

BOARD OF REGENTS FOR HIGHER EDUCATION CONNECTICUT STATE COLLEGES AND UNIVERSITIES (CSCU)

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, December 14, 2017

System Office, Regents Boardroom, Ground Level, 61 Woodland Street, Hartford, CT

1. **Call to Order, Roll Call and Declaration of Quorum**
2. **Adoption of Agenda**
3. **Opportunity to Address the Board***
4. **Faculty Advisory Committee** (*report to follow*)
5. **Student Advisory Committee** 1
6. **BOR Chairman Matt Fleury**
7. **CSCU President Mark E. Ojakian**
8. **Approval of October 19, 2017 Meeting Minutes**
9. **Consent Agenda**
 - a) **Terminations**
 - i. Security and Loss Prevention – Ugr. Certificate – TRCC 4
 - ii. Computer Engineering Technology AS – MCC 6
 - iii. Computer Science – AS – MCC 8
 - iv. Technology Management – Ugr. Certificate – MCC 10
 - v. Technology Studies: Electronics Technology Option – AS – MCC 12
 - vi. Technology Studies: Lean Manufacturing and Supply Option – AS – MCC 14
 - vii. Technology Studies: Technology Management Option – AS – MCC 16
 - b) **Modifications**
 - i. Computer Programming Technology Certificate (name change/course mod) – MCC ... 18
 - ii. Computer Programming Technology AS (name change/course mod) – MCC 23
 - iii. Interpreter Preparation Program ASL/English – AS – (name change) – NCCC 29
 - c) **New Programs**
 - i. Web Development – AAS - NCC 31
 - d) **2018 BOR Meeting Schedule** 34
 - e) **Naming** – C.J. Huang Recreation Center – CCSU 35
 - f) **Endowed Chair Appointment** to American Savings Fndtn in Banking & Finance – CCSU . 37
 - g) **CSCU 2020, Phase III** – Funding Reallocations and Project Schedule Modifications – CSCU 41
10. **Finance & Infrastructure Committee** – Richard J. Balducci, Chair
 - a) Preliminary Quantification - Students First (community college consolidation)..... 45
11. **Endorsement of Community College of Connecticut** – Matt Fleury, Board Chair..... 59
12. **Academic & Student Affairs Committee** – Merle Harris, Chair
 - a) Establishment of Center of Excellence for Social & Emotional Learning – CCSU 61
13. **HR & Administration Committee** – Naomi Cohen, Chair *No Exhibit/No Report*

***Opportunity to Address the Board:** 60 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 30 minutes total, followed by up to 30 minutes for the faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

14. **Audit Committee** – Elise Wright, Chair (*subject to 12/12/17 Audit Committee action*)
 - a) FY2016 Audits, Financial Statements and Reports to Management for [Charter Oak State College/CT Distance Learning Consortium](#), [Connecticut State Universities](#) and [Community Colleges](#).
Information
 - i. *FY2016 State University and Community College Foundations Annual Audit Reports ... 103*
15. **Executive Committee** – Matt Fleury, Chair*No Exhibit/No Report*
16. **Executive Session**
17. **Adjourn**

***Opportunity to Address the Board:** 60 minutes total; no more than three minutes per speaker. There will be two separate sign-up lists: one for students and another for faculty, staff and the public. Students will address the Board first, for up to 30 minutes total, followed by up to 30 minutes for the faculty, staff and public. The lists will be available in the meeting room for sign-up beginning at 8:30 am. Only one sign up per person (one person may not sign up for a group of individuals). Individuals who wish to address the Board **must sign-up prior to 10 am**. Speakers will be recognized from each list in the order of signing up (adherence to time limits will be required).

Chairman Fleury, President Ojakian, and fellow Regents:

I have served as a Student Advisory Committee representative for a little under a year. I have personally experienced and learned so much about how our state operates. I am humbled and grateful for the opportunity to represent the students during this year of uncertainty. Some laws were implemented this year that affected all our students. Thousands of students under the DACA program may lose protection from deportation, and Connecticut Budget cuts will affect student services and programs.

This year has been a difficult time for many of our students, most of us are unsure if we will be able to afford the future cost to further our education. Thankfully the CSCU leadership has taken the initiative to push forward the idea of a consolidated Connecticut Community College. This effort provides us the students hope for our future.

In my short time serving as the Chair of the SAC, President Ojakian has been available to answer questions at all of our scheduled SAC meeting; he is always willing to have an open conversation with the students and answer any questions and concerns. We appreciate his transparency and efforts in ensuring that the student's education is held at the highest level of priority. Throughout these unwavering times, we are indeed grateful to have leadership amongst us that display the necessary honor and courage to fight for our education and the future of our state.

The CSCU website has provided us the ability to submit our input, feedback, ideas, comments, or concerns to the steering committee during the planning phase of the consolidation. We appreciate the Board of Regents for allowing the students to be a part of the solution and clearly communicating with us. Despite the financial setbacks, we have faith in our ability to adapt and overcome during these difficult times ahead of us. I strongly believe that creativity thrives in the midst of chaos, these financial cuts will not hold us back, and thanks to the creative initiative of the consolidation proposal, we can see a glimpse of hope for our future education.

President Ojakian has not only answered questions about the consolidation but has also ensured that preventative measures are being taken to increase the safety and security of every student. ECSU Director of Public Safety and Chief of Police, Jeffrey A. Garewski, provided a detailed overview of the safety and security plans to the CSCU institutions as well as comprehensive law enforcement response to active shooter incidents. We reached out to Christine Savino, member and student representative to the UConn Board of Trustees. She provided us insightful ideas for advocacy campaigns initiatives that they successfully implemented to have their voices heard by the legislatures.

The students representative of the SAC entertained the idea of implementing a social media advocacy campaign to raise awareness and amplify the voice of the students when dealing with impactful issues such as the budget cuts. The Student Advisory Committee has also been working with the System Office to work on an Inclusion and Diversity Committee. This committee will be established in order to resolve specific hot button topics and issues related to diversity and inclusion in the CSCU campuses. There are several students interested in participating in this committee once it is fully established.

Individual Community Colleges are also taking preventative measures due to the budget cuts and establishing food pantries for the students in need. NVCC, for example, is gathering materials and working with the local organizations to feed the students in need. Many other campuses throughout the state are doing the same. We can see that the local faculty members and leadership at CSCU truly understands the daily struggles of the students in Connecticut. These types of programs allow us to make it through another day; there is a continuum of struggles that each student faces throughout the time they are enrolled in school. These proactive efforts let us know that our leadership is genuinely willing to put the student's concerns first.

We can see that President Ojakian has been consistent this year with his promises to keep the Students First. The CSCU, UCONN and CTDOT partnership for the U-Pass program is a great example, this program that has provided students in the CSCU system an affordable and dependable form of transportation. The U-Pass is a step in the right direction to ensure that students struggling are provided the resources needed to be able to move forward in their education. Lack of transportation is a contributing factor to students missing classes and not graduating. Over 16,000 passes have been issued throughout the CSCU system.

