillo, Educational Leadership, Policy & Instructional Technology
Elizabeth Brewer Olson, English
Matthew Orange, Physical Education & Human Performance
Mohammad Rahman, Manufacturing & Construction Management
Sinead Ruane, Management & Organization
Kareem Shabana, Management & Organization
Rahul Singhal, Physics & Engineering Physics

/ml

c: A. Suski-Lenczewski

EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

DATE: April 20, 2020

TO: Mark Ojakian
             President, Connecticut State Colleges and Universities

FROM: Dr. Elsa M. Núñez
             President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May 2020 meeting. The effective date for all actions is August 24, 2020.

For Tenure:
Dr. Sarah Baires, Anthropology
Dr. Thomas Balcerski, History
Dr. Amy Bataille, Health Sciences
Professor Alycia Bright-Holland, Performing Arts
Dr. Courtney Broscious, Political Science
Dr. Michelle Ferrer, Kinesiology and Physical Education
Dr. Stefan Kamola, History
Dr. Niki Kunene, Business Administration
Dr. Chantal Larose, Mathematical Sciences
Dr. Jenna Scisco, Psychological Sciences
Professor Anya Sokolovskaya, Performing Arts
Mr. David Vrooman, Library

For Promotion to the rank of Professor:
Dr. Cara Bergstrom-Lynch, Sociology
Dr. Reginald Flood, English
Dr. Kim Ward, Mathematical Science

Page-2
President Mark Ojakian
April 20, 2020

For Promotion to the rank of Associate Professor:
      Dr. Sarah Baires, Anthropology
      Dr. Thomas Balcerski, History
      Dr. Amy Bataille, Health Sciences
      Professor Alycia Bright-Holland, Performing Arts
      Dr. Courtney Broscious, Political Science
      Dr. Stefan Kamola, History
      Dr. Niki Kunene, Business Administration
      Dr. Chantal Larose, Mathematical Sciences
      Dr. Tanya Moorehead, Education
      Dr. Jenna Scisco, Psychological Sciences

For Promotion to the rank of Coach IV:
      Mr. Brian Hamm, Athletics Department

c: File

Southern Connecticut
State University

SC
SU

Office of the President

April 17, 2020 - REVISED

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following are my recommendations for Promotion and Tenure, which will be effective August 24, 2020:

TENURE

Dr. Catherine Abel-Berei (Health & Movement)
Dr. Meghan Barboza (Biology)
Dr. Russell Engel (Accounting)
Dr. Lorrie G. Gardella (Social Work)
Dr. Jesse Gleason (World Languages and Lit.)
Dr. Darcy Kern (History)
Dr. Younjun Kim (Economics)
Dr. Joan Kreiger (Health & Movement)
Dr. Julie Ann Liefeld (Social Work)
Dr. Matthew Miller (Env, Geo, & Marine Sci.)

Dr. Kyle O'Brien (Social Work)
Dr. Jessica Powell (Curriculum and Learning)
Dr. Sarah Roe (History)
Dr. Louise Shaw (Curriculum and Learning)
Dr. Robert Smith, Jr. (Management/Intl Bus.)
Dr. Amy Smoyer (Social Work)
Ms. Kari Swanson (Library Services)
Dr. Yan Wei (Special Education)
Dr. Binlin Wu (Physics)
Dr. Olcay Yavuz (Educational Leadership)

PROMOTION

From Assistant to Associate Professor:

Dr. Catherine Abel-Berei (Health & Movement)
Dr. Jemel Aguilar (Social Work)
Dr. Kimberly Bean (Special Education)
Dr. Elisabeth Counselman Carpenter (Social Work)
Dr. Jesse Gleason (World Languages and Literatures)
Dr. Darcy Kern (History)
Dr. Younjun Kim (Economics)
Dr. Joan Kreiger (Health and Movement)
Dr. Matthew Miller (Env, Geo, & Marine Sci.)

Dr. Kyle O'Brien (Social Work)
Dr. Jessica Powell (Curriculum and Learning)
Dr. Sarah Roe (History)
Dr. Melanie Savelli (Comm., Media and Screen St.)
Dr. Louise Shaw (Curriculum and Learning)
Dr. Robert Smith, Jr. (Management/Intl Bus.)
Dr. Amy Smoyer (Social Work)
Dr. Yan Wei (Special Education)
Dr. Olcay Yavuz (Educational Leadership)

From Associate to Full Professor:

Dr. Eric Cavallero (Philosophy)
Dr. Adiel Coca (Chemistry)
Dr. Russell Engel (Accounting)
Dr. Lorrie G. Gardella (Social Work)
Dr. Sean Grace (Biology)
Dr. Rebecca Harvey (Social Work)
Dr. Peter Latchman (Health and Movement)

Dr. Julie Liefeld (Social Work/MFT)
Dr. William Lunn (Health and Movement)
Dr. Theresa Marchant-Shapiro (Political Science)
Dr. Helen Marx (Curriculum and Learning)
Dr. Laura Raynolds (Curriculum and Learning)
Dr. Kari Sassu (Counseling and School Psych.)
Dr. Derek Taylor (Comm., Media and Screen St.)

From Assistant Librarian to Associate Librarian
Kari Swanson (Library Services)

From Associate Librarian to Librarian
Wendeline Hardenberg (Library Services)

From Athletic Trainer I to Athletic Trainer II
Matthew Almeida

From Athletic Trainer II to Athletic Trainer III
Lisa Dupuis

From Athletic Trainer III to Athletic Trainer IV
Alison Dale

From Coach A to Coach I
Brian Nill

From Coach I to Coach II
Mark Fogel

From Coach II to Coach III
Christopher Moran

I request that the Board of Regents act on these recommendations at its May 14, 2020 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino
President

cc: R. Prezant, T. Tyree

To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: April 14, 2020

Re: <u>**REVISED**</u> WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander and Student Affairs Vice President Keith Betts that the following faculty and staff members receive promotion and tenure:

Tenure
Dr. Eileen Campbell, Nursing Department
Dr. Linda Dalessio, Nursing Department
Dr. Forest Robertson, Chemistry Department
Dr. Michael Shoushani, Mathematics Department
Dr. Lai Van Vo, Finance Department

Promotion to Professor
Dr. Jay Brower, Communication & Media Arts Department
Dr. Stavros Christofi, Mathematics Department
Dr. Ming Ling Chuang, Management Department
Dr. Xiaoqi Han, Marketing Department
Dr. Truman Keys, Communication & Media Arts Department
Dr. Douglas O'Grady, Music Department
Dr. Linda Warren, Nursing Department

Promotion to Associate Professor
Dr. Daniel Baluha, Chemistry Department
Dr. Eileen Campbell, Nursing Department
Dr. Linda Dalessio, Nursing Department
Dr. Nicole DeRonck, Education & Educational Psychology Department
Dr. Jennifer Flynn, Management Information Systems Department
Dr. Jacqueline Guzda, Communication & Media Arts Department
Dr. Laurel Larsen, Music Department

Mark E. Ojakian
April 14, 2020
Page 2

Dr. Karen McLean, Social Work Department
Dr. Manoj Misra, Social Sciences Department
Dr. Mary Nielson, Nursing Department
Dr. Lai Van Vo, Finance Department

Promotion to Athletic Trainer 4
Peter Algarin, Athletics Department

c: M. Alexander, Academic Affairs
        K. Betts, Student Affairs
        F. Cratty, Human Resources
        J. Gates, CSCU
        M. Murray, Promotion & Tenure Committee

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

ELLIOTT HORCH

May 14, 2020

WHEREAS, The faculty at Southern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Elliott Horch for the title of Connecticut State University Professor; and

WHEREAS, The President of Southern Connecticut State University, Joe Bertolino, has endorsed the committee's recommendation to award the title to Professor Horch and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Horch, a highly distinguished teacher, prolific scholar and renowned academic with an international reputation, has served Southern Connecticut State University since 2007 and is currently a tenured Professor of Physics; and

WHEREAS, Professor Horch received the Connecticut State University System Research Award in 2011, the Southern Connecticut State University Faculty Scholar Award the following year, and been nominated 14 times for the University's J. Philip Smith Outstanding Teaching Award, and

WHEREAS, Professor Horch has more than 80 publications and approximately $8 million in grants; therefore, be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Elliott Horch of Southern Connecticut State University effective May 14, 2020, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Horch be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

ITEM
Award of the title Connecticut State University (CSU) Professor to Elliott Horch of Southern Connecticut State University

BACKGROUND
In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

> The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

> CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

> Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION
President Joe Bertolino endorses the recommendation of Southern's nominating committee and requests that the Board of Regents award the title CSU Professor to Elliott Horch of the Department of Physics. The System President Mark E. Ojakian and Provost Jane M. Gates concur with this recommendation. President Bertolino's letter of recommendation is attached.

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

April 22, 2020

Mr. Mark Ojakian
President
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, Connecticut 06105

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Elliott Horch to you and the CSCU Board of Regents for designation as a Connecticut State University Professor, effective May 14, 2020.

In this distinguished appointment, Dr. Horch, a Professor of Physics, would replace the recently retired Dr. Terrell Ward Bynum, Professor of Philosophy and join Southern's current CSU Professors: Dr. Vivian Shipley, Professor of English and Dr. David Levine, Professor of Art History.

The CSU Professor Advisory Committee, chaired by SCSU Chemistry Department Chair Adiel Coca, stated that Dr. Horch met the benchmark of excellent in all three selection categories: creative activity, teaching, and service.

 A full Professor since 2013, Dr. Horch has developed a remarkable record of teaching and service excellence and has, with little company in his scholarship stratum, a remarkable record of peer reviewed publications and grant success.

With more than 80 publications, almost 60 in the past seven years, and approximately $8 million in grants, primarily from the National Science Foundation and Department of Defense, Dr. Horch represents one of Southern's most successful scholars in any field.

Add to the mix his strong teaching credentials, devotion to our students, and his level of important service, and you have an individual who can easily serve as a model for newer faculty members who have high aspirations.

Since joining the Physics Department at Southern in 2007, Dr. Horch has earned a stellar reputation for his outstanding work at an international level. With research interests in astrophysics, binary stars, and exoplanets, he regularly collaborates with scientists from around the globe.

An accomplished designer of high-resolution imaging devices and optical detectors to survey the stars and planets, he developed the Differential Speckle Survey Instrument and the SCSU Interferometer, both of which have been used in leading astronomy research.

Allied to this his impressive record of productivity, and Dr. Horch has become a widely respected member of the scientific community. His efforts led to him receiving the Connecticut State University System Research Prize in 2011 and the SCSU Faculty Scholar Award the following year.

Dr. Horch has taught at all levels of our Physics program and was instrumental in the development of our new Master's Degree in Applied Physics. He has taught more than 20 courses at Southern, four of them new. It is clear from his student evaluations that students enjoy having Dr. Horch as an instructor and perhaps unsurprisingly, he has been nominated 14 times for the university's J. Philip Smith Outstanding Teaching Award.

Currently the Chair of the SCSU Research and Scholarship Committee, Dr. Horch is also a member of several professional organizations and external organizing committees. For example, he is the chair of the Scientific Organizing Committee for the Gemini Science Meeting scheduled for June, 2020. He is also Chair of the Science and Technology Advisory Committee for the Gemini Observatory, which has sites in Hawaii and Chile.

This recommendation is in compliance with the terms of the process as outlined within theBOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Horch to be presented to the Board of Regents for their consideration at the May 14th Board of Regents meeting. If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joe Bertolino
President

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

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the funding
recommendations of the CSU-AAUP Faculty Research Grants' Selection
Committee for the 2020-21 program year.

A True Copy:

_____

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

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM
CSU-AAUP Faculty Research Grants

BACKGROUND
Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE
The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RESOURCES
A total of $962,041 has been allocated for the 2020-21 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of $49,727 in residual funds from previous years is available for distribution this year. A grand total of $1,011,768 is available for research projects to be recommended for funding during the 2020-21 program year.

The CSU institutions received a total of 271 proposals from a total of 294 individual faculty members; requesting funds totaling $1,335,239; $333,471 or 33 percent more than what is available for distribution. Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by two faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION
The Selection Committee has recommended that a total of 259 faculty members receive grants totaling $993,915. Its recommendations are contained in the attached roster by CSU institution.