The Roberta Willis Scholarship, an essential benefit to many students, was almost compromised due to the CT Budget cuts. I firmly believe that it is a result of motivated individuals, advocating on behalf of the students, that this benefit is still available to the students. Additionally, the Board of Regents took a proactive approach attempt to reduce costs in the CSCU system by proposing the consolidation of all Connecticut Community Colleges.

President Ojakian met with the students and faculty members to answer questions in regards to the consolidation several weeks ago. All of the student's questions and concerns were addressed and explained, a majority of the community colleges attended both online via Facebook and on Campus at Capital Community College. It was a very enlightening session, and I believe it brought ease to many rumors as well as provided clarity of what the consolidation will look like from a student's perspective.

After the student's first forum I started to become increasingly aware of some negative feedback regarding the Students First initiative. A received a petition letter to sign against the Student's First initiative; I wondered why would anyone fight against this effort. After careful consideration and extensive research, I proceeded to seek a perspective from faculty members and their opinions on the Students First initiative to avoid providing a bias statement on this vital matter.

Surprisingly every faculty member I spoke to supported the effort. Some of the faculty members even stated that if the initiative resulted in no employment, they would still support it. Most of the faculty members agreed that they were provided opportunities as students to succeed in the past, and now it is time to offer that same opportunity to our current students in the present to prepare them for the future.

An unselfish leadership mentality is what we students need, the selfless act of paying it forward and allowing the future of our generation to have a better opportunity. Is this not what we all want for our children and our loved ones? So then let us treat our students as if we would treat our own children.

We understand that the Student's First proposal is a significant undertaking and that there are many moving parts and plenty of risks involved with this decision. We the students ask that you keep the following questions in mind when going through the planning process of the Students First initiative. What is our projected savings time frame? What are the accreditation risks? What are the unforeseen ramifications and how can we prepare for them? How will this affect student's services? We want to ensure that the students education, programs and services are not compromised and that tuition and book fees are not raised but lowered. The students are paying for these services, give us something worth paying for.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Security and Loss Prevention leading to a Certificate at Three Rivers Community College with a phase-out period until September 1, 2020.

A True Copy:

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

ITEM

Termination of the Security and Loss Prevention Certificate at Three Rivers Community College. The certificate does not lead to an Associate Degree nor is it articulated for transfer. The phase out period will run until September 1, 2020.

BACKGROUND**Summary**

There are no active students enrolled in the certificate and historically this has been the case. There has been no to little demand for the certificate in the last 12 years. Students interested in the security field enroll in the criminal justice program as they see security as a steppingstone into the criminal justice field. Three Rivers has a very well enrolled CJ program.

Rationale

The certificate is not required or valued by employers in the security field. In approximately the last 20 years, two students have completed the certificate. The certificate is also not useful for recruiting for the CJ Program which is the parent degree of the certificate. None of the security courses have ever run due to a lack of enrollment.

Phase Out/Teach Out Strategy

Currently, there are no active students in the certificate program. Should a student readmit in the program the PC will run the three security courses as independent study course as have been done in the past. All the other courses in the certificate are regularly offered courses and the termination of the certificate will have no effect on the course offerings.

Resources

No resources are required for termination of the certificate. There are no resources specifically dedicated to the operation of the certificate.

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Engineering Technology leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Computer Engineering Technology leading to an Associate of Science (AS) degree at Manchester Community College, with a phase out period until June 1, 2018.

BACKGROUNDSummary

Terminate the Computer Engineering Technology degree. New students interested in pursuing this degree will be advised to pursue either the Computer Technology or Computer Network Technology degrees.

Rationale

The Computer Engineering Technology degree only graduates three students per year.

Some students self-advice and enroll in this degree assuming it will allow them to transfer to UCONN, which it will not. Students confuse this degree with an Engineering Science degree, which is required for transfer to UCONN.

This is a poorly named and poorly designed degree. Some students assume it is a real engineering degree which will lead to a career in engineering, while it is actually a technician's degree. The degree lacks focus in any one technical area and therefore does not adequately prepare students for employment. It is a collection of introductory courses covering a wide range of topics, and does not build to a competent skill in any computer related area. A true Computer Engineering degree prepares students to do advanced engineering work such as CPU and other computer chip design, while the courses required for this degree do not. Stronger students are advised to pursue our "Engineering Science" degree.

Other students pursue this degree because they enjoy repairing computers and assume it is a degree focused on building computers. This degree is too difficult for such a student. These students are better off pursuing either our "Computer Technology" or "Computer Network Technology" degrees.

Phase Out/Teach Out Strategy

Several courses required for the Computer Engineering Technology degree will no longer be offered at MCC. This is due to the adoption of the new TAP Computer Science degree and the termination of the current MCC Computer Science degree, which required the creation of new TAP CS courses and the suspension of current CS courses. Students who wish to finish the Computer Engineering Technology degree will need to make the following course substitutions:

EET*132 Electronics -> CSC*114 Client-Side Web Design

CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design

CSC*287 Organization and Architecture -> MAT*254 Calculus I

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Computer Science leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Computer Science leading to an Associate of Science (AS) degree at Manchester Community College, with a phase out period until June 1, 2018.

BACKGROUND**Summary**

The Computer Science degree currently offered by MCC is being replaced by the new TAP Computer Science degree.

Rationale

The new TAP CS degree is sufficiently different from the current CS degree that it makes more sense to terminate the current degree and adopt the new degree rather than modify the current degree. Switching to the new TAP degree required the creation of five new CS courses and the suspension of six current CS courses.

New Courses:

CSC*127 Java I

CSC*128 Java II

CSC*121 Introduction to Database Design

CSC*114 Client-Side Web Design

Suspended Courses:

CSC*125 Programming Logic & Design with C++

CSC*215 Object-Oriented Programming with C++

CSC*241 Data Structures & Algorithms

CSC*286 Microprocessor Assembly Language

CSC*287 Organization & Architecture

Phase Out/Teach Out Strategy

Students who wish to continue with the current MCC CS degree will be allowed to make the following course substitutions in order to finish the MCC CS degree:

CSC*241 Data Structures and Algorithms -> CSC*114 Client-Side Web Design

CSC*286 Microprocessor Assembly Language -> CSC*121 Introduction to Database Design

CSC*287 Organization and Architecture -> MAT*287 Discrete Math

Students who have already completed the current C++ sequence do not need to complete the new Java sequence.

CSC*215 will be offered for one more semester for students who have already completed the first C++ course CSC*125.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Management leading to a Certificate at Manchester Community College with a phase-out period until June 1, 2017 .

A True Copy:

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

ITEM

Termination of a program in Technology Management leading to an undergraduate certificate (C2) at Manchester Community College, effective June 1, 2017.

BACKGROUNDSummary

The Technology Management Certificate is no longer a viable program at Manchester Community College. It has a history of low or no enrollment.

Rationale

The Technology Management Certificate currently has an enrollment of 0. The last graduate was one student in 2015. Removing this certificate from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Electronics Technology Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Electronics Technology Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUNDSummary

The Technology Studies - Electronics Technology Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and low graduates.

Rationale

The Technology Studies - Electronics Technology Option degree currently has an enrollment of only 7 students and has had declining enrollment over the last 3 years. No students graduated with this degree in Spring 2016 and there have been only 1 or 2 graduates in previous years.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Lean Manufacturing and Supply Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Lean Manufacturing & Supply Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUNDSummary

The Technology Studies - Lean Manufacturing & Supply Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and no graduates.

Rationale

The Technology Studies - Lean Manufacturing & Supply Option degree has had an enrollment of only three to six students over the last three years. The last student to graduate with this degree was one student in Spring 2012.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Technology Studies: Technology Management Option leading to an Associate in Science degree at Manchester Community College with a phase-out period until June 1, 2018.

A True Copy:

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

ITEM

Termination of a program in Technology Studies - Technology Management Option leading to an Associate of Science (AS) degree at Manchester Community College, effective June 1, 2017.

BACKGROUNDSummary

The Technology Studies - Technology Management Option degree is no longer a viable program at Manchester Community College. It has a history of low enrollment and low or no graduates.

Rationale

The Technology Studies - Technology Management Option degree has had an enrollment of only two to three students over the last four years. Only one student graduated with this degree last year.

Removing this degree from the catalog makes it easier for counselors and faculty to advise students.

Phase Out/Teach Out Strategy

There is no need for a teach out strategy as all courses required for the degree will still be offered as they are required for other degrees and certificates.

Resources

N/A

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Computer Programming Technology leading to a Certificate at Manchester Community College including significant modification of courses and changing the title to Internet Programming Technology.

A True Copy:

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

ITEM

Modification of a program in Computer Programming Technology leading to an undergraduate certificate at Manchester Community College. The Computer Programming Technology certificate is an auxiliary to the Computer Programming Technology Associate's degree. It contains all of the technical courses in the degree, but without the general education courses. It is designed to provide directly relevant job skills to students who already possess a degree or who just need to acquire a new set of skills for a career in internet programming.

BACKGROUND**Summary**

Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and other forms of programming for the Internet. Update course content to strengthen emphasis on web design.

Why Internet Programming?

Typically a two year degree in web development consists primarily of open source technologies such as HTML, CSS, JavaScript, PHP and MySQL. These technologies enable one to develop websites to be accessed via the World Wide Web. The Internet Programming Technology certificate at MCC expands on these technologies and includes more general programming languages and skills (Java, Python, C#) to enable students to create more general networking applications that can be accessed via an internal intranet (such as within a banking or insurance company) or over the external Internet. For that reason, to reflect a more expansive set of programming objectives beyond basic web development, we seek to name our degree "Internet Programming Technology".

Program review and input from outside advisors have led us to recognize that as websites become increasingly more complex, students need more than just simple web development skills such as HTML and CSS. They need a full suite of internet programming skills as covered in this updated programming certificate.

glassdoor.com (www.glassdoor.com) lists 1260 jobs for java developers, 487 jobs for python developers and 292 jobs for C# developers in the state of Connecticut.

monster.com (www.monster.com) lists 981 jobs for java developers, 476 jobs for python developers and 256 jobs for C# developers in the State of Connecticut.

Need for the Program

Web development is a growing field needed to support an increasing number of websites. There is a growing need for all businesses to have a web presence supported by web developers. MCC frequently receives inquiries from local businesses looking for someone to build a website for them. Web development used to be just HTML, but now requires a complex skill set including HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL, Python, Java, C#, etc. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.

Why Web Development?

Of the many students who come to MCC wishing to study computer programming, some would like to earn a four-year degree in computer science, while others would like to finish with a two-year

degree/certificate and then enter directly into the workforce. The Bureau of Labor Statistics provides a list of ten Computer and Information Technology occupations. Nine require a bachelor's degree or higher. Web Developer was the only occupation which required just an associate's degree.

(<https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

The job opportunities for web developers and internet programmers is excellent and growing. According to the Bureau of Labor Statistics (<https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm>), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."

According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs (<https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs>).

The Bureau of Labor Statistics also states that "Employment of web developers is projected to grow as ecommerce continues to expand. Online purchasing is expected to grow faster than the overall retail industry. As retail firms expand their online offerings, demand for web developers will increase. In addition, an increase in the use of mobile devices to search the web will lead to an increase in employment of web developers. Instead of designing a website for a desktop computer, developers will have to create sites that work on mobile devices with many different screen sizes, leading to more work."

"Job opportunities for web developers are expected to be good. Those with knowledge of multiple programming languages ... will have the best opportunities."

"The typical education needed to become a web developer is an associate's degree in web design or related field."

The job search site monster.com (www.monster.com) lists over 1000 web developer and internet programming jobs in the State of Connecticut.

The job search site glassdoor.com (www.glassdoor.com) lists 1400 jobs in the state of Connecticut.

Curriculum

Replace: CSC*125 Prog L&D w/C++

With: CSC*127 Java I

Replace: CSC*215 OOP w/C++

With: CSC*128 Java II

Replace: CST*150 Web Des & Dev I

With: CSC*114 Client-Side Web Design

Replace: CSC*241 Data Struct & Algo

With: CSC*121 Intro to Database Design

Add: CST*258 Internet Programming

Why these courses?

Web development requires strong programming skills. While modern web developers may use JavaScript, PHP, Python, and/or Ruby on a daily basis, the best way to train to become a competent programmer is to start by first learning a rich and rigorous language such as C++ or Java. Studying Java also has the added benefit in that it is the language of choice for developing enterprise level web applications such as for banks or insurance companies. C# can also serve in this capacity. Knowing Java is also useful for Android mobile app development.

An alternative to Java for building enterprise level web applications is the Microsoft suite of .NET languages such as C#.

While large companies can afford to take the time to develop robust Java or C# based web apps, smaller companies tend to rely on rapid development tools such as PHP, MySQL, Python, Django and Ruby on Rails.

In order to be a full stack developer, one must know both client-side and server-side technologies.

Client-side technologies include, but are not limited to: HTML, CSS, JavaScript, jQuery, and frameworks such as Bootstrap, Grid, Angular and React.

Server-side technologies include, but are not limited to: programming languages such as C#, Go, Java, Node.js, Python, PHP and Ruby; frameworks such as ASP.NET, Django and Rails; database management systems such as MySQL, SQL and Oracle.

Since it is difficult to cover all of these technologies in a two-year program, the MCC Internet Programming Technology certificate focuses on:

Python, Java, C#, HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL and SQL/Oracle

These topics are covered in the following courses:

CSC*127 Java I

CSC*128 Java II

CSC*124 Programming Logic and Design with Python

CSC*217 Object-Oriented Programming with C#

CSC*114 Client-Side Web Development

CSC*121 Introduction to Database Design

CSC*230 Database Concepts with Web Applications

CST*258 Internet Programming

Students

Current enrollment = 3

Faculty

Full Time = Richard Gnall

Adjunct = Paul Gruhn, Tim Hartley, Ibtsam Mahfouz, Ken Chausse, George Pillar

Learning Resources

Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++.