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

CCSU CSU-AAUP Faculty Research Grants Applications – Spring 2020 Competition

Faculty Rank	Last Name	First Name	Department	Grant Title	Funded Amount
Associate Professor	Drew	Sally	Special Education and Interventions	Examination of Efficacy of the Writing in Science Notebook (WiS-N) Intervention to Improve Students' Argument Writing in Inclusive Middle School Science Classrooms	$9,950
Professor	Hermes	Katherine	History	Indigenous Connecticut, 1550-1900: An Interactive Digital Resource	$4,401
Assistant Professor	Lee	Byung	Criminology & Criminal Justice	Sexual Victimization in the Virtual World: An Application of Routine Activities Theory	$4,510
Assistant Professor	Ruhs	Theodora	Journalism	Aging and Sexuality in the Press	$10,000
Assistant Professor	Schenck	Samantha	Economics	The Impact of Corruption on Entrepreneurship and Innovation in Ukraine	$4,939
Assistant Professor	Singhal	Rahul	Physics & Engineering Physics	Synthesis and study of the electrochemical behavior of ternary metal oxide for supercapacitor applications	$6,000
Assistant Professor	Takemae	Natsuko	Special Education and Interventions	International Research on Universal Design for Learning: Embedding Natural Learning Support for Students Through Systematic Frameworks	$9,830
Professor	Valerie	Lynda	Literacy, Elementary and Early Childhood Education	Effect of Permission to Play with Language Model on Student Writing: Motivation, Word Choice and Voice	$5,400
Assistant Professor	Abbas	Syed	Biology	Modulation of cellular serotonin expression by blue light	$4,500
Assistant Professor	Alicea-Velazquez	Nilda	Chemistry & Biochemistry	Determining the basis of SHP-1 phosphatase ligand selectivity using structural approaches	$5,000
Associate Professor	Amaya	Luz	Engineering	Optimization of Vertical Axis Wind Turbine with Solar Power	$4,500
Professor	Barrington	Candace	English	Faithless Love: Re-Reading Chaucer's The Canterbury Tales through Global Languages	$2,250
Assistant Professor	Barriteau Phaire	Candace	Literacy, Elementart, and Early Childhood Education	Early Childhood Competency Study: What Are the Priorities of Hiring Agencies and Are We Preparing Students to Meet Those Needs?	$2,400
Professor	Blitz	David	Philosophy	Bertrand Russell: Synthesis and Timeline of his Work	$4,800

1

Assistant Professor	Bragg	Caleb	Psychological Science	Self-Control vs Conscientiousness: A meta-analytic examination	$1,500
Assistant Professor	Bray	Alicia	Biology	Invasive Japanese Beetle Management with Tiphia Wasps in Connecticut	$4,500
Associate Professor	Broderick	David	Computer Electronics & Graphics Technology	Development and Validation of Requirements for Potable Water Generation in Disaster Recovery	$5,000
Assistant Professor	Chae	Myungjin	Manufacturing & Construction Management	Sick Building Syndrome (SBC) Control using Smart Building Technology	$2,223
Assistant Professor	Chae	Myungjin	Manufacturing & Construction Management	Automated and Real-Time Route Finding System for Flexible Bus System (FBS)	$2,205
Associate Professor	Chakraborty	Sourav	Chemistry & Biochemistry	Phytochemical profiling, mineral content and nutritional value assessment of fruits of a rare South American plant Jaltomata darcyana	$4,990
Associate Professor	Chase	Daniel	Biomolecular Sciences	The subcellular localization and effect of DOP-2 receptor signaling on the excitability of the chemosensory neuron ASH in C. elegans	$5,000
Professor	Cohen	Diana	Political Science	Charging the Net: The Battle for Gender Equality in Professional Women's Ice Hockey	$3,912
Assistant Professor	Corbera Lopez	Silvia	Psychological Science	Validation of a new video-based emotion recognition task in children: the "Bell-Lysaker Emotion Recognition Task for Children (BLERT-K)"	$5,000
Professor	Crundwell	Guy	Chemistry & Biochemistry	Synthesis of asymmetric 2,3-dialkyl-5-methylquinoxalines- a study of configurational isomerism	$4,063
Professor	Davis	Michael	Biomolecular Sciences	Characterizing and Circumventing Bacteriophage Resistance in Propionibacterium acnes	$4,920
Associate Professor	Dhar	Paramita	Economics	Effect of Childhood Obesity on Absenteeism in school	$3,150
Associate Professor	Dharavath	Haji Naik	Computer Electronics and Graphics Technology (CEGT)	Aiming for G7 Master Compliance through a Color Managed Workflow: Comparison of Compliance with Amplitude Modulated (AM) vs. Frequency Modulated (FM) Screening of Multicolor Digital Printing	$4,500

2

Associate Professor	Dobbs-McAuliffe	Betsy	Biomolecular Sciences	Investigating thyroid hormone effects in the regenerating central nervous system	$4,328
Professor	Dowling	Robert	English	A Place in Time: The Life and Work of Sam Shepard	$5,000
Associate Professor	Efremoff	Ted	Art	A Refugee's Guide to Rome	$5,000
Assistant Professor	Garbovskiy	Yuriy	Physics & Engineering Physics	Establishing a Cutting-Edge Liquid Crystal Research Lab at CCSU	$3,000
Associate Professor	Gilmore	Susan	English	"Language of the Unheard": Riot on the American Cultural Stage	$2,250
Associate Professor	Givens	Eugena	Criminology & Criminal Justice	The Impact of Witnessed Violence on Juvenile Delinquency Among Youth At-risk for Maltreatment	$4,760
Professor	Gotchev	Ivan	Mathematical Sciences	On some results about cardinal inqualities for topological spaces	$5,000
Assistant Profesoor	Gu	Shijie	Mathematics	On the 5-dimensional Busemann conjecture	$4,500
Professor	Halkin	Sylvia	Biology	Changes over Time and Space in the Song Repertoires of Northern Cardinals, Cardinalis cardinalis	$5,000
Professor	Hammad	Khaled	Engineering	Influence of the Expansion Ratio and Yield-Stress Rheology on Suddenly Expanding Flows	$4,500
Associate Professor	Hapeman	Paul	Biology	Occupancy Modeling, Detection, and Distribution of Fisher (Pekania pennanti) in Suitable Habitats of Connecticut	$5,000
Associate Professor	Hartwig	Heidi	English	Tracing Conversion in the Notebooks, Journals, and Novels of J.-K. Huysmans	$3,000
Professor	Hoopengardner	Barry	Biomolecular Sciences	Tunicate RNA editing: a basal chordate model for RNA editing studies	$4,374
Assistant Professor	Johnson	Steven	Engineering	An Investigation into the Consolidation of Mg and Al Alloy Powders by Applying Solid and Transient Liquid State Methods	$5,000

3

Associate Professor	Kapper	Martin	Biomolecular Sciences	Is the chaperone protein HSP-72 induced during high-salinity adaptation in the ribbed mussel?	$4,813.00
Assistant Professor	Kim	Eunhye Grace	Geography	Creative MICE (Meetings, Incentives, Conventions/conferences, and Exhibitions) Tourism: Building Synergies with Cultural Heritage Tourism	$3,825
Professor	King	Thomas	Biomolecular Sciences	Do Hephl1 variants require immunological "help" to mediate an in vivo allograft response?	$5,000
Associate Professor	Kumar	Rati	Communication	A culture centered exploration of Rohingya health as lived experience in Hyderabad, India	$5,000
Professor	Kurkovsky	Stan	Computer Science	Effective Student Industrial Experiences in Undergraduate Computer Science Programs	$4,500
Professor	Lee	Lee	Management & Organization	Change-oriented Leadership versus Administrative Leadership	$2,700
Associate Professor	Lim	Hyoun-Sook	Management & Organization	Does age increase or decrease creativity? The moderating effect of perceived organizational support	$4,500
Assistant Professor	Liu	Yan	Educational Leadership, Policy and Instructional Technology	How is teacher leadership implemented, and how it influences instructional quality in 48 countries?	$4,500
Associate Professor	Marjani	Sadie	Biology	Methylation analysis of extracellular vesicle DNA from bovine IVF embryo spent culture media	$5,000
Associate Professor	Maurer	Sarah	Chemistry & Biochemistry	Characterization of heterogenous prebiotic mixtures for the origins of life using FTIR and NMR	$4,978
Professor	McGrath	Kate	History	The Guthlac Roll: The Creation of a Warrior Saint in Post-Conquest England	$5,000
Associate Professor	Meng	Yunliang	Geography	Burglary Rates and Neighborhood Contextual Characteristics: A Case Study in Hartford, Connecticut	$3,500
Professor	Mione	Thomas	Biology	You Say Tomato, I say Jaltomata	$4,145

4

Professor	Mitchell	Damon	Criminology & Criminal Justice	Development of Gender-Informed Criminogenic Thinking Scales	$5,000
Professor	Mitrano	John	Sociology	Ethnic Identity Formation: The Role of Heritage Tourism	$4,074
Professor	Mulrooney	James	Biomolecular Sciences	Regulation of Actin Dynamics during Parietal Endoderm Migration	$4,707
Professor	Naoumov	Viatcheslav	Engineering	Combustion of Bio-Derived Fuels in the Lab-Scale Hybrid Propellant Rocket Engine at the Increased Flow Rates of Oxidizer: Study of Combustion of Pure Bees Wax and Bees Wax Enriched with Aluminum Powder	$4,467
Associate Professor	Oyewumi	Oluyinka	Geological Sciences	Geochemical Assessment of the impact of historical farmland on heavy metal pollution of drinking water supplies in Rocky Hill, CT	$5,000
Professor	Penniman	Clayton	Biology	Temporal, Spatial, and Life Stage Variability in Community Physiological Profiles of Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of Chondrus crispus, an Ecologically Important Lower Intertidal Red Seaweed	$4,500
Professor	Perdomo	Oscar	Mathematics	Quantum State Preparation	$4,500
Professor	Pope-Portelinha	Cynthia	Geography	The Everyday Geographies of Caregiving: Youth experiences of caring for parents diagnosed with ALS (Lou Gehrig's Disease) in Connecticut	$5,000
Professor	Pozorski	Aimee	English	Representing Mental Illness: Allen Ginsberg's "Kaddish"	$1,867
Associate Professor	Rodriguez	Heather	Sociology	The Social Reconstruction of Latino Identity in Protest Art (Arte Contestario)	$5,000
Assistant Professor	Rosete	Alfredo	Economics	Gentrification and Access to Care Work: Theory and Evidence	$3,600
Assistant Professor	Russell	Felice	Educational Leadership, Policy and Instructional Technology	Preparing Teachers for Linguistic Diversity through Critical Practice	$2,250

5

Professor	Saha	Krishna	Mathematical Sciences	Methods for the Analysis of Multiple Endpoints Simultaneously in Reproductive and Development Toxicity Experiments	$5,000
Professor	Salama	Talat	Manufacturing & Construction Management	Concrete Mixture Design using Volcanic Ash for Bridge Construction	$5,000
Professor	Sharma	Nimmi	Physics & Engineering Physics	Laser Measurements of Aerosol Optical Depth	$5,000
Professor	Shen	Xiaoping	Geography	China's Geography: Globalization and the Dynamics of Political, Economic, and Social Change	$3,000
Assistant Professor	Singh	Gurbakhshash	Mathematical Sciences	Comparing odds and probabilities as measures of risk for certain generalized linear models	$4,500
Professor	Siporin	Rachel	Art	Conversations/Artists and Innovators: Color Etchings and Monotypes	$5,000
Assistant Professor	Smith	Jessica	Biomolecular Sciences	Uncovering the Role of a Type Six Secretion System Involved in Direct Interspecies Electron Transfer between Geobacter Species	$4,500
Assistant Professor	Soper	Carolyne	Economics	"Community Partner Involvement in the Assessment of Service Learning: A Case Study in the Economics of Social Issues"	$990
Professor	Warshauer	Matthew	History	9/11 Generation	$5,000
Professor	Westcott	Barry	Chemistry & Biochemistry	First row transition-metal complexes with a novel β-diketonate	$4,500
Professor	Wizevich	Michael	Geological Sciences	Investigating the Cedar Mountain Formation, East-Central Utah: Implications for Salt Tectonics, Megafans, Preservation of Dinosaur Tracks, and the Discovery of Life on Mars	$5,000
Assistant Professor	York	Cassandra	Physical Education and Human Performance	The effect of a low FODMAP diet on gastrointestinal disruption, exercise ability, and mental health in healthy athletic college students	$4,879

6

Assistant Professor	Zadi	Samuel	Modern Languages	The title of the paper I will write is, "African Solidarity: Myth or Reality? A Study of Camara Laye's *L'Enfant Noir* (1947) and Fatou Diome's *Le Ventre de l'Atlantique* (2003)."	$2,480
Associate Professor	Zalewski	Leanne	Art	Princess Mathilde: Forgotten Artist	$5,000
Associate Professor	Zhou	Bin	Engineering	Incremental Analysis of Pre-college Outreach Programs	$4,500
					$306,900
					$55,030
					$361,930

ECSU CSU-AAUP Faculty Research Grants Applications – Spring 2020 Competition

Faculty Rank	Name	Department	Grant Title	Funded Amount
Professor	Patricia Szczys	Biology	Defining population boundaries for Black Skimmer using population genetics: A hemisphere-scale assessment.	$4,650
Associate Professor	Joshua Idjadi	Biology	Teamwork: How Do Parrotfish Species Mediate Coral Reef Recovery?	$4,275
Associate Professor	Kurt Lucin	Biology	Investigating the Presence of Bacteria in the Brain	$4,650
Associate Professor	Barbara Murdoch	Biology	The Effects of Simulated Microgravity on Cortical Neurons	$4,650
Associate Professor	Garrett Dancik	Computer Science	Updating an online Bladder Cancer Biomarker Evaluation Tool with more datasets and more features	$4,603
Associate Professor	William Mattingly	Biology	Do harvester ants facilitate the establishment of an invasive nitrogen-fixing plant in longleaf pine savannas	$4,650
Assistant Professor	Derek Laux	Biology	Examination of immune cell interactions with early stage cancer cells	$4,650
Associate Professor	Sukeshini Grandhi	Business Administration	Sharing personal genomic data for P4 medicine: Exploration of public concerns and methods to increase informed decision making	$4,650
Assistant Professor	Vijay Veerappan	Biology	Genome-wide mRNA expression analysis of a novel deregulated anthocyanin pigmentation mutant in the model legume plant Medicago truncatula using RNA-Seq technology	$4,650
Associate Professor	Amy Groth	Biology	Expression and Function of odd-skipped genes in *C. elegans*	$3,600
Assistant Professor	Brianna Halladay	Economics	Hispanic College Graduates in Connecticut: The Psychology of Major Choice and Wage Differentials	$3,600
Assistant Professor	Steve Muchiri	Economics	An Analysis of Maternity Healthcare Utilization on Birth Outcomes. A Case Study on Kenya	$3,600
Professor	Elizabeth Cowles	Biology	Survey of Nursery Irrigation Pond Conditions and Identification of Phytophthora Species	$3,600
Associate Professor	Kristen Epp	Biology	Effect of climate change on Red-backed salamanders: soil temperature profiles and moisture variability	$3,564
Professor	Mary Kenny	Sociology	Irreconcilable Differences: Southern Confederate Migrants in Brazil	$3,354
Professor	Anthony Cornicello	Performing Arts	Straight-Up Jazz Trio Recording Project	$3,497
Associate Professor	Kristen Morgan	Performing Arts (joint)	Frantic Assembly International Summer School	$6,535
Professor	Peter Drzewiecki	Environmental Earth Science	3-Dimensional Interpretation of Jurassic Environments in the Hartford Basin from a New Rock Core Collection	$3,178

1

Professor	Xing Liu	Education (joint)	Models for Count Response Variables in Educational Research: A Comparison of Poisson Regression, Negative Binomial Regression and Two Zero-Inflated Models	$6,970
Assistant Professor	Soojin Kim	Art & Art History	Sugar Time	$3,600
Assistant Professor	Anya Sokolovskaya	Performing Arts	Creating a traveling exhibit Sidonia's Thread: Crafing a Life from Holocaust High Fashion	$3,600
Assistant Professor	Brian Day	Performing Arts (joint)	A Bilingual Intermedial Performance Adaptation of Lepe De Vega's *Acting is Believing*	$5,760
Assistant Professor	Nashid Anjum	Computer Science	Reliable Coverage and Connectivity Analysis of Random Flying Ad-hoc Network	$3,528
Professor	Okon Hwang	Performing Arts	Nanta: New Musical Genre in Korea	$3,600
Professor	Jamel Ostwald	History	Mapping Early Modern Military Operations with GIS	$3,600
Assistant Professor	Thomas Balcerski	History	The Party of No: When Democrats were Conservative	$3,600
Professor	Raouf Mama	English	Queen Abla Pokou: A Heroine For Our Time	$3,600
Assistant Professor	Stefan Kamola	History	Iran under Mongol Rule	$3,600
Professor	Theresa Severance	Sociology	Adult Children of Incarcerated Parents/Family Members: Exploring Risks and Outcomes Among College Students	$2,268
Professor	Anthony Aidoo	Mathematical Sciences	Morphological pyramids and wavelets on the quincunx lattice approach to improving X-ray images	$3,600
Professor	Daniel Donaghy	English	*Some Saw Other Ways Out*: A Collection of Original Poems	$3,600
Assistant Professor	Jenna Scisco	Psychological Science	The Impact of Active Workstations on Employee Health	$3,600
Professor	Kehan Gao	Computer Science (joint)	Investigating Deep Learning with Imbalanced Big Data	$7,200
Associate Professor	Mehdi Khorami	Mathematical Sciences	Twisted spin-cobordism and Twisted K-theory	$1,800
Professor	Chiaku Chukwuogor	Business Administration	An Econometric Analysis of the Fair Values of Financial Assets and Liability- The Case of US Listed Financial Depository Institutions Post the 2008 Financial Crisis: 2009-2020	$3,522
Associate Professor	Timothy Cochran	Performing Arts	Book production for "Musical Sincerity and Transcendence in Film"	$2,520
Professor	Fatma Pakdil	Business Administration (joint)	Implementing statistical process control in monitoring leanth of stay and readmission rate at hospitals with lean management perspective	$5,600
Professor	Maureen McDonnell	English	Shakespeare and the Public Humanities: A Partnership with the Shakespeare Center of Los Angeles	$2,800
Professor	Sudha Swaminathan	Education	Study of the Impact of coding on preschoolers' math and self-regulation abilities	$1,417

2

Associate Professor	Allison Speicher	English	Fictions of Age: Age Consciousness in Nineteenth Century American Literature	$2,798
Associate Professor	Afarin Rahmanifar	Art & Art History	Women in Ta 'Zieh (Vibrant Persian Ritual Performance)	$2,800
Professor	Christopher Torockio	English	*Murmur*: A Novel	$2,800
Professor	Michele Bacholle	World Languages	From "Bad Girl" to Harki's Wife and The Invisible Woman	$2,800
Assistant Professor	Christine Garcia	English	What might this difference do? Connecting Gloria Anzaldua's *Autohistoria-Teoria* with Current Composition Studies Theory & Pedagogy	$1,400
			TOTAL=	$167,939

3

SCSU CSU-AAUP Faculty Research Grants Applications – Spring 2020 Competition

Faculty Rank	Last Name	First Name	Department	Grant Title	Funded Amount
Professor	Pettigrew	David	Philosophy	Addressing Challenges to human Rights and Transitional Justice in Bosnia and Herzogovina: The Legacy of the 1995 Dayton Peace Accords: A Book Manuscript	$5,000
Assistant Professor	Coury	Carmen	History	Constructing Costa Rica's White Republican Mythic Past	$4,875
Associate Professor	Harry	Chelsea	Philosophy	The Reception of Presocratic Natural Philosophy in Later Classical Thought	$2,500
Assistant Professor	Hwang	Candy	Chemistry	Reducing Biofilm Formation in Implanted Medical Devices by Disrupting Quorum Sensing in Pseudomonus aeruginosa	$5,000
Professor	Crawford	Sarah	Biology	Investigation of the Potential Use of Brain Tumor Associated Microvescles in Therapeutic Targeting and Delivery of Chemothereapy	$5,000
Associate Professor	Dodson	Joel	English	Poor Pens: Writing, Ephemeral Verse, and Student Need in the Seventeenth Century	$3,804
Associate Professor	Baraw	Charles	English	William Wells Brown's Clotel in the Classroom: Teaching the Unrepresentable	$4,000
Professor	Palma	Pina	World Languages and Literatures	Pontano and the Renaissance at the Court of Aragon	$5,000
Associate Professor	Kalbfleisch	Elizabeth	English	The Radical Style in American Life: How the Academic Left Shaped our Polarized Culture 1968-1992	$5,000
Professor	Marsoobian	Armen	Philosophy	Creating Memory: A Digital Film Reimagining of an American Story of Life, Exhile, and Rebirth	$5,000
Professor	Ogbaa	Kalu	English	The life and Times of Chinua Achebe	$5,000
Professor	Serchuk	Camille	Art	Lies of the Land: Art, Cartography, and Visual Culture in Early Modern France	$5,000
Associate Professor	Weng	Miaowei	World Languages and Literatures	The Power of Childhood Innocence	$5,000
Professor	Abe	Jo Ann	Psychology	Cognitive Complexity and Political Preferences	$5,000
Professor	Fluhr	Nicole	English	Swinburne's Apocalyptic Dreams	$2,500
Assistant Professor	Umamaheswar	Janani	Sociology	Constructions of Adulthood and Masculinity Among Elderly Incarcerated Men	$4,900
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	$5,000

Assistant Professor	Roe	Sarah	History	The History of Female Medicine and the Rise of Technology: How Norms and Values Have Shaped the Way We Understand Women	$5,000
Assistant Professor	Baker	Sarah	Communication, Media & Screen Studies	Understanding Trans* Working Adults Experiences of Workplace Dignity	$3,765
Professor	McEachern	Robert	English	Metaphors in the Personal Writing of Oncologists	$1,883
Assistant Professor	Singh	Amitkumar	Marketing	Alexa or Alexi: Moderating Role of Voice on Persuasiveness of Information	$3,765
Associate Professor	Warner	Heather	Communication Disorders	Prevalence and Predicting Factors of Pre-treatment Dysphagia in Veterans with Head and Neck Cancer	$3,765
Associate Professor	Barnes	Ericka	Chemistry	High-accuracy computational quantum chemistry investigation of the Polymerization of Boron-Containing Chromophores	$3,694
Associate Professor	Coca	Adiel	Chemistry	Chemistry and Antimicrobial Evaluation of Organoboron Compounds	$3,765
Associate Professor	Edgington	Nicholas	Biology	Sequence Identification of Avirulent Mutations in a natural bacteria pathogen of the nematode C. elegans	$3,765
Professor	Neverow	Vara	English	Resisting Patriarchy: Virginia Woolf, Feminism, and Sexual Politics	$3,765
Professor	Shipley	Vivian	English	Writing Poems About CT's Witch Hunt and Social Justice to Complete Remnants, a New Book of Poetry	$3,765
Associate Professor	Walters	Kenneth	Psychology	Sluggish Cognitive Tempo, ADHD, and Quality of Life among College Students	$1,883
Associate Professor	Bordner	Kelly	Psychology	Using a rodent tmodel to asses multigenerational effects of cannabinoid exposure in utero	$3,765
Professor	Brownell	Mia	Art	New Paintings	$3,765
Associate Professor	Chandler	Jeremy	Art	Spotted at First Light: Creating and Exhibiting New Photographic Artwork	$3,765
Professor	Cochenet	Gregory	Art	Brick, Fire, Sodium, and Ceramic Art: The Design and Construction of a Sodium Vapor Kiln	$1,630
Assistant Professor	DeLuca	Zara	Communication Disorders	Examining Programming Skills for Children with Language Disabilities via Robotics Education	$7,530

2

Associate Professor	Perumbilly	Sebastian	Social Work/Marriage & Family Therapy	Suicide Prevention, Clinical Assessment & Awareness-Creation on University Campuses: Perspectives of Licensed Clinical Professionals	$3,602
Professor	Slomba	Jeff	Art	An Enlarging Circle: Sculptural tondos created with computer-assisted design and Make Haven	$3,765
Professor	Schmitt	Elena	World Languages and Literatures	A Multilingual Masterpiece: Translingual Nature of 'War and Peace'	$3,765
Professor	Yang	Charlie	Management/IB	A Qualitative Study of the Meanings and Practices of Concious Capitalism: Exploring its Practical and Pedagogical Implications	$5,798
Professor	Anthis	Kristine	Psychology	The Intersectionality Prism	$1,883
Assistant Professor	Axon	Stephen	Environment, Geography & Marine Science	A Comparative Study of the Components of Sustainable Urban Transportation between East and West Coast Cities in the US	$3,254
Professor	Ellis	Scott	English	Stories Nature: The Narrative Structures and Effects of the Environmental Sketch	$2,489
Assistant Professor	Ferraro	Marisa	Curriculum & Learning	An Explorative Study of Waldkindergarten, German nature-based preschools	$3,765
Assistant Professor	Jeffrey	Rachel	Biology	Modification of the Dopamine System with Enriched Environment Exposure in Adolescents	$3,765
Professor	Lesley	Melvin	Chemistry	Novel Tamoxifen Derivatives Derived from 4-Pyridyl-1-butyne	$3,765
Associate Professor	Pang	Yulei	Mathematics	Corn data for Global Warming Potential (GWP) and Global Eutrophication (EU) predictive model comparison	$3,765
Professor	Purdy	Mary	Communication Disorders	Improving Reading Comprehension in Persons with Aphasia	$3,765
Assistant Professor	Savelli	Melanie	Communication, Media & Screen Studies	The Effect of Compound Sources on Health Messages and the Knowledge Gap	$3,765
Professor	Stretch	Cynthia	English	Housing Precarity and Resistance in Contemporary US Literacy Culture	$1,883
Assistant Professor	Zigmont	Victoria	Public Health	A Follow Up Study to Understand Changes in Student Food Insecurity	$3,765
Assistant Professor	Zipoli	Richard	Communication Disorders	The Relationship Between Central Auditory Processing, Phonological Processing, and Reading Abilities in Children	$6,807