FacilitiesFiscal NoteReview of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

Accreditation:**REFERENCES**

14 Technologies Every Web Developer Should Be Able to Explain

<https://differential.com/insights/14-technologies-every-web-developer-should-be-able-to-explain/>

Client Side vs. Server Side

<http://www.codeconquest.com/website/client-side-vs-server-side/>

Top 5 Responsive CSS Frameworks

<https://www.themexpert.com/blog/top-5-responsive-css-framework>

Server-side Languages

<https://www.codeschool.com/beginners-guide-to-web-development/server-side-languages>

Basic Internet programming – Formalities

<http://www.csc.kth.se/utbildning/kth/kurser/DD1335/gruint10/litterature/dd1335-f01-slides.pdf>

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Computer Programming Technology leading to a Associate in Science degree at Manchester Community College including significant modification of courses and changing the title to Internet Programming Technology.

A True Copy:

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

ITEM

Modification of a program in Computer Programming Technology leading to an Associate of Science degree at Manchester Community College. MCC also has a Computer Programming Technology certificate auxiliary to the Computer Programming Technology Associate's degree. It contains all of the technical courses in the degree, but without the general education courses. It is designed to provide directly relevant job skills to students who already possess a degree or who just need to acquire a new set of skills for a career in internet programming. This is not a TAP degree. It is a workforce development degree.

BACKGROUND**Summary**

Change name from "Computer Programming Technology" to "Internet Programming Technology" to reflect increased emphasis on web development and other forms of programming for the Internet.

Update course content to strengthen emphasis on web development and other forms of programming for the Internet:

Replace C++ with Java since Java is the preferred language for both intranet and internet applications.

Replace two web design courses with a single Client-Side Web Design course to provide a more comprehensive and cohesive coverage of HTML, CSS, JavaScript, jQuery and Bootstrap.

Add Intro to Database Design course to better prepare students for applied web application database course.

Remove unneeded Data Structures & Algorithms course.

See the curriculum section below for new course substitutions.

Why Internet Programming?

Typically a two year degree in web development consists primarily of open source technologies such as HTML, CSS, JavaScript, PHP and MySQL. These technologies enable one to develop websites to be accessed via the World Wide Web. The Internet Programming Technology degree at MCC expands on these technologies and includes more general programming languages and skills (Java, Python, C#) to enable students to create more general networked applications that can be accessed via an internal intranet (such as within a banking or insurance company) or over the external Internet. For that reason, to reflect a more expansive set of programming objectives beyond basic web development, we seek to name our degree "Internet Programming Technology".

Program review and input from outside advisors have led us to recognize that as websites become increasingly more complex, students need more than just simple web development skills such as HTML and CSS. They need a full suite of internet programming skills as covered in this updated programming degree.

glassdoor.com (www.glassdoor.com) lists 1260 jobs for java developers, 487 jobs for python developers and 292 jobs for C# developers in the state of Connecticut.

monster.com (www.monster.com) lists 981 jobs for java developers, 476 jobs for python developers and 256 jobs for C# developers in the State of Connecticut.

Need for the Program

Web development is a growing field needed to support an increasing number of websites. There is a growing need for all businesses to have a web presence supported by web developers. MCC

frequently receives inquiries from local businesses looking for someone to build a website for them. Web development used to be just HTML, but now requires a complex skill set including HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL, Python, Java, C#, etc. Large enterprises such as banks and insurance companies also require employees with internet programming skills to develop internal network based applications using Java, Python or C#.

Why Web Development?

Of the many students who come to MCC wishing to study computer programming, some would like to earn a four-year degree in computer science, while others would like to finish with a two-year degree and then enter directly into the workforce. The Bureau of Labor Statistics provides a list of ten Computer and Information Technology occupations. Nine require a bachelor's degree or higher. Web Developer was the only occupation which required just an associate's degree.
(<https://www.bls.gov/ooh/computer-and-information-technology/home.htm>)

The job opportunities for web developers and internet programmers is excellent and growing. According to the Bureau of Labor Statistics (<https://www.bls.gov/ooh/computer-and-information-technology/mobile/web-developers.htm>), "employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations."

According to U.S. News, Web Developer is ranked #4 for the top ten best technology jobs
(<https://money.usnews.com/careers/best-jobs/rankings/best-technology-jobs>).

The Bureau of Labor Statistics also states that "Employment of web developers is projected to grow as ecommerce continues to expand. Online purchasing is expected to grow faster than the overall retail industry. As retail firms expand their online offerings, demand for web developers will increase. In addition, an increase in the use of mobile devices to search the web will lead to an increase in employment of web developers. Instead of designing a website for a desktop computer, developers will have to create sites that work on mobile devices with many different screen sizes, leading to more work."

"Job opportunities for web developers are expected to be good. Those with knowledge of multiple programming languages ... will have the best opportunities."

"The typical education needed to become a web developer is an associate's degree in web design or related field."

The job search site monster.com (www.monster.com) lists over 1000 web developer and internet programming jobs in the State of Connecticut.

The job search site glassdoor.com (www.glassdoor.com) lists 1400 jobs in the state of Connecticut.

Curriculum

Replace: CSC*125 Prog L&D w/C++	With: CSC*127 Java I
Replace: CSC*215 OOP w/C++	With: CSC*128 Java II
Replace: CSC*241 Data Struct & Algo	With: MAT*165 Elementary Statistics
Replace: CST*150 Web Des & Dev I	With: CSC*114 Client-Side Web Design
Replace: CST*250 Web Des & Dev II	With: CSC*121 Intro to Database Design
Replace: MAT*165 or MAT*172	With: MAT*172 College Algebra

Why these courses?

Web development requires strong programming skills. While modern web developers may use JavaScript, PHP, Python, and/or Ruby on a daily basis, the best way to train to become a competent programmer is to start by first learning a rich and rigorous language such as C++ or Java. Studying Java also has the added benefit in that it is the language of choice for developing enterprise level web applications such as for banks or insurance companies. C# can also serve in this capacity. Knowing Java is also useful for Android mobile app development.

An alternative to Java for building enterprise level web applications is the Microsoft suite of .NET languages such as C#.

While large companies can afford to take the time to develop robust Java or C# based web apps, smaller companies tend to rely on rapid development tools such as PHP, MySQL, Python, Django and Ruby on Rails.

In order to be a full stack developer, one must know both client-side and server-side technologies.

Client-side technologies include, but are not limited to: HTML, CSS, JavaScript, jQuery, and frameworks such as Bootstrap, Grid, Angular and React.

Server-side technologies include, but are not limited to: programming languages such as C#, Go, Java, Node.js, Python, PHP and Ruby; frameworks such as ASP.NET, Django and Rails; database management systems such as MySQL, SQL and Oracle.

Since it is difficult to cover all of these technologies in a two-year program, the MCC Internet Programming Technology degree focuses on:

Python, Java, C#, HTML, CSS, JavaScript, jQuery, Bootstrap, PHP, MySQL and SQL/Oracle

These topics are covered in the following courses:

CSC*127 Java I

CSC*128 Java II

CSC*124 Programming Logic and Design with Python

CSC*217 Object-Oriented Programming with C#

CSC*114 Client-Side Web Design

CSC*121 Introduction to Database Design

CSC*230 Database Concepts with Web Applications

CST*258 Fundamentals of Internet Programming

Students

Current enrollment = 53

Faculty

Full Time = Richard Gnall

Adjunct = Paul Gruhn, Tim Hartley, Ibsam Mahfouz, Ken Chausse, George Pillar

Learning Resources

Classrooms with one computer per student with appropriate software installed such as Visual Studio, Python, VMware, Java NetBeans, Eclipse, MySQL, SQL, Oracle, PHP, XAML, NotePad++.

FacilitiesFiscal NoteReview of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

Accreditation:**REFERENCES**

14 Technologies Every Web Developer Should Be Able to Explain

<https://differential.com/insights/14-technologies-every-web-developer-should-be-able-to-explain/>

Client Side vs. Server Side

<http://www.codeconquest.com/website/client-side-vs-server-side/>

Top 5 Responsive CSS Frameworks

<https://www.themexpert.com/blog/top-5-responsive-css-framework>

Server-side Languages

<https://www.codeschool.com/beginners-guide-to-web-development/server-side-languages>

Basic Internet programming – Formalities

<http://www.csc.kth.se/utbildning/kth/kurser/DD1335/gruint10/litterature/dd1335-f01-slides.pdf>

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program: Name Change Only

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Interpreter Preparation ASL/English [IPP] leading to an Associate degree at Northwestern Connecticut Community College without modification of courses by changing the title to Interpreter Training Program ASL/English [ITP].

A True Copy:

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

ITEM

This is a request for a Name Change only Program Modification for the Interpreter Preparation Program ASL/English [IPP] Associate Degree at Northwestern Connecticut Community effective immediately upon approval by the Board of Regents for Higher Education. The new program title will be Interpreter Training Program ASL/English [ITP].

BACKGROUND**Summary:**

The Interpreter Preparation Program ASL/English currently uses the acronym IPP. In the field of interpreting, the usual title is Interpreter Training Programs ASL/English [ITP]. The Registry of Interpreters for the Deaf (RID), the certifying body for nationally certified interpreters, identifies on their website a tab for “find an ITP.” In addition, a search of 18 interpreter education programs in the United States showed that 10 are referred to as Interpreter Training Programs, 5 are titled Interpreter Preparation Programs and 3 have other titles. Because Interpreter Training Program [ITP] is the most recognized acronym, the college is submitting this proposal for approval of the more typical program title. The change is from Interpreter Preparation Program ASL/English to Interpreter Training Program ASL/English.

Curriculum:

There is no change in the curriculum submitted with this proposal.

Rationale:

This name change request aligns Northwestern’s program nomenclature with the more recognized_IPT title.

Resources:

None Necessary.

Review of Documents:

- a) Campus Review: Completed
- b) Campus Budget and Finance: Not Applicable
- c) Campus President: Done
- d) Academic Council
- e) System Office

Accreditation:

Not applicable

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a program in Web Development leading to an Associate of Applied Science degree at Norwalk Community College for a period of time concurrent with the institutional accreditation.

A True Copy:

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

ITEM

Licensure and accreditation of a program in Web Development leading to an Associate of Applied Science degree at Norwalk Community College.

BACKGROUNDSummary

The Web Development degree has its genesis in response to an identified demand in Fairfield County and the Tri-State area for workers who are skilled in web development and in response to Norwalk Early College Academy's (NECA) request for a third degree offering. Some NECA students found the stringent math requirements of current computer degree offerings difficult to fulfill. The spirit of P-Tech is to provide students with skills to fill "new collar" jobs, so NCC went looking for careers that required less math but that also had very high prospects for employment. Web Development met both objectives. This new Web Development degree will be the first offered to both NECA and NCC students giving both segments of the community opportunities to enter this lucrative field.

Need for the Program

A strong demand for skilled workers in this field is predicted at both federal and state levels. The Federal Bureau of Labor Statistics (BLS) states, "Employment of web developers is projected to grow 27 percent from 2014 to 2024, much faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and ecommerce." It goes on to state, "The typical education needed to become a web developer is an associate's degree in web design or related field. Web developers need knowledge of both programming and graphic design." Finally, the BLS identifies "The median annual wage for web developers was \$66,130 in May 2016," well above the national average for all other occupations.

The CT Department of Labor (CTDOL) identifies Web Developer as a "Hot Job" for 2014 – 2024. Web Developer positions are expected to grow by almost 20% over the period. In the First Quarter of 2017, Annual Wages were listed as \$74,905. Further, CTDOL lists an Associate Degree for needed Education and Training, and states, "Employment in this occupation is expected to grow much faster than average, and the number of annual openings will offer excellent job opportunities."

Curriculum**Degree Requirements**

CSC 108 Introduction to Programming (4 cr.)
CST 153 Web Development and Design I (4 cr.)
CSC 233 Database Development I (4 cr.)
CST 252 Web Development and Design II (4 cr.)
CSC 262 Programming Mobile Devices I (3 cr.)
CSC 257 Web Development with PHP (4 cr.)
CSC 226 Object Oriented Programming Java (4 cr.)
CSC 262 Programming Mobile Devices II (3 cr.)
GRA 231 Digital Imaging – Photoshop (3 cr.)
ART 121 Two Dimensional Design (3 cr.)
GRA 151 Graphic Design I (3 cr.)

College Core

ENG 101 English Composition (3 cr.)
ENG 102 Literature & Composition (3cr.)
COM 173 Public Speaking (3 cr.)
Social Science Elective (3 cr.)
Science Elective (3-4 cr.)
MAT 172 College Algebra (3 cr.)
Humanities Elective (3 cr.)

Students

Approximately half of the students who will participate in this program during its first years will be participants in the NECA program. This highly successful P-Tech partnership between Norwalk Public Schools, IBM and Norwalk Community College has already enrolled over 300 students over the past four years. Incoming and current NCC students who are seeking jobs in the high-demand field of Web Development make up the remainder of students in this new degree program.

Faculty

NCC's Computer Science and Design faculty members currently possess the expertise to teach all of the courses required for this degree. However, one new full-time faculty member is proposed to work with the significant number of additional students anticipated in this program. The need for additional faculty will be determined based upon the actual number of the students in the program over the first two years.

Learning Resources

No additional resources are needed for this program.

Facilities

No additional facilities are needed for this program.

Fiscal Note

Anticipated revenue for this program exceeds the predicted expenditures associated with offering the program.