3

Assistant Professor	Andrushko	Valerie	Anthropology	Health and Head-shaping Practices in the Inca Heartland: A Study of Ancient Burials from Cuzco, Peru	$3,765
Assistant Professor	Brady	Steven	Biology	Road-mediated (mal)adaptive evolution in amphibians	$3,765
Associate Professor	Eilderts	Luke	World Languages & Literatures	In the Spotlight, on the Edge: Defining Drag in the French Capital	$3,765
Associate Professor	Gregory	Robert	Health and Movement Sciences	The Effects of a Heelless Shoe on Running Gate Mechanics	$3,765
Professor	Heidkamp	C. Patrick	Environment, Geography & Marine Science	The Role of Ocean Clusters as Catalysts for Coastal Sustainability aand Resilience - A Case Study of the Iceland-Ocean Cluster	$3,712
Assistant Professor	Powell	Jessica	Curriculum & Learning	Teachers Who Work to the Gap: A Qualitative Analysis of White Teachers and Anti-Racist Pedagogy	$2,259
Professor	Antonios	Imad	Computer Science	Characterization and Online Prediction of Time Alignment Error in Smart Grids	$3,765
Assistant Professor	Barboza	Meghan	Biology	Examination of harp and harbor seal nasal cavities using a microCT scanner and histologic techniques	$3,765
Assistant Professor	Bonjo	Laurie	Counseling & School Psychology	A Qualitative Study of Factors Influencing the Decision to Become Connecticut School Counselors: Voices from Underrepresnted Groups	$3,620
Professor	McGill	Kenneth	Anthropology	Representations of Economic Value in Gambling Addiction Therapy	$2,410
Professor	Skoczen	Kathleen	Anthropology	The Social Life of Plastics: Exploring Local Perceptions of Plastic Use and Disposal in Samana, Dominican Republic	$3,765
Assistant Professor	Sulkowski	Mikolaj	Biology	Homeostatic transcriptional control of BMP signaling in Drosophila motor neurons	$3,765
Professor	Abd El-Raouf	Amal	Computer Science	A Big Data Model to Increase Business Value Using Machine Learning Methods	$3,765
Associate Professor	Gregory	Jess	Educational Leadership	Applying SERVQUAL in P-12 Settings	$2,937
Professor	Levine	David	Art	Further Research for "Mary's Mandolin"	$3,200
Associate Professor	Lunn	William	Health and Movement Sciences	Effects of acute and chronic cannabidiol (CBD oil) dosing on pre-, during-, and post-exercise hemodynamic, metabolic, and inflammatory measures, gut microbiota, sleep quality, anxiety, and problem solving	$3,728

4

Professor	Prince	Melvin	Marketing	Multi-Cultural Study of Consumer Disidentification among Secong Generation Immigrants	$7,530
Associate Professor	Ryder	Todd	Chemistry	Diels-Alder Reactions of Cyclic Isoimidium Salts	$3,765
Assistant Professor	Weinbaum	Jonathan	Biology	Excavation of a Late Triassic Fossil Stonebed in the Southwestern United States	$3,765
Assistant Professor	Wu	Binlin	Physics	Develop AI deep learning algorithms for analysis of Raman spectroscopy data for brain cancer diagnosis	$3,765
Assistant Professor	Yavuz	Olcay	Educational Leadership & Policy Studies	Building a Statewide Collaborative Effort to Advocate K-12 Student Success: Academic, Social-Emotional, and Career Development for All	$1,883
Associate Professor	Finch	Evan	Physics	Continuing Work on Symmetry Violation Experiments at Brookhaven Lab	$3,653
Assistant Professor	Fisher	Michael	Biology	Selecting Resistance Against Anti-Virulence Therapies: Employing Directed Evolution as Tool for Drug Development	$3,765
Associate Professor	Liu	Yue	Marketing	Power Effects on Consumer Well-Being	$3,765
Associate Professor	Stewart	Caarol	Management	Entrepreneurship for Veterans with Disabilities (EBV)	$4,071
Assistant Professor	Fedorchuk	Nicholas	Earth Sciences	Sedimentology of late Paleozoic glacial deposits in northwest Namibia: Investigating Earth's last Icehouse to Greenhouse Transition	$3,727
Associate Professor	Hossain	Md	Computer Science	Authorship Categorization: Combating Online Piracy, Plagiarism, and Cyber Attacks	$3,012
Professor	Kim	Hak Joon	Information and Library Science	Bullying Among Library Employees	$1,883
	Lavin	Terrence	Art	New Forms in Metal: 3D Modeling, Rapid Prototyping, and Electroforming	$3,765
Associate Professor	MacGregor	James	Recreation, Tourism & Sports Management	Identifying Factors that Impact Academic Success among First-Year Student Athletes	$7,530
Assistant Professor	Rupp	Kristie	Health and Movement Sciences	What the Health about the Body Positivity Movement?	$3,765
					311844.157

5

6

WCSU CSU-AAUP Faculty Research Grants Applications – Spring 2020 Competition

Faculty Rank	Last Name	First Name	Department	Grant Title	Funded Amount
Associate Professor	Brewer	Adam	Education & Educational Psychology	Anxiety as a Mediator of Relapse of Avoidance in Autism	$10,000
Professor	Lindenauer	Leslie	History & Non-Western Culture	Mad Hatters: Labor, Immigration, and Power in Danbury's Hatting Industry 1890-1920	$10,000
Professor	Alloco	Katherine	History & Non-Western Culture	Intercessor, Rebel, Regent: Isabella of France and Her Political Networks	$5,000
Associate Professor	Aloni	Maya	Psychology	Development and Validation of an Impression of Vegan Characteristic Scale	$4,991
Asst. Professor	Baluha	Daniel	Chemistry & Biochemistry	Effect of solid Phase Extraction (SPE) Sorbent Materials on the Apparent Molecular Size Distribution of Natural Disolved Organic Matter	$3,935
Professor	Bandhauer	Carina	Social Sciences	The Modern Anti-Immigrant Movement	$5,000
Professor	Barone	JC	Communications & Media Arts	The Kate Millet Project	$4,657
Associate Professor	Boyle	James	Physics, Astronomy & Meteorology	Salinity and Sea State Buoy: Development of an Air Drop Deployment Method	$5,000
Associate Professor	Cordeira	Joshua	Biological & Environmental Sciences	Improving a Mouse Model of Exercise and Diet-Induced Obesity in Humans	$5,000
Professor	Dwyer	Terrence	JLA	Female Police Officer Experiences & Observations of Sexual Harassment, Gender Discrimination & Sexual Assault in the Workplace	$2,500
Professor	Eckstein	Jessica	Communications & Media Arts	Psychometrics and Utility of the Technology-Mediated Abuse (TMA) Scale: Extending Reliability and Validity to Diverse Samples and Expert-Validating Among IPV Stakeholders	$4,962
Professor	Gadkar-Wilcox	Wynn	History	Dharma, Phenomenology, and the Vietnam War	$3,899
Asst. Professor	Giamanco	Kristin	Biological & Environmental Sciences	Unraveling the Molecular Structure and Assembly of the Perineuronal Net	$5,000
Professor	Hawkins	Stacey Alba	World Languages & Literature	Poetry Translation	$5,000
Associate Professor	Huang	Carol	Finance	Aircraft Leasing and Its Effect on Airlines' Financial Performance	$4,350
Professor	Lever-Mazzuto	Katie	Communications & Media Arts	Communication Skills for Healthcare Providers	$3,000
Professor	May	Martha	History & Non-Western Culture	New Deal Subsistence Homesteads: Questions of Race, Gender and Public Policy, 1933-1938	$5,000
Asst. Professor	Misra	Manoj	Social Sciences	Anti-coal Protest and Asymmetric Environmentalism	$5,000

1

Associate Professor	Monette	Michelle	Biological & Environmental Sciences	Impacts of Elevated Water Temperature on the Seawater Tolerance of Atlantic Salmon	$5,000
Professor	Nelson	Mary	Psychology	Improving Metacognitive, Course Performance and Perceived Competence in College Students	$5,000
Asst. Professor	Oberleitner	Lindsay	Psychohlogy	Increasing the Trained Addiction Workforce: Understanding Perceptions and Needs from Treatment Systems	$4,910
Professor	Oluwole	Owoye	Social Sciences	Subversal-Reversal of Institutions in the United States: Presidential Leadership Matters	$5,000
Professor	Pan	Zuohang	Social Sciences	Equilibrium Exchange Rate of Chines Yuan to U.S. Dollar and the Impact on US-Chinese Trade Imbalances	$5,000
Associate Professor	Prieto	Judith	Chemistry & Biochemistry	Development of Tools to Analyze Malaria Proteins Involved in Drug Resistance	$5,000
Professor	Qi	Shouhua	English	The Kindness of Strangers: Culture, History, and the Reception of Tennessee Williams in China	$5,000
Asst. Professor	Reynolds	Hannah	Biological & Environmental Sciences	Halotolerance in Fungal Communities Near Roadways	$5,000
Associate Professor	Robertson	Forest	Chemistry & Biochemistry	Synthesis of 2-Substituted Tetrahydrothiophenes, 1,4-Dithianes and 1,3-Oxathiolanes	$5,000
Asst. Professor	Stankus	Brian	Chemistry & Biochemistry	Kinetics and Dynamics of Small Molecule Photochemistry	$5,000
Associate Professor	Stewart	Tricia	Education & Educational Psychology	School Choice in Connecticut: Small Town, Suburban, and Rural Family Participation	$5,000
Asst. Professor	Waldbuesser	Caroline	Communication & Media Arts	What Are They Looking At? The Influences of Teachers Perceptions of Their Body Images on Teaching	$4,998
TOTALS					**$152,202**

2

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Guidelines for Board Approved Programs

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the Guidelines provided in the attached Staff Report for Board Approved Programs.

A True Copy:

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

STAFF REPORT   ACADEMIC AND STUDENT AFFAIRS COMMITTEE

ITEM

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

BACKGROUND

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

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

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

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

The General Education Core

for the CSCU Community College

May 14, 2020

WHEREAS   the CT Board of Regents for Higher Education approved the Revised Students First Plan, BR 18-089, on June 21, 2018, and reaffirmed the plan on December 19, 2019, to consolidate CSCU's 12 community colleges into a singly accredited institution;

WHEREAS   the Students First plan requires the consolidation of the community colleges and calls for the alignment of the curriculum into a single catalog of programs and courses and includes a single general education core;

WHEREAS   a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world;

WHEREAS   a common general education curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer;

WHEREAS   the Provost and Senior Vice President for Academic and Student Affairs for the CSCU charged the Students First Academic and Student Affairs Consolidation Committee to develop a general education core for the consolidated college;

WHEREAS   the Students First Academic and Student Affairs Consolidation Committee created and the Provost charged a general education work group comprising 12 elected members, one from each community college, and 6 members elected by the Students First Academic and Student Affairs Consolidation Committee;

WHEREAS   the general education work group developed a proposal, sought feedback in a two and a half month period of public comment, and modified the original proposal based on all the feedback received;

WHEREAS   all of the colleges were given the opportunity within a three and a half month period to vote on endorsing the revised core and to offer additional comments;

WHEREAS   the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee voted in favor of moving the revised proposal to the Board of Regents; therefore be it

RESOLVED   that the Board of Regents for Higher Education approve the adoption of the proposed 21-25 credit general education core for the singly accredited community college.

                    A True Copy:

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

ITEM

Approval of the 21-25 credit general education core for the singly accredited Connecticut community college.

BACKGROUND

At its meeting of December 14, 2017, the Board of Regents voted to approve the merger of the 12 CSCU community colleges into a singly accredited community college. A revised plan for the merger was approved by the Board on June 21, 2018 and reaffirmed on December 19, 2019. The plan calls for the aligning of college curricula statewide, including adoption of a statewide General Education curriculum.

In May 2018, Dr. Jane Gates, the Provost and Senior Vice President for Academic and Student Affairs for the CSCU, charged the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC) to develop a General Education curriculum for the consolidated college. The SF ASA CC created a General Education Work Group that Provost Gates then charged with the specific task of developing the proposal consistent with NECHE standards, BOR/BOT policy, and state law.

The workgroup comprises one elected representative from each of the 12 community colleges, 6 volunteer members from the SF ASA CC, and two chairs: Mike Stefanowicz (non-voting) and Michael Stutz (an elected representative from TRCC).