Review of Documents:

- a) Campus Review¹ **May 1, 2017**
- b) Campus Budget and Finance² **May 17, 2017**
- c) Campus President **June 13, 2017**
- d) Academic Council **November 8, 2017**
- e) System Office

¹ Curriculum 5/1/2017

² College Senate 5/17/2017

Accreditation:

NEASC: Institutional Approval March 6, 2015

11/17/2017 – BOR Academic & Student Affairs Committee

12/14/2017 – Board of Regents



Board of Regents for Higher Education PROPOSED 2018 Meeting Schedule 10/26/2017

Academic and Student Affairs 9:30 am – Fridays unless otherwise noted	Audit 10 am Tuesdays unless otherwise noted	HR & Administration 1 pm Thursdays unless otherwise noted	Finance & Facilities 10 am Wednesdays unless otherwise noted	Executive Comm. Meets when called. 10 am Thursdays (placeholders below)	Board of Regents 10 am Thursdays unless otherwise noted
January 12		January 11	January 17	January 18	February 1
February 23			February 21		March 8
1 pm Wed., March 28	March 20	March 22	March 28		Tuesday, April 10
April 27			April 25		May 10
June 8	May 22	May 31	June 6		June 21
			August 15 BIENNIAL BUDGET	July 19	August 23 BIENNIAL BUDGET
September 7			September 5		September 20
October 5	October 16	September 27	October 3		October 18
November 30	December 11		November 28	November 15	December 13

Unless otherwise noted, all meetings are held at the System Office –61 Woodland Street, Hartford (agendas will specify address and room location)

Info/contact: Erin Fitzgerald fitzgeralde@ct.edu, or 860 723-0013

w:\fitzgerald\board of regents\bor meeting schedules\2018 drafts\2018 bor calendar 10-26-2017.doc

RESOLUTION

Naming of

THE NEW RECREATION CENTER AT CENTRAL CONNECTICUT STATE UNIVERSITY

IN HONOR OF DR. C.J. HUANG

December 14, 2017

- WHEREAS, Dr. Chang-Jen Huang was a widely respected industrialist, humanitarian, and calligrapher, and
- WHEREAS, Dr. Huang was a noted philanthropist who was driven to invest his wealth in ways that would make life better for people through education, science, and medicine, and
- WHEREAS, Dr. Huang and the C. J. Huang Foundation has generously supported Central Connecticut State University with lifetime contributions totaling more than \$830,000, and
- WHEREAS, Dr. Huang has made an estate gift to Central Connecticut State University of \$6.5 million, and
- WHEREAS, Dr. Huang first became involved with Central Connecticut State University when he endowed a scholarship more than two decades ago supporting the exchange of students from Ouyang Yu Experimental Middle School in China to CCSU and also the exchange of CCSU graduate students to Ouyang Yu to teach English, and
- WHEREAS, Dr. Huang's estate gift will benefit his existing scholarship fund and will establish a new fund which will support scholarships to students in the CCSU Schools of Business, Education and Professional Studies, and Graduate Studies as well as support students through general scholarships to be distributed at the discretion of the President of the University consistent with University priorities, and
- WHEREAS, President Zulma R. Toro endorses the recommendation of the University's Facilities Planning Committee to name the new recreation center in honor of Dr. Huang, therefore be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities hereby approves the naming of the new recreation center at Central Connecticut State University to be known as the "C.J. Huang Recreation Center".

A True Copy:

Erin A. Fitzgerald, Secretary

ITEM

Naming of the Recreation Center at Central Connecticut State University (CCSU) to the “C. J. Huang Recreation Center”

BACKGROUND

Board Policy dated April 8, 2009 sets the requirements for the Connecticut State Universities’ recognition and naming of facilities and programs after persons or organizations.

The policy states, among other things, that:

- A) A naming opportunity associated with a gift to the CSU System, a constituent institution, or an affiliated foundation, will normally receive favorable consideration only when the present value of the gift is an amount equal to or greater than 10 percent of the cost to construct or substantially renovate the facility proposed for naming.

ANALYSIS

Dr. C. J. Huang was a widely respected industrialist, humanitarian, calligrapher and a noted philanthropist who was driven to invest his wealth in ways that would make life better for people through education, science and medicine. Dr. Huang has generously supported Central Connecticut State University with lifetime contributions totaling more than \$830,000 and has made an estate gift of \$6.5 million.

Dr. Huang became involved with Central Connecticut State University more than two decades ago when he endowed a scholarship to support the exchange of students from Ouyang Yu Experimental Middle School in China to CCSU and the exchange of CCSU graduate students to Ouyang Yu to teach English.

Dr. Huang’s estate gift will benefit his existing scholarship fund and will establish a new fund which will support scholarships to students in the CCSU Schools of Business, Education and Professional Studies, and Graduate Studies as well as support students through general scholarships to be distributed at the discretion of the President of the University.

This recommendation is prompted by the generous lifetime donations and an estate gift from Dr. C. J. Huang which together amounts to more than \$7.3 million, well in excess of 10% of the cost of the Recreation Center which is estimated at \$25.4 million.

RECOMMENDATION

Approve the naming of the new Recreation Center at Central Connecticut State University to be known as the “C. J. Huang Recreation Center”.

12/06/17 Finance & Infrastructure Committee
12/14/17 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating

RICHARD A. LEONE

to fill

THE AMERICAN SAVINGS FOUNDATION

ENDOWED CHAIR IN BANKING AND FINANCE

at

CENTRAL CONNECTICUT STATE UNIVERSITY

December 14, 2017

WHEREAS, Central Connecticut State University is seeking to fill the American Savings Foundation Endowed Chair in Banking and Finance in the School of Business, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the financial services industry that is significant in duration and level of responsibility, and

WHEREAS, Mr. Richard A. Leone, a CCSU alumnus, is the CEO of Connecticut On-line Computer Center (COCC), Inc., a financial technology company servicing the banking industry. COCC currently employs over 80 CCSU graduates. Mr. Leone's long and outstanding trajectory in the financial services industry is widely recognized throughout the state and greatly benefits the academic programs at the university, the collegial work of faculty and the learning of students, and

WHEREAS, The President of Central Connecticut State University, Zulma Toro, has endorsed the recommendation to appoint Richard A. Leone to this position.


RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Richard A. Leone to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University beginning in the spring 2018 semester.

A True Copy:

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



TO: Mark Ojakian, President
Connecticut State Colleges & Universities

FROM: Zulma Toro 
President

DATE: November 9, 2017

SUBJECT: Recommendation to Appoint Richard Leone to the American Savings Foundation
Endowed Chair in Banking and Finance

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Richard Leone of Cromwell, Connecticut as the holder of the American Savings Foundation (ASF) Endowed Chair in Banking and Finance at Central Connecticut State University.

Following a national search, the ASF Chair Search Committee unanimously recommended the appointment of Mr. Leone.

This appointment will be as a part-time Associate Professor for a period of two years, renewable yearly afterwards at CCSU's discretion.

This proposed appointment, which has my full support, has been reviewed and recommended by the Chair of the CCSU Finance Department, the President and CEO of ASF, the Dean of the CCSU School of Business, and the CCSU Provost.

Mr. Leone has had an illustrious professional career in Connecticut spanning the last 30 years. For the past 13 years, Mr. Leone has been President and CEO of Southington-based Connecticut On-line Computer Center (COCC). Founded in 1967, COCC Inc. provides technology solutions and services for financial institutions and the banking industry. COCC also has offices in Avon. Since he was named president in 2002, COCC has enjoyed rapid growth and currently employs over 500 Connecticut residents, including approximately 80 CCSU alums. COCC takes great pride in the work/life balance it provides to its employees, and was recently named Best Workplace in Connecticut by the Hartford Courant.

Mr. Leone is a recognized speaker on topics ranging from bank technology strategies to leadership initiatives in service industries. He was also Director of the Connecticut Technology Council, a member of the Connecticut Business and Industry Association and recently served as President of the Avon Connecticut Chamber of Commerce.

Mr. Leone received his Bachelor's degree in Accounting from CCSU in 1983. He is a Certified Public Accountant, and had a successful career in public accounting prior to joining COCC.

The overarching responsibility of the ASF Endowed Chair in Banking and Finance is to foster collaborative interactions between CCSU and the banking and finance industries by engaging in the following activities:

- **Teaching:** Offer 1-2 classes per semester. Topics chosen in consultation with the Chair of the Finance Department.
- **Distinguished Banking and Finance Lecture Series:** Organize an annual public lecture or symposium that addresses current issues in banking and finance.
- **Networking:** Foster closer relationships between the School of Business and the local banking and finance industry.
- **Publicity:** Work collaboratively with the Dean of the School of Business and the Vice President for Institutional Advancement to publicize and celebrate all activities of the Endowed Chair.

In recruiting holders for the ASF Chair, priority is given to practitioners with a record of distinguished accomplishment in banking or finance. The ideal candidate for the position would be a practitioner with distinguished industry experience at the CEO level who could adequately meet the prestige and expectations of an Endowed Chair. Mr. Leone meets these qualifications perfectly.

The term of appointment would be for two academic years commencing spring 2018.

ITEM

Designation to fill the American Savings Foundation Endowed Chair in Banking and Finance at Central Connecticut State University

BACKGROUND

Central Connecticut State University has requested designation of Richard A. Leone to fill the American Savings Foundation Endowed Chair in Banking and Finance. The Endowed Chair in Banking and Finance was established in 2003 under the former CSU Board of Trustees with a multi-year grant of one million dollars. As noted in CCSU President Toro's attached letter of recommendation, the primary role of the holder of the Endowed Chair is as follows:

“...to foster collaborative interactions between CCSU and the banking and finance industries by engaging in the following activities:

- **Teaching:** Offer 1-2 classes per semester. Topics chosen in consultation with the Chair of the Finance Department.
- **Distinguished Banking and Finance Lecture Series:** Organize an annual public lecture or symposium that addresses current issues in banking and finance.
- **Networking:** Foster closer relationships between the School of Business and the local banking and finance industry.
- **Publicity:** Work collaboratively with the Dean of the School of Business and the Vice President for Institutional Advancement to publicize and celebrate all activities of the Endowed Chair.”

President Toro also advises that the recommendation is being brought forward for Board consideration following a national search as required per Board policy. The recommendation for the designation of Mr. Leone as Endowed Chair is supported by the Chair of the CCSU Finance Department, the Dean of the CCSU School of Business and the CCSU Provost. The CEO and President of the American Savings Foundation is also supportive of this request.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Richard A. Leone as the Endowed Chair of the American Savings Foundation by adopting the proposed resolution.

11-17-2017 – BOR-Academic and Student Affairs Committee

12-14-2017 – Board of Regents

RESOLUTION
Concerning

CSCU 2020 – PHASE III
FUNDING REALLOCATIONS and
PROJECT SCHEDULE MODIFICATIONS

For
SOUTHERN & CENTRAL CONNECTICUT STATE UNIVERSITIES

December 14, 2017

- WHEREAS, FY 2018 legislation deferred \$110,000,000 of CSCU 2020 funding from FY 2018 to new CSCU 2020 funding year FY 2020; and
- WHEREAS, New CSCU 2020 FY 2020 program funding of \$16,000,000 titled “Supplemental Project Funding” was provided to mitigate escalation and unforeseen cost increases of the deferred projects; and
- WHEREAS, Pending legislative approval, \$9,125,000 of the Supplemental Project Funding, which exceeds 5% of the total project budget, will be reallocated to Central’s proposed Engineering Building to mitigate escalation and an equipment funding shortfall; and
- WHEREAS, Of the CSCU 2020 Program, a portion of construction and equipment for Southern’s proposed Health & Human Services Building will be rescheduled from FY 2020 to FY 2019 and FY 2020 as \$48,706,926 and \$6,293,074 respectively; and
- WHEREAS, Of the CSCU 2020 Program, construction and equipment for Southern’s proposed Business School will be rescheduled from FY 2019 to FY 2020 as \$48,706,926; and
- WHEREAS, Program modifications to Central’s Engineering Building, Southern’s Health and Human Services Building and Southern’s Business School mitigate current cost and schedule concerns; therefore, be it
- RESOLVED, Central’s Engineering School funding will be increased by \$9,125,000 pending legislative approval. Southern’s Health and Human Services Building will be rescheduled, constructed and equipped from FY 2019 and FY 2020 funding and Southern’s Business School will be rescheduled, constructed and equipped from FY 2020 funds.

A True Copy:

Erin A. Fitzgerald, Secretary

CSCU 2020 FY 2018 - FY 2020 Program Funding

Project Title (a)	University (b)	FUNDING IN EACH YEAR OF CSUS 2020 PROGRAM				Total Funding in CSUS 2020 (q)	Notes:
		FY 2008 - 17 Prior Funding	FY 2017-18 (o)	FY 2018-19 (p)	FY 2019-20 (q)		
Code Compliance/Infrastructure Improvements	Central	\$ 23,312,636	\$ 1,000,000	\$ 2,000,000		\$ 26,312,636	
Code Compliance/Infrastructure Improvements	Eastern	\$ 14,080,113	1,000,000	2,000,000		\$ 17,080,113	
Code Compliance/Infrastructure Improvements	Southern	\$ 22,021,406	1,000,000	2,000,000		\$ 25,021,406	
Code Compliance/Infrastructure Improvements	Western	\$ 13,269,378	1,000,000	2,000,000		\$ 16,269,378	
New and Replacement Equipment Program, Smart Classroom & Technology Upgrades	System FY16 Universities FY 17-19	\$ 86,255,000	2,541,000	14,443,000		\$ 103,239,000	
Alterations & Improvements: Auxiliary Service Facilities	Universities	\$ 43,672,422	5,000,000	5,000,000		\$ 53,672,422	
Telecommunications Infrastructure Upgrade	Universities	\$ 15,415,000	1,000,000	2,000,000		\$ 18,415,000	
Land and Property Acquisition Program	Universities	\$ 8,250,190	-	2,000,000		\$ 10,250,190	
Health and Human Services Building	Southern			14,850,074	55,000,000		
		\$ 6,657,270	-	63,557,000	6,293,074 52,800,000	\$ 76,507,344	
Engineering Classroom Building	Central						
		\$ 9,900,000	-	-	61,925,000	\$ 71,825,000	
Burritt Library Addition/Renovations	Central	\$ 5,161,000	9,139,000	-	2,200,000	\$ 16,500,000	
School of Business	Southern			48,706,926			
		\$ 3,770,007	-	-	48,706,926 16,000,000	\$ 52,476,933	
Supplemental Project Funding	Universities	\$ -	-	-	6,875,000	\$ 6,875,000	
							FY 2019 \$48,706,926 reallocated from the Business School
TOTALS		\$ 808,500,000	\$ 40,000,000	\$ 95,000,000	\$ 126,000,000	\$ 1,069,500,000	FY 2020 \$48,706,926 reallocated from Health & Human Services

ITEM

CSCU 2020, Phase III, funding reallocation and project schedule modification.