Member	College	Membership Type
Berenguel, J.	Asnuntuck CC	College Representative
Bouffard, P.	System Office	SF ASA CC; Non-Voting
Buccilli, M.	Gateway CC / Guided Pathways	SF ASA CC Representative
Canto, E.	Middlesex CC	College Representative
Christie, J.	Capital CC	College Representative
Doninger, L.	Gateway CC	College Representative
Eddy, S.	Naugatuck Valley CC	College Representative
Gentry, S.	Tunxis CC	College Representative
Klucznik, K.	TAP / System Office	SF ASA CC Representative
Lopez, M.	Gateway CC	SF ASA CC Representative
Milton, C.	Norwalk CC	College Representative
O'Grady, J.	Northwestern CC	College Representative
Ortiz, J.	Housatonic CC	College Representative
Pagano, E.	Quinebaug Valley CC	College Representative
Paulin, C.	Manchester CC	College Representative
Picard, R.	Naugatuck Valley CC	SF ASA CC Representative
Rosselli-Navarra, F.	Manchester CC / Guided Pathways	SF ASA CC Representative
Stefanowicz, M.	System Office	Co-Chair, SF ASA CC; Non-Voting
Stutz, M.	Three Rivers CC	Co-Chair, College Representative
Zenie, H.	Three Rivers CC/ Guided Pathways	SF ASA CC Representative

Work Group Timeline

- The work group met 8 times between May and September, 2018 and developed a proposed 21-25 credit general education core for the consolidated community college curriculum.
- A draft proposal of the core was approved by the SF ASA CC to be forwarded to all the colleges for a campus comment period between September 14 and December 1, 2018.
- The General Education Work Group met during the Spring and Fall 2019 semesters after campus comments were submitted to the Co-chairs of SF ASA CC to review the feedback and revise the core based on campus feedback. The following specific changes were made to the proposal based upon feedback from the public comment period:
  - 2 proposed separate options were combined into one required category: Arts and Humanities. Fine Arts had been with an option with Oral or Written Communication; Humanities had been an option with History.
  - History was moved from an option with Humanities to an option with Social /Behavioral Science.
  - Oral and Written Communication became the sole options within one category.
  - Student Success – College and Career Planning category was removed. This was replaced with 7 options that program coordinators can designate. CSS (FYE) may be designated here if it is vetted in the Cont. Learning / Info. Literacy category and program coordinators wish to do so.
  - Certain discipline codes that were overlooked were added to each category.
- The General Education Work Group worked with Transfer and Articulation Policy (TAP) Framework and Implementation Review Committee (FIRC) during the Spring 2019 semester to ensure alignment between the proposed 21 credit core and the FRAMEWORK30, the general education component of all TAP transfer degrees.
- The General Education Work Group finalized a proposal on 11/1/19, which included the addition of a diversity requirement within the 21-credit core.
- The revised proposal was approved by SF ASA CC on 11/15/19 and the College Consolidation Implementation Committee (CCIC) on 12/9/19.
- The proposal was forwarded to colleges for endorsement votes in December of 2019, with a deadline to submit votes and feedback by 4/3/20. Colleges were asked to provide specific feedback in the event that they did not endorse the proposal; feedback was optional if the proposal was endorsed.
- During the Spring of 2020, the work group co-chair (M. Stefanowicz) and a member of the work group (F. Rosselli) visited seven of the twelve colleges to discuss the proposal, address questions and concerns, and solicit informal feedback.
- The General Education Work Group convened on 4/3/20 to review all endorsement votes and feedback. The group approved moving the proposal forward to the SF ASA CC.
- The SF ASA CC reviewed the proposal on 4/24/20 and approved the General Education 21-credit core without the diversity requirement, but with the recommendation that a future one-college governance general education and/or curriculum consider a diversity course graduation requirement.
- The CCIC reviewed the proposal from the SF ASA CC on 4/27/20, returned the diversity requirement to the general education proposal, and then approved the amended proposal to move forward to the Academic and Student Affairs subcommittee of the Board of Regents.

The Proposal

Philosophy of the General Education Core Curriculum. The general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses. It cultivates student success by helping students acquire skills and knowledge to further their education and thrive in a complex, diverse, and changing world.

Guiding Principles for the Curriculum.

The General Education Curriculum will:

- Follow NECHE standards, Board of Regents policy, and state law.
- Consist of categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined, namely: English/Communication, Arts and Humanities, Historical Knowledge, Mathematics, Science (Scientific Knowledge, Scientific Reasoning, Social/Behavioral Science.
- Balance and reflect the needs and requirements for both transfer (to CSCU and non-CSCU schools) and career programs of study.
- Align with Transfer and Articulation Policy (TAP) competency areas. This requires working with Framework and Implementation Review Committee (FIRC) on modifying TAP to lead to bilateral alignment.
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need.
In addition,
- The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty (from NECHE standard 3.15).
- Courses or course areas not included in the Gen Ed may petition for inclusion in the Gen Ed through the curriculum revision process to be established by the one college.

A General Education course will:

1. Ask students to demonstrate knowledge of the fundamental concepts, theories, primary works, skills, or ideas within the specific category discipline area.
2. Ask students to interpret and apply introductory methods of inquiry and analysis in the discipline category.
3. Have as its main objective, and 2/3 of its focus, the category content and/or skills.
4. Be vetted in only one General Education category.
5. Be vetted and approved by an appropriate discipline group.

General Education Program Outcomes. Upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines. These discipline competencies include at a minimum: arts and humanities, understanding of the social world, scientific reasoning/understanding, quantitative literacy, and oral/written communication.

General Education Core Curriculum Outcome Categories. The proposed General Education core is an outcomes-based model embedded in a discipline framework. The TAP FRAMEWORK30 outcomes will serve for the categories of the proposed 21 credit core. TAP outcomes are in place for all categories except the two for which the general education work group recommends modification: Arts and Humanities to replace and augment Aesthetic Dimensions, and Social / Behavioral Science to replace Social Phenomena. The Framework Implementation and Review Committee (FIRC) is charged with making any revisions to the current outcomes (Outcomes currently exist for Aesthetic Dimensions and Social Phenomena). The proposed 21 credit general education core allows each program to decide whether the College Career and Success course will be required in the general education core, if it is vetted as a Continued Learning/Information Literacy Course.

Additional Notes:
- The General Education Curriculum applies to Associate degrees, not certificates.
- The General Education Curriculum will be integrated in the degrees during the common program consolidation process.
- The proposed General Education Curriculum is limited to 21-25 credits to allow maximum flexibility for program coordinators to determine the other 35-39 credits of a degree.
- Program coordinators can designate a course or a directed elective if there is an accreditation directive or programmatic need demonstrated.
- Pursuant to PA 1231: Section 1. (NEW) (*Effective July 1, 2012*) (a) Not later than July 1, 2013, the regional community-technical college system and the Connecticut State University System shall develop and implement a general education core of courses for which not fewer than thirty academic credits shall be offered by each such constituent unit as part of its liberal arts and sciences programs and any other degree program designated as a transfer program. A student who graduates from any such liberal arts and sciences program or transfer program or transfers from such program to another of such constituent units or to another institution within the same constituent unit shall transfer any credits earned while enrolled in such program toward the general education core curriculum requirements of the constituent unit to which such student transfers.

The Proposed General Education Core.

1	**Eng. 101** Composition	3 credits
2	**Math 100 or higher** (college level)	3- 4 credits
3	**Arts and Humanities**: Courses vetted for <u>TAP Arts and Humanities</u> (replaces Aesthetic Dimensions) ARC 102, ART**,** COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4 credits
4	**Choose one from:** • **Scientific Reasoning** – AST**,** BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning • **Scientific Knowledge and Understanding** – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4 credits (lab optional)
5	**Choose one from:** • **Social / Behavioral Science –** ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes • **Historical Knowledge** – HIS course vetted for TAP Historical Knowledge outcomes	3 credits
6	**Choose one from:** • **Oral Communication** – COM courses vetted for TAP Oral Communication • **Written Communication II**– ENG course vetted for TAP Written Communication II outcomes	3 credits

7	**Choose one from: (Program directed)**
	 • A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements:
	      o Continued Learning/Info Literacy
	      o Scientific Knowledge
	      o Scientific Reasoning
	      o Social / Behavioral Science
	      o Historical Knowledge
	      o Written Communication II
	      o Oral Communication
	 Program alignment groups will determine how this will be designated
		3-4 credit

	Students must take at least one course in the Gen Ed core which meets a diversity requirement.*	**Total: 21-25 credits**

* Students must take at least one course in the Gen Ed core which meets a diversity requirement, defined as:

"Diversity courses have substantial content that addresses racial, ethnic, gender, socioeconomic, sexual orientation, religious or other types of diversity…. Diversity courses are intended to prepare students for an increasingly diverse and interdependent campus and the world that they live in and will lead." --UCLA Definition from Registrar's page

* Diversity courses will be vetted by a faculty led curriculum diversity committee.

Results of Endorsement Votes

Two colleges (QVCC and MxCC) approved the proposal; Nine colleges (ACC, CCC, GCC, HCC, MCC, NCCC, NVCC, TRCC, TxCC) passed resolutions declining to vote on the proposal; One college (NCC) rejected the proposal and the voting process. The full text of all resolutions is attached as an appendix at the end of this report.

College	Endorsement Vote	Date
Asnuntuck	Resolution not to act on any SF proposals	20-Feb
Capital	Resolution not to vote	21-Feb
Gateway	Resolution not to vote	28-Jan
Housatonic	Resolution not to vote	4-Feb
Manchester	Resolution not to vote	3-Mar
Middlesex	Approved	24-Mar
Naugatuck	Resolution not to vote	18-Feb
Norwalk	Voted not to support voting process or proposed core	26-Mar
Northwestern	Resolution not to vote	9-Mar
Quinebaug Valley	Approved	31-Mar
Three Rivers	Resolution not to vote	11-Mar
Tunxis	Resolution not to vote	20-Feb

Endorsement Feedback on the Proposal

CCC declined to vote on the proposal, but emailed the following concerns raised by faculty at C-DAC meeting 2/25: A new requirement for at least one course in the Gen Ed Core which meets a diversity requirement is in the proposal. Diversity will be an embedded requirement. It may be difficult for students to complete the Diversity requirement within the 7 courses in the Gen Ed core. Concern was expressed that requiring diversity in introductory level courses might achieve a superficial or "diversity light" level of engagement with diversity issues, while allowing students to take a diversity course beyond their Gen Ed 21-25 credit core (such as in a 200-level course) might allow for a richer experience. Concern was also expressed that designating certain courses as meeting a mandatory diversity requirement might adversely skew enrollment (e.g., huge numbers of students enroll in SOC 101, while enrollment in PSY 111 drops precipitously). Discussion was had about shared governance and how some believe the process of creating a new General Education Core did not use shared governance.

HCC declined to vote on the proposal, but emailed the following feedback:
- The Humanities department will not consider voting on the endorsement of the proposal until outcome revisions are finalized. The department supports the inclusion of the diversity requirement. The department suggests that a similar writing requirement be added to the core. Faculty members voiced concern regarding the Written Communication II being optional.
- The First Year Studies department discussed putting diversity courses into the General Education Proposal, but after discussion believed it was too much given what was already in Gen Ed. The department felt diversity should be added to the other courses and be embedded in

the core. They suggested making "diversity" part of the measurable outcomes so it could be checked off as being done; it would be part of the course description and written outcomes. Some courses already have diversity in them, so this idea would just put diversity in all or many of the courses taught.

- The Behavioral and Social Sciences department will not endorse the proposal until outcome revisions are finalized. The BSS department expressed concerns about the inclusion of an added diversity requirement in the Gen Ed core, which they felt would add an additional, unnecessary requirement to the core. The department believed that diversity is already intrinsically embedded in numerous courses.

MCC declined to vote on the proposal, but the Gen Ed work group representative submitted the following suggestion: "…slightly alter the Framework 30 (removing CL and IL which can be done programmatically) which would allow FIRC to separate Arts and Humanities in the Framework 30 and allow Gen Ed to include Arts and Humanities in category 7."

NCC declined to vote, but also explicitly indicated they would not support the proposed General Education core for reasons described in the appendix to this report.

In campus visits, the following feedback and concerns were shared:

- Diversity Requirement: All colleges expressed support for the idea of students having to meet a diversity requirement, but there was strong opposition expressed at some colleges that such a requirement should not be limited to a 21-credit general education core. Arguments against including this as part of the core: (1) general education courses are introductory level courses and many of the course that address diversity at a deep level are offered at the 200-level, thus making the courses that would best fulfill a diversity requirement unable to fulfill that requirement; (2) limiting the diversity requirement to 21 credit core will exclude program courses that might otherwise meet the definition of a diversity course; (3) limiting students to fulfill a diversity requirement within only 21 credits will unduly restrict their choices; (4) the social and behavioral science outcomes already include a diversity outcome; (5) the process by which courses will be designated as diversity courses needs to be spelled out; and (6) lessons learned from developing the framework 30 for TAP programs suggests that it is best to avoid embedded outcomes like this diversity requirement.
- Number of Credits: At some colleges that currently have a 27- or 30-credit general education requirement, concern was expressed that the proposed 21-credit core was not sufficiently rigorous. At the same time, appreciation was expressed by program coordinators at most of the colleges for keeping the core to 21 credits to allow for greater flexibility on the program side, especially for programs with external accreditation.
- Arts & Humanities: In response to feedback from earlier versions of the proposal, the Arts and Humanities were combined into a single category with a single set of outcomes. Concern was expressed programs would opt to have students take Humanities rather than Arts courses and all college students should take a course in the Arts. A proposed solution was to keep the category combined but create one set of outcomes for Arts (a revised version of the current TAP Aesthetic Dimensions category) and another for Humanities (currently missing from the TAP framework 30) such that this category would mimic other combined categories and whichever set of outcomes was not met initially could be met in the seventh open category.

- Shared governance concerns: As can be seen in the language of the resolutions, many colleges expressed concerns about a lack of shared governance in the development and approval of the proposal. The General Education Work Group comprised an elected representative from each college (11 faculty members and 1 staff member) along with 6 members elected (de-facto) from the SF ASA CC (1 staff member from GCC, 1 staff member from GCC on-loan full time to the system office, 1 faculty/administrator from NVCC, 2 faculty members working part-time at MCC and TRCC, respectively, and part time at the system office, one system office administrator with 25+ years as a faculty member). Thus, the work group feels that the concerns of a diverse group of faculty and staff voices was represented in its work. In addition, the work of the committee was shared with all governance bodies at the colleges on two separate occasions and the committee chair offered to host discussions at each college in both 2018 and 2020. The chair, along with other committee representatives, visited 11 of the 12 colleges for informal discussions in 2018 and 7 of the colleges in 2020. Feedback from college governance committees in response to the first general education proposal was incorporated into subsequent proposals. College autonomy is assured by following the TAP model for endorsement in which each college vets the proposal through their individual governance processes. Through these various means, all members of the college community had the opportunity to provide feedback on the proposed general education core.
- Vetting guidelines and vetting process: Some concern was expressed about the guideline that general education courses be vetted in a single category as a number of colleges currently allow courses to be vetted in multiple categories. Concern was also expressed that the vetting process is still not fully developed. The work group felt strongly that the vetting process should involve discipline experts but that the exact procedures were beyond the scope of the group's charge and needed to be informed by the work shared governance group.

Post Endorsement Process

The General Education Work Group discussed the results of the endorsement votes and the feedback received as well as whether it was appropriate to try to address the concerns above by either reaffirming or editing the proposal. Because of opposition to Students First, five members of the work group were recalled by their colleges and resigned from the committee. Three members were recalled by their colleges, but were willing to continue to serve if needed. An additional member resigned from the SF ASA CC and work group. The remaining work group members felt strongly that the proposal was created by a fully representative committee, with elected faculty and staff from each college, through a long, thoughtful, and iterative process informed by campus feedback. However, because committee members instrumental in developing this proposal were recalled by their colleges, any attempt to alter the proposal at this juncture would no longer meet that standard.

The group respectfully submitted the proposal along with the endorsement votes and feedback to the SF ASA CC for their consideration. The SF ASA CC modified the proposal by removing the requirement for a diversity course and voted to forward the revised proposal to the College Consolidation Implementation Committee, which voted to forward the proposal to the Board of Regents for action.

RECOMMENDATION
Having ensured that the governance process set out by the Students First Plan for the development and approval of curriculum for the singly accredited Connecticut community college was followed, the

College Consolidation Implementation Committee recommends that the Board of Regents approve the proposed 21-25 credit General Education Core for the single accredited Connecticut community college.

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

APPENDIX

Community College Resolutions regarding Students First

Asnuntuck Community College

Faculty Council Resolution Recalling Elected Representatives to Students First Plan Committees
February 7, 2020
Whereas, Asnuntuck Community College faculty have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Council have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Faculty Council, the representative shared governance body of Asnuntuck Community College's faculty, is recalling its' elected representatives to the Students First workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it

Further Resolved that the Faculty Council of Asnuntuck Community College will not act on any proposals generated by Students First Plan committees until there is a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.
Vote: 14-2, 7 Feb 2020

5/3/2019 ACC's Faculty Council passed the following vote of no confidence:
"Resolved, that the Asnuntuck Community College Faculty Council, as the representative body for faculty at Asnuntuck Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."
 The vote was by secret ballot without a public announcement of the tally

Capital Community College

Capital Community College Senate Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committee, the Shared Governance Workgroup, and the General Education Workgroup Effective Immediately - February 2020

Whereas, Capital Community College (CCC) has a representative, meaningful, and participatory shared governance process in place that provides faculty and staff genuine opportunities to participate in decision-making and develop and manage the curricula for CCC as an independently accredited college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First,";

Whereas, the significant concerns identified by the CCC College Senate at the introduction of the community college consolidation plan related to curriculum, shared governance and cost savings have only intensified, while being consistently misrepresented and met with derision by the system office; now therefore, be it

Resolved that the CCC College Senate, the representative shared governance body of Capital Community College, cannot currently support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the CCC College Senate is recalling all elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a legitimate and representative shared governance structure whereby faculty and staff can participate in decision-making and develop and manage the curricula for the proposed one college.

12-yes, 1-no, 0-abstentions, Feb 27 2020

Capital Community College Senate No Confidence Vote
5/9/2019 Senate vote: 11 in favor, one abstention. College survey: 91% in favor

As an institution, Capital Community College's most important asset is its individual and independent accreditation. It allows our faculty and staff to make local decisions that respond to the specific needs of our students and our community. The Students First Proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would take away our accreditation. This loss would remove our ability to act on behalf of our local constituents. The fact that decisions would be made at a distance by bureaucrats who neither understand nor have direct knowledge of the needs of our community and of our students is counter to who we are as a community college and why we exist.

Whereas in April 2017 the Board of Regents (BOR) for the Connecticut State Colleges and Universities (CSCU) System and its President, Mark Ojakian, launched the "Students First" Initiative, which attempts to consolidate the administrative infrastructure and academic programs of the 12 community colleges and consolidate "back office" functions for the 17 CSCU institutions with no understanding of how this might affect the colleges and universities ability to function and retain accreditation;

Whereas the hiring of three regional presidents was undertaken before consolidation has been officially approved, and the process was rushed without meaningful input from faculty and staff, and in a way that did not yield a diversity of candidates;

Whereas the number of women in leadership roles within the community colleges has decreased in recent years, which has led to low representation by women for a student population that is mostly women;

Whereas the planning process for "Students First" violates established principles of shared governance, despite repeated calls to create a more representative and deliberative process for managing the transition;

Whereas the committees created as part of this plan do not provide adequate faculty representation and participation in academic decision-making;

Whereas the processes adopted for curriculum reform are rushed and unlikely to build academic excellence into programs, but will instead result in programs that meet the "lowest common denominator", and which cannot respond effectively to ever changing regional needs;

Whereas we share all of the concerns raised in the initial NEASC (now NECHE) response dated April 25, 2018 when they did not endorse the initial Substantive Change application, and there is no guarantee that an updated application for accreditation will be approved;

Whereas over the last two years "Students First" has already failed to meet both budgetary expectations and planned timelines, and will continue to drain resources from the colleges to build a statewide bureaucratic structure not directly related to educating students;

Whereas the plan to build a single community college for Connecticut with 12 campuses endangers the ability of the twelve independent Colleges to fulfill their respective missions, while only putting the system office first; now, therefore, be it

Resolved, that the Capital Community College Senate, as the representative body for faculty and staff of Capital Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.

Gateway Community College

Gateway Community College Faculty Staff Council Resolution to Stand With Our Unions January 28, 2020
Whereas, Gateway Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Staff Council have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years (a timeline that many workgroups have determined is not feasible), represents a significant drain on college resources, a strain on college committee priorities (eg., curriculum, governance, etc.), and a reduction in availability to current students; now therefore, be it

Resolved that Faculty Staff Council, the representative shared governance body of Gateway Community College commits to stand with our unions and to Our Stand: Commitment to Our Students and To Our Twelve Community Colleges. We support withdrawal from all Students First Plan committees and consolidation work, participation in which has been noted as a choice by Mr. Ojakian and Dr. Gates and to turn our time, energy, and attention to fulfilling the mission of Gateway Community College.

Gateway Community College Faculty Staff Council Resolution Recalling Elected Representatives to Students First Plan Committees January 28, 2020
Whereas, Gateway Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Staff Council have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Faculty Staff Council, the representative shared governance body of Gateway Community College, is recalling elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it
Further Resolved that the Gateway Community College Faculty Staff Council will not act on any proposals generated by Students First Plan committees until there is representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

GCC Faculty Staff Council Meeting on 9 May 2019: 48 yes, 1 no, 2 abstain
No Confidence Vote As an institution, Gateway Community College's most important asset is its individual and independent accreditation. It allows our faculty and staff to make local decisions that respond to the specific needs of our students and our community. The Students First Proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would eliminate our accreditation. This loss would remove our ability to act on behalf of our local constituents. The fact that decisions would be made at a distance by bureaucrats who neither understand nor have direct knowledge of the needs of our community and of our students is counter to who we are as a community college and why we exist.

Whereas in April 2017 the Board of Regents (BOR) for the Connecticut State Colleges and Universities (CSCU) System and its President, Mark Ojakian, launched the "Students First" Initiative, which attempts to consolidate the administrative infrastructure and academic programs of the 12 community colleges and consolidate "back office" functions for the 17 CSCU institutions with no understanding of how this might affect the colleges and universities ability to function and retain accreditation;

Whereas the hiring of three regional presidents was undertaken before consolidation has been officially approved, and the process was rushed without meaningful input from faculty and staff, and in a way that did not yield a diversity of candidates;

Whereas the number of women holding the office of president/CEO at the colleges has decreased drastically in recent years, which has led to very low representation by women for a student population that is mostly women;

Whereas the planning process for "Students First" violates established principles of shared governance, despite repeated calls to create a more representative and deliberative process for managing the transition;

Whereas the committees created as part of this plan do not provide adequate faculty representation and participation in academic decision-making;

Whereas the processes adopted for curriculum reform are rushed and unlikely to build academic excellence into programs, but will instead result in programs that meet the "lowest common denominator";

Whereas we share all of the concerns raised in the initial NEASC (now NECHE) response dated April 25, 2018 when they did not endorse the initial Substantive Change application, and there is no guarantee that an updated application for accreditation will be approved;

Whereas over the last two years "Students First" has already failed to meet both budgetary expectations and planned timelines, and will continue to drain resources from the colleges to build a statewide bureaucratic structure at the expense of student-facing services;

Whereas faculty, staff, management, and related expenses currently paid out of the community college operating accounts are being utilized by the BOR, not reflecting transparency in actual BOR expenditures and reporting;

Whereas the plan to build a single community college for Connecticut with 12 campuses removes the community from the community colleges;

Whereas "Students First" risks plunging the community college system into years of uncertainty and chaos that will have negative impacts on students;

Whereas "Students First" endangers the ability of the twelve Community Colleges in Connecticut to fulfill their respective missions, while only putting the system office first; now, therefore, be it

Resolved, that Faculty/Staff Council, as the representative body for faculty and staff of Gateway Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.

Housatonic Community College
2/4/2020 *RESOLUTION:*
The HCC College Senate opposes the Students First Initiative because it does not support the needs of our unique, diverse student populations; therefore,

The HCC College Senate recommends that HCC faculty or staff members do not participate in any Students First committees or workgroups or any other initiatives, which our unions do not support.

HCC faculty or staff who do participate in Students First committees or workgroups or any other initiatives do so voluntarily and without the support of the HCC College Senate

"....be it Resolved, that the Housatonic Community College faculty and staff, vote No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system"

107 voted, 76% in favor of the no-confidence resolution by electronic vote over a period of one week, ending May 15th 2018. Votes reported May 16th

Manchester Community College

Manchester Community College Academic Senate Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committees, and the General Education Workgroup Effective Immediately Final Version: March 3, 2020

Note: This is a second revision of our resolution. The main difference in this updated version is that if we cannot support Students First until there is a governance structure, we can't pull personnel from the Shared Governance Workgroup which would create that structure. That structure could work in parallel to the current individual colleges or it could replace the individual structures.

Whereas, Manchester Community College (MCC) has a representative, meaningful, and participatory shared governance process in place that provides faculty and staff genuine opportunities to participate in decision-making and develop and manage the curricula for MCC as an independently accredited college;

Whereas, faculty, the Academic Senate, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;
Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media

that over 400 faculty and staff are working in a transparent and collaborative process while in reality objections to the process have been systematically ignored;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First";

Whereas, the system office has drawn away vital financial resources from campuses to hire regional presidents and other expensive administrative staff;

Whereas, the system office has increased its own budget by over 45% since 2017; justified its work by claiming to address a "fiscal crisis" but has added over $16 million dollars to its own budget during the last four years, resources that should have gone to support students, advising, tutoring, and other teaching and learning activities on campus [System Office expenditure totals for the last four years:
2017: 30,330,990
2018: 34,312,167
2019: 39,500,000
2020: 46,690,000];

Whereas, the way this plan has been implemented has created divisiveness rather than a system of real shared governance, collegiality, and common purpose, which is one of the reasons why eleven college governing bodies voted "no confidence" in the "Students First" plan, President Mark Ojakian, and the Board of Regents for the CSCU system last spring;

Whereas, the state legislature itself has introduced bills to address these issues, including H.B. No. 5114: *An Act Requiring Training for the Members of the Governing Boards of the Institutions of Higher Education in the State; H.B. No. 5113: An Act Requiring Legislative Approval for the Merger or Closing of Institutions Within the Connecticut State Colleges and Universities;* H.B. No. 5112: *An Act Concerning the Budget of the Connecticut State Colleges and Universities; and An Act Requiring Financial Transparency of the "Students First"/Consolidation Plan;*

Whereas, the significant concerns identified by faculty, staff, and governing bodies across the state at the introduction of the community college consolidation plan related to curriculum, shared governance and cost savings have only intensified, while being consistently misrepresented and largely disregarded by the system office; now therefore, be it

Resolved that the MCC Academic Senate, the representative shared governance body of Manchester Community College, cannot currently support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the MCC Academic Senate is recalling all elected representatives to the Students First Workgroups (all names must be removed from all Students First documents including those that are sent to NECHE, the Legislature, and the media) except those representatives on the Shared Governance Workgroup and will not elect new representatives until there is a legitimate and representative shared governance structure whereby faculty and staff can participate in decision-making and develop and manage the curricula for the proposed one college; now, therefore, be it

Further Resolved that we will continue work related to consolidation when 1. financial and human resources are redistributed back to colleges from the system office; 2. a shared governance structure is developed, proposed, reviewed, officially approved by each of the twelve community colleges, and implemented in parallel to (or replacing as a single college) the current 12 individual college shared governance structures.

5.2.19 MCC's Academic Senate passed the following vote of no confidence:

"Resolved, that the Manchester Community College Academic Senate, as the representative body for faculty and staff of Manchester Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."

The vote total was: 58 "yes"; 11 "no"; 7 abstentions.

Naugatuck Valley Community College

Curriculum and Educational Affairs Committee Resolution on SF General Education and Program Curricula Endorsement - February 6, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that the Curriculum and Educational Affairs Committee (CEAC), a representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other "Students First" curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College's Curriculum and Educational Affairs Committee (CEAC) urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

9 yea, 1 nay, 2 abstentions

Naugatuck Valley Community College General Education Assessment and Curriculum Committee Resolution on SF General Education and Program Curricula Endorsement - February 13, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that NVCC's General Education Assessment and Curriculum Committee (GEACC), a representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other "Students First" curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College's General Education Assessment and Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

Naugatuck Valley Community College Faculty Senate Resolution Recalling Faculty from Consolidation related Committees February 18, 2020

Whereas, Naugatuck Valley Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the systemwide Faculty Advisory Committee and many faculty on Students First related committees have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has blocked faculty led efforts to develop a curricular governance structure as required by NECHE standard 3.15 for the creation, modification, and assessment of the curricula for the proposed one college; now therefore, be it

Resolved that Faculty Senate, the representative shared governance body of Naugatuck Valley Community College, recalls NVCC faculty from Students First committees and Workgroups; now, therefore, be it

Further Resolved that NVCC Faculty Senate will elect new representatives for Students First committees and work groups when there is a charge creating a faculty led representative governance structure that, as mandated by NECHE 3.15, will create policies and procedures for developing, modifying, and assessing the curricula for the academic program of the proposed one college; now, therefore, be it

Further Resolved that Naugatuck Valley Community College Faculty Senate will consider and vote on proposals generated by Students First related committees when such a faculty led and duly elected representative governance structure for the one college is charged.

Naugatuck Valley Community College Faculty Senate Resolution on SF General Education and Program Curricula Endorsement - February 18, 2020

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council and other bodies, have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to by "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that Faculty Senate, the representative shared governance body of Naugatuck Valley Community College, cannot support the endorsement voting process for the proposed General Education or any other "Students First" curricula; now, therefore, be it

Further Resolved that the Naugatuck Valley Community College Faculty Senate urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

Naugatuck Valley Community College's Faculty Senate Vote of No Confidence May 14, 2019

Whereas, Naugatuck Valley Community College's most important asset is its individual and independent accreditation, allowing our faculty and staff to make local decisions and respond to the specific needs of our students and our community; and

Whereas, the Students First proposal from President Mark Ojakian, as endorsed by the CSCU Board of Regents, would jeopardize our accreditation and hinder our ability to act on behalf of our local constituents; and

Whereas, the proposal's centralized structure requires governance decisions to be made at a distance with a minimized role for local faculty voices, thereby undercutting our identity as a community college; and

Whereas, these concerns and objections have been made repeatedly to President Ojakian and the CSCU Board of Regents, most recently and emphatically through NVCC Faculty Senate's signature on a petition bearing more than 1,400 names from across the system and state; and

Whereas, these concerns and objections have been ignored by system leadership; therefore

Be it resolved, that the Faculty Senate of Naugatuck Valley Community College votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system; and the Board of Regents for the CSCU system.

Vote count: 1 yes, 1 no

Northwestern Connecticut Community College

Northwestern Connecticut Community College Professional Senate Resolution to Stand With Our Unions - 3/9/2020

Whereas, Northwestern Connecticut Community College faculty and staff have participated in good- faith with the consolidation process;

Whereas, the elected representatives, faculty, and staff of Northwestern Connecticut Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years—a timeline that many workgroups have determined is not feasible—represents a drain on college financial resources, a burden on faculty and staff, and a reduction in the ability of said faculty and staff to assist current students and to carry out the mission of Northwestern Connecticut Community College.

Resolve that we, the Professional Senate, the representative shared governance body of Northwestern Connecticut Community College, have no confidence in the Consolidation process thus far and commit to stand with our union. We support the rights of Northwestern Connecticut Community College faculty and staff to participate in, oppose, or withdraw from Students First Plan committees and work groups, as they see fit in alignment with their service to our students and community which is our first priority. Participation has been noted as a choice by Mr. Ojakian, and we urge faculty and staff to devote their time, attention, and efforts to fulfilling the mission of Northwestern Connecticut Community College. Resolution passed with 38 in favor, 6 against and 6 abstentions Recorded on 3/9/2020

Norwalk Community College

NCC Resolution in Support of our Unions and Non-Participation in the Students First Academic & Student Affairs Consolidation Committee, the Shared Governance Workgroup, and the General Education Workgroup Effective Immediately

Whereas the unions representing university and community college faculty and staff have endorsed collective action in response to the Board of Regents' ("BOR") "Students First" and "Consolidation" initiatives;

Whereas the call to collective action is being taken only after concerns expressed by faculty and staff, particularly regarding the creation of a shared governance structure to oversee curricular and other matters, have been repeatedly and uniformly ignored over the last two years;

Whereas Norwalk Community College believes our continued inclusion on the above-named committees would serve only to inaccurately confirm our tacit agreement with the "Student's First" agenda;

Whereas there is ample and irrefutable evidence that the "Student's First Consolidation" initiatives are not only failing to improve, but are harming, the quality of public higher education as well as harming the state's fiscal posture;

Whereas we believe that we can more productively utilize our time and effort in supporting initiatives at our college that will improve the learning experience for our students while at the same time supporting the needs of our unique student population and the community we serve; and

Whereas the BOR has repeatedly misrepresented to NECHE, to the legislature, and to the media the large number of faculty and staff voluntarily and collaboratively working on "Student's First" Consolidation committees and task forces, while the work has been anything but collaborative as concerns and questions voiced by faculty and staff have been ignored or met with threats of replacement now, therefore, be it

Resolved, that the Norwalk Community College Senate, as the shared governance body of Norwalk Community College that elected representatives to the Students First Academic & Student Affairs Consolidation Committee (SFASACC), the Shared Governance Workgroup, and the General Education Workgroup, stands with our unions to renew our commitment to our current students and our twelve community colleges. As such we withdraw our representation in, and will cease our participation in, all of these and related committees.

Approved by the Norwalk Community College senate at its January 29, 2020 meeting with a unanimous vote of 22-0. NCC Senate Resolution on SF General Education, February 26, 2020

Whereas Norwalk Community College has a governance process in place to develop and manage the curricula for NCC as an independently accredited college;

Whereas the proposed one college curricula are not curricula for Norwalk Community College but for a new institution that does not yet exist and has yet to be named or defined;

Whereas the proposed one college does not have a governance structure in place to develop and/or manage its own curricula as affirmed in NECHE standards: 3.13, 3.14, and 3.15;

Whereas the proposed General Education core does not provide our students with the knowledge to become successful employees or informed global citizens as affirmed in the NCC Mission statement as well as in NECHE standards 4.13, 4.14, 4.15, 4.16, and 4.17 and would therefore not be confirmed even if the structure was in place to vote;

Whereas the proposed General Education Core complicates the ability of students to change majors since only 6-7 credits of the core will be the same across majors if programs can tailor General Education core courses to their own perceived needs. This opens up the possibility that if a student changes her/his major s/he may have to take different courses to fulfill the General Education core requirements in the new major as well as courses within the major itself. Students may not only lose credits for courses they took in their current major, but they could also lose credits in the General Education core when changing majors;

Whereas the documentation defining what an "endorsement" vote means, who the arbiters of interpreting votes and accompanying rationales would be, and defined parameters on how the votes and accompanying rationales would be interpreted is either non-existent or arcane;

Whereas the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas the proposed General Education core is only one example of the unwillingness of the system office and the Board of Regents to work collaboratively, in a meaningful and constructive manner, with faculty and staff, to carefully weigh *both sides* of all aspects, all ramifications, and all intended and unintended consequences of the consolidation of the twelve community colleges into one college for the students and the communities these colleges serve; and

Whereas the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF-AFSCME and AFSCME Local 2480) that represent the Connecticut State Colleges and Universities (CSCU) system faculty and professional staff stand united in opposition to the proposed consolidation of the community colleges and the proposal referred to as "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved, **that the Norwalk Community College Senate, the shared governance body of Norwalk Community College, will not support the voting process for the proposed General Education core, and will not, for the above reasons, support the proposed General Education core as it has been presented.**

In accordance with the NCC governance process, this resolution has already been passed by the NCC Curriculum Committee and the NCC General Education Committee. Approved by the Norwalk Community College senate at its February 26, 2020 meeting with a unanimous vote of 25-0.

Resolved, that the Norwalk Community College Senate, as the representative body for faculty and staff of Norwalk Community College, votes No Confidence in the "Students First" plan, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.
Vote on 20 May 2019. 28 in favor and 2 against.

Quinebaug Valley Community College

Reported on 15 May 2019: with a full quorum, the Academic Senate voted 22 in favor of the No Confidence resolution, with 10 opposed
Resolved, that the QVCC Academic Senate, as the representative body for faculty and staff of the academic division of Quinebaug Valley Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system

Three Rivers Community College

Three Rivers Community College Faculty Senate Resolution Recalling Elected Representatives to Students First Plan Committees - January 31, 2020
Whereas, Three Rivers Community College faculty have participated in good-faith with the consolidation process;

Whereas, the elected representatives and the Faculty Senate have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Faculty Senate, a segment of the representative shared governance body of Three Rivers Community College, is recalling elected representatives to the Students First Workgroups and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

Approved by a vote of thirty-two to two

Three Rivers Community College Congress

Three Rivers Community College Curriculum Committee Resolution on Students First Plan General Education 9 March 2020

Whereas, Three Rivers Community College has a governance process in place to develop and manage the curriculum for Three Rivers as an independently accredited college;

Whereas, the proposed one college curriculum is not a curriculum for Three Rivers Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Three Rivers Community College do not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the process currently outlined for curriculum approval is vague and inadequate;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curriculum as an independently accredited college would;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curriculum currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council, and other bodies, have repeatedly been unable to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as, "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it Resolved that Three Rivers Curriculum Committee, the component of shared governance body of Three Rivers Community College that oversees general education, cannot support the endorsement voting process for the proposed General Education or any other Students First Plan curricula; now, therefore, be it

Further Resolved that the Three Rivers Community College Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college

Resolution on Students First Plan General Education
11 March 2020

Whereas, Three Rivers Community College has a governance process in place to develop and manage the curriculum for Three Rivers as an independently accredited college;

Whereas, the proposed one college curriculum is not a curriculum for Three Rivers Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Three Rivers Community College do not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the process currently outlined for curriculum approval is vague and inadequate;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curriculum as an independently accredited college would;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curriculum currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council, and other bodies, have repeatedly been unable to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as, "Students First," and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore;

Whereas, the Three Rivers Curriculum Committee, the component of shared governance body of Three Rivers Community College that oversees general education, adopted a formal resolution that it cannot support the endorsement voting process for the proposed General Education or any other Students First Plan curricula; and, that the Three Rivers Community College Curriculum Committee urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college;

Now therefore, be it RESOLVED, that the Three Rivers College Congress endorses and adopts the action of the Curriculum Committee for all of the reasons set forth above**.**

Tunxis Community College

Tunxis Community College Professional Staff Organization Resolution to Stand With Our Unions

Whereas, Tunxis Community College faculty and staff have participated in good-faith with the consolidation process;

Whereas, the elected representatives, faculty, and staff of Tunxis Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college and instead claims that the TAP Model is an adequate governance structure for establishing the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement;

Whereas the volume of work involved in aligning hundreds of programs and courses over the coming months and years—a timeline that many workgroups have determined is not feasible—represents a drain on college financial resources, a burden on faculty and staff, and a reduction in the ability of said faculty and staff to assist current students and to carry out the mission of Tunxis Community College; now therefore, be it

Resolved that the Professional Staff Organization, the representative shared governance body of Tunxis Community College, commits to stand with our unions and to support *Our Stand: Commitment to Our Students and to Our Twelve Community Colleges*. We support withdrawal from all Students First Plan committees and work groups, participation in which has been noted as a choice by Mr. Ojakian, and urge faculty and staff to devote their time, attention, and efforts to fulfilling the mission of Tunxis Community College.

Passed Feb 14th, 2020. 14-yes, 6-no, 1-abstain

Tunxis Community College Professional Staff Organization Resolution on Students First Plan General Education

Whereas, Tunxis Community College has a governance process in place to develop and manage the curricula for Tunxis as an independently accredited college;

Whereas, the proposed one college curricula are not curricula for Tunxis Community College but for a new institution that has yet to be named or defined;

Whereas, the faculty and staff at Tunxis Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;

Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

Whereas, there is no documentation regarding what an endorsement vote means or who the arbiters of interpreting votes will be;

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, faculty, the Faculty Advisory Council, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

Whereas, the faculty and staff unions (the 4Cs, CSU-AAUP, AFT, SOUAF, and AFSCME) that comprise the Connecticut State Colleges and Universities (CSCU) system stand united in opposition to the proposed consolidation of the community colleges and the strategies referred to as Students First and have asked college governance bodies not to vote on products of the plan, including the proposed General Education program and other academic programs; now therefore, be it

Resolved that the Professional Staff Organization, the representative shared governance body of Tunxis Community College, cannot support the endorsement voting process for the proposed General Education or any other Students First curricula; now, therefore, be it

Further Resolved that the Tunxis Community College Professional Staff Organization urges the system office and Board of Regents to implement a legitimate and representative shared governance structure and process for consideration of all curricula for the proposed new college.

20 02 2020 37-yea, 1-nay, 3 abstentions

Tunxis Community College Professional Staff Organization Resolution Recalling Elected Representatives to Students First Plan Committees and Work Groups

Whereas, Tunxis Community College faculty and staff have participated in the consolidation process in good faith;

Whereas, elected representatives, faculty, and staff from Tunxis Community College and other community colleges have repeatedly called for prioritizing the development of a governance process for the proposed one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

Resolved that Professional Staff Organization, the representative shared governance body of Tunxis Community College, is recalling elected representatives to all Students First plan committees and work groups and will not elect new representatives until there is a charge to develop a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college; now, therefore, be it

Further resolved that the Tunxis Community College Professional Staff Organization, including all committees of that organization, will not act on any proposals generated by Students First committees and work groups until there is representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college. Passed Feb 14th, 2020. 14-yes, 6-no, 1-abstain

Resolved, that the TXCC Professional Staff Organization, as the representative body for the faculty and staff of Tunxis Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system.
May 16, 2019, Yea 48, Nay 2, Abstentions 4

Faculty Advisory Council Community College

Faculty Advisory Committee (FAC), the statutorily representative system-wide body of the Connecticut State College and University Faculty, fully supports college governance bodies' resolutions recalling all faculty and staff from Students' First committees and work groups and encourages all college governance bodies to hold votes on such resolutions.
Passed 28 Feb 2020

Faculty Advisory Committee (FAC), the statutorily representative system-wide body of the Connecticut State College and University Faculty, fully supports college governance bodies' resolutions to reject the Students' First curriculum endorsement process as an illegitimate substitute for shared governance and encourages all college governance bodies to hold votes on such resolutions.
Passed 28 Feb 2020

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

One-time modification of the current Board

of Trustee Policy (3.5.1) criteria for

granting an incomplete for CSCU

Community Colleges

May 14, 2020

WHEREAS,   The CSCU Community Colleges have operated under Board of Trustees policy 3.5.1 (Granting of an Incomplete);

WHEREAS,   Current policy states that for courses to be granted an incomplete, "most of the course requirements" must already be completed;

WHEREAS,   The Enrollment Management Crisis Team requests the implementation of an emergency procedure whereby a college's chief academic officer may make an exception to this policy for courses that cannot meet the threshold identified in the current policy;

WHEREAS,   It is anticipated that this would impact a small number of courses;

WHEREAS,   The Provost, Senior Vice President of Academic and Student Affairs and the Community College Academic Deans concurs with this request; and

WHEREAS,   The action is not an amendment of policy, but an acknowledgment that due to the COVID-19 pandemic and its impact upon students, adherence to certain criteria may be detrimental to student academic progress; therefore be it

RESOLVED,   That the Board of Regents for Higher Education formally adopts a one-time exception to BOT 3.5.1 so that a college's chief academic officer may make an exception for courses that cannot meet the threshold identified in the current policy that "most of the course requirements" be completed in order for an incomplete to be granted for the spring 2020 semester

A True Copy:

_____

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

ITEM

That the Board of Regents for Higher Education formally adopts a one-time exception to BOT 3.5.1 so that a college's chief academic officer may make an exception for courses that cannot meet the threshold identified in the current policy that "most of the course requirements" be completed in order for an incomplete to be granted for the spring 2020 semester.

BACKGROUND

BOT 3.5.1 states that "most of the course requirements" be completed in order for an incomplete to be granted. This item recommends a temporary modification that allows a college's chief academic officer to make an exception for courses that cannot meet the threshold identified in the current policy.

It is not an amendment of policy, but an acknowledgment that due to the COVID-19 pandemic and its impact upon students, adherence to this deadline may be detrimental to student academic progress.

The Enrollment Management Crisis Team made this request of the System's Provost and Senior Vice President of Academic and Student Affairs.

RECOMMENDATION

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

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

ITEM

Fiscal Impacts of Corona Virus Pandemic

<u>**Overview**</u>

The ongoing pandemic has wide-ranging impacts on the operation of CSCU that will continue and change over the coming months. While there remains massive uncertainty regarding our longer-term outlook, some of the near-term impacts are becoming better understood. In particular, this item provided information on the following:

- CARES Act student and institutional funding
- Corona Virus-related expenditures as reported by campus
- State Budget outlook

In addition, several fee reductions related to operations under the pandemic have been made by the universities under the terms of the February 6 Tuition and Fee Resolution. This report provides notice to the committee of those changes, as required under that resolution.

<u>**CARES Act Funding**</u>

The federal CARES Act provides funding for higher education as part of the Higher Education Emergency Relief Fund (HEERF). In total, CSCU institutions will receive $54.6 million, of which half must be dedicated to emergency student financial assistance. The formula amounts for each institution are shown in the table below.

For the student funding, which has already been made available for drawdown by institutions, the Colleges and Universities have developed similar methodologies for distributing assistance, based on guidance provided by the US Department of Education (USDOE).

In each case, the late disclosure last week that the USDOE will require that the student-based funding be limited to FAFSA-eligible students has forced CSCU to adapt our intended payment methodologies, which would have included non-FAFSA filers also. President Ojakian has written to Secretary DeVos to express CSCU's desire to provide assistance to the nearly 30,000 non-FAFSA filers, and to ask that the USDOE revise its guidance in alignment with the flexibility provided by Congress with respect to these funds. In order to get funding quickly into the hands of as many needy students as possible, both the colleges and universities will fund the FAFSA-filers right away, and will hold back funding to cover the non-filers while we see if our advocacy efforts bear fruit.

For the colleges, funding will be made available to each student enrolled in for-credit classes this spring, including those who have withdrawn post-census. Only students who are on CSCU employee or dependent waivers will be excluded, along with high school partnership and second-chance Pell students. Each student will get the same grant of approximately $350, depending on the college.

The Universities will make payments to students based on the number of credits enrolled for the spring, with a higher grant paid to students who receive Pell grants. Again, only the grants for FAFSA-filers will be paid now, and the remaining students will be paid in a few weeks if the USDOE changes its guidance.

1

The remaining "institutional" portion of the CARES Act grants will be used by the universities to partially reimburse the room and board refunds that were paid to students in when the campuses closed. This will cover slightly more than half the cost of those refunds. The use of the colleges' instituional allotment is not yet determined, as we continue to track eligible expenses and develop the FY21 spending plan.

CARES Act Allocations

College Name	OPE-ID	Total Allocation	Minimum Allocation to be Awarded for Emergency Financial Aid Grants to Students	Spring 2020 Headcount	FAFSA Eligible	NOT FAFSA Eligible	% Ineligible
Asnuntuck	01115000	$ 1,215,438	$ 607,719	1,610	909	701	44%
Capital	00763500	$ 2,032,022	$ 1,016,011	2,874	1,855	1,019	35%
Gateway	00803700	$ 4,296,723	$ 2,148,362	6,150	3,502	2,648	43%
Housatonic	00451300	$ 3,450,869	$ 1,725,435	4,183	2,587	1,596	38%
Manchester	00139200	$ 3,235,201	$ 1,617,601	4,973	2,334	2,639	53%
Middlesex	00803800	$ 1,323,379	$ 661,690	2,173	987	1,186	55%
Naugatuck	00698200	$ 3,819,528	$ 1,909,764	5,389	2,764	2,625	49%
Northwestern	00139800	$ 602,265	$ 301,133	1,334	548	786	59%
Norwalk	00139900	$ 3,189,661	$ 1,594,831	4,751	2,211	2,540	53%
Quinebaug	01053000	$ 889,048	$ 444,524	1,210	630	580	48%
Three Rivers	00976500	$ 2,253,229	$ 1,126,615	3,342	1,873	1,469	44%
Tunxis	00976400	$ 2,185,505	$ 1,092,753	3,419	1,899	1,520	44%
CC Total		**$ 28,492,868**	**$ 14,246,438**	**41,408**	**22,099**	**19,309**	**47%**
Central	00137800	$ 9,009,014	$ 4,504,507	10,262	6,927	3,335	32%
Eastern	00142500	$ 4,433,725	$ 2,216,863	4,267	3,241	1,026	24%
Southern	00140600	$ 8,390,168	$ 4,195,084	9,212	6,773	2,439	26%
Western	00138000	$ 4,256,393	$ 2,128,197	5,266	3,433	1,833	35%
CSU Total		**$ 26,089,300**	**$ 13,044,651**	**29,007**	**20,374**	**8,633**	**30%**
CSCU Total		**$ 54,582,168**	**$ 27,291,089**	**70,415**	**42,473**	**27,942**	**40%**

<u>Corona Virus Expenditures</u>

Campuses have been closely tracking expenses related to the pandemic. The accounting of expenses through 4/7 is shown below. These expenses have been reported to OPM and it is anticipated that certain categories will be reimbursed out of emergency response funding provided to the State. The significant expenses paid by the Universities to clear out facilities for use as surge hospitals and first responder accommodations is expected to be fully covered by the state at a minimum. We will continue to track these expenses and work to ensure maximum reimbursement.

CSCU Projected Expenses

COVID 19 Est. cost of Student Refunds, Expenses and Donated Items (as of 4/7/2020)

Colleges:		Expenditures		Spring 2020 Semester Student Refunds		Donated Items		Total
Asnuntuck	$	2,391	$	62,858	$	1,518	$	66,767
Capital		13,672		615,440		5,728		634,840
Gateway		20,993		36,968		4,320		62,281
Housatonic		37,107		41,473		1,495		80,075
Manchester		-		147,452		-		147,452
Middlesex		468		44,683		2,703		47,854
Naugatuck Valley		2,024		7,490		38,360		47,874
Northwestern		3,961		29,208		6,400		39,569
Norwalk		29,217		8,978		85,668		123,863
Quinebaug		21,877		22,919		1,216		46,012
Three Rivers		81		25,882		5,214		31,178
Tunxis		12,867		-		1,770		14,637
System Office		240,931		-		-		240,931
Total CCC	$	385,590	$	1,043,351	$	154,393	$	1,583,334
Charter Oak State College	$	57,488	$	447,858	$	290	$	505,636
State Universities								
CCSU		2,551,396		6,957,692		11,186		9,520,274
ECSU		374,887		6,648,974		-		7,023,861
SCSU		1,372,278		6,818,543		-		8,190,821
WCSU		720,092		3,704,562		2,925		4,427,579
Total CSU	$	5,018,652	$	24,129,771	$	14,111	$	29,162,534
Grand Total CCC	$	5,461,730	$	25,620,980	$	168,794	$	31,251,504

State Budget Outlook

The state legislature has indicated that they will not return to active session before the required adjournment date next week. As a result, it is highly likely that our funding levels next year will reflect the second year of the adopted biennial budget. These funding levels are shown below. As you can see, the only difference between the Governor's proposed and the pre-existing enacted budget are the inclusion of funding for PACT and for Guided Pathways. In both of these cases we will continue to see if we can identify funding, including during any special session called by the legislature to address outstanding issues.

3

Allotment:	FY20 Actual Received	FY21 Governor's recommendation	FY21 Enacted
GF State Appropriation CSUs	145,330,562	153,315,495	153,315,495
GF Fringe Benefits paid by State CSUs	134,481,635	147,182,875	147,182,875
CSU Total	**279,812,197**	**300,498,370**	**300,498,370**
GF State Appropriation CCs	140,733,737	149,218,817	149,218,817
GF Fringe Benefits paid by State CCs	123,820,820	125,314,619	125,314,619
Developmental Services & Transitional Adult Education	7,327,566	8,912,702	8,912,702
Outcomes Based Funding Incentive	1,196,017	1,202,027	1,202,027
Operating Fund Fringe Benefits paid by State	24,400,000	36,550,000	36,550,000
Debt Free Community College		2,450,842	
Funding for Net Cost of Guided Pathways		2,130,284	
CC Total	**$297,478,140**	**$325,779,291**	**$321,198,165**
Grand Total	**$577,290,337**	**$626,277,661**	**$621,696,535**

4