BACKGROUND

The CSCU 2020 program was legislatively approved as a multiyear three-phase program (3-years, 3-years & 4-years) to fund capital improvements, equipment, telecom, land acquisitions and deferred maintenance for the universities beginning in FY 2009 and running through FY 2018. The total program funding was \$950,000,000. Some college funding was added to this program to support deferred maintenance, equipment and telecom purchases in FY 2016 and for construction of one community college project in FY 2017. Total program funding was increased to \$1,053,500,000. Unlike traditional bond funds that require Bond Commission approval for individual funding requests, CSCU 2020 annual funding occurs as approved by the Governor prior to March 31st of each year. CSCU 2020 legislation categorizes projects within the three-phased program. Legislation does not reference individual project schedules within the phases. The Board of Regents may modify and approve individual project schedule modifications within each phase without legislative approvals.

ANALYSIS

In FY 2010, Governor Rell did not approve the annual funding request. Subsequently, we requested and received legislative approval for a one-year program extension to FY 2019 that maintains the overall program funding. For FY 2017, the Office of Fiscal Analysis requested that the CSCU defer \$55,000,000 of the FY 2017 \$95,000,000 allocation to FY 2018. We complied and deferred construction funding of Southern's new Health & Human Services facility by one year.

For FY 2018 the Office of Fiscal Analysis requested that the CSCU defer \$110,000,000 of the FY 2018 \$150,000,000 allocation to a new designated program year of FY 2020. We complied and additionally requested \$16,000,000 of new program funding titled "Supplemental Project Funding." The intent of Supplemental Project Funding is to keep deferred project programs whole and mitigate cost increases due to escalation as well as other unforeseen cost driven items. FY 2018 legislation reallocated \$110,000,000 from FY 2018 to FY 2020 and allocated \$16,000,000 of new project funding for FY 2020. The funding reallocation detail that accounts for the Phase III funding deferral is:

1. **\$52,800,000** of \$62,500,000 total project funding for Central's new Engineering Building was deferred from FY 2018 to FY 2020.

2. **\$55,000,000** of \$76,507,344 total project funding for Southern's new Health & Human Services building was deferred from FY 2018 to FY 2020.
3. **\$2,200,000** of \$16,500,000 total project funding from Central's Burritt Library Improvements project was deferred from FY 2018 to FY 2020.

CSCU 2020 approvals currently requested of the Board that allow maintaining program and project continuity are:

1. Reallocate \$9,125,000 of the \$16,000,000 Supplemental Project Funds to Central's new Engineering building to mitigate cost increases due to escalation and a shortfall with equipment funding. \$6,000,000 of this funding exceeds the legislatively set 5% cost increase threshold allowed by the Board. The Board's reallocation approval above the 5% will be pending a legislative approval.
2. CSCU 2020 Phase III funding for Southern includes the Health and Human Services Building (construction and equipment purchases currently funded in FY 2020) and the new School of Business (construction funded in FY 2019). It is requested that Health and Human Services be rescheduled for FY 2019 (\$48,706,926) and FY 2020 (\$6,293,074) and the Business School be rescheduled for FY 2020 (\$48,706,926). The revised project schedules will primarily maintain the current project schedules. The total budget for each project remains unchanged. If Supplemental Project Funding is required in the future, a BOR request will occur.

RECOMMENDATION

1. Approve reallocating \$9,125,000 of the \$16,000,000 Supplemental Project Funds to Central's new Engineering building, pending legislative approval.
2. Approve rescheduling and reallocating construction and equipment funding for Southern's Health and Human Services Building from FY 2020 to FY 2019 (\$48,706,926) and FY 2020 (\$6,293,074) and the new Business School from FY 2019 to FY 2020 (\$48,706,926).

12/06/17 Finance & Infrastructure Committee
12/14/17 Board of Regents

RESOLUTION

concerning

Preliminary Quantification – Students First College Consolidation

December 14, 2017

WHEREAS, State funding of the Connecticut State Colleges and Universities has deteriorated since fiscal year 2015, and the Connecticut Community Colleges have been especially negatively affected, and

WHEREAS, The state's fiscal projections suggest that funding will not improve and is likely to deteriorate further, and

WHEREAS, Increasing tuition and fees for Community College students to balance the budget is not feasible nor desirable, and

WHEREAS, Management has put forth a strategy to consolidate the twelve community colleges and create one accredited institution in order to cut costs and improve services, and

WHEREAS, Management has developed a preliminary quantification of such consolidation which is expected to generate approximately \$28 million of annual savings, implemented over a four year period, therefore be it

RESOLVED, That the preliminary quantification of savings and methodology employed appear to be reasonable and would support future fiscal sustainability to the extent demonstrated, and further

RESOLVED, That the Board accepts the attached preliminary quantification as an indication of due diligence.

A True Copy:

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

ITEM**Preliminary Quantification – Students First College Consolidation****BACKGROUND**

In response to declining state funding since FY15, Connecticut State Colleges & Universities (CSCU) management began to evaluate different cost saving options required to ensure that our institutions maintain a sustainable fiscal future. It was not expected that the financial situation faced by the state would improve near term, and calculations suggested that proceeding in the current vein would rapidly exhaust reserves established by the CSCU institutions.

Further, a long-standing and valued goal of CSCU remains “access and affordability” for current and future Connecticut students, and ensuring a quality education to those who attend. The double digit increases in tuition and fees which would be required to balance institutional budgets is both contrary to our stated goals and objectives, and causes fewer students to be able to afford an education which in turn reduces enrollments.

Management first approached cost saving programs in FY16 and committees were formed to evaluate potential plans. These teams were led by College and University Presidents and supported by System Office staff, and included campus administration, faculty and staff. The following areas were evaluated:

- Financial Aid
- Purchasing/Contracts
- Human Resources
- Compliance/Affirmative Action
- Enrollment/Retention
- Branding/Marketing

Although excellent ideas surfaced from these proposals, the savings generated would not be enough to sustain the diminishing revenues expected. The state finances continued to worsen, and it was determined that more significant cost cutting measures were required.

The Board of Regents charged President Ojakian to develop and submit to the Board his recommendations on addressing the System’s structural fiscal deficit.

On April 6, 2017, President Ojakian proposed and the Board of Regents endorsed two strategies:

1. An administrative consolidation involving all seventeen institutions and system

- office, targeting to save approximately \$13.26M through collaboration, use of common resources, and efficiencies associated with combining purchasing power.
2. A consolidation of the twelve community colleges into one college, targeting to save approximately \$27.65M via elimination of redundancies and parallel administrative functions.

This staff report focuses on the second strategy: consolidation of the twelve community colleges into the one Community College of Connecticut. **It was agreed that no faculty positions and no direct, student-facing support functions such as advising and counseling would be impacted.**

Consolidation of certain administrative functions, such as Finance, Institutional Research, and Human Resources is facilitated by common enterprise systems among the twelve colleges. The colleges operate under one Banner System, and Human Resources is managed within a common CORE-CT system.

The case for change is presented in Attachment A, a five-year projection of fiscal results. This schedule shows an outlook if we take no action, and another if the savings projected herein are realized.

If the colleges are not consolidated, we estimate that reserves will be exhausted by FY2020 and the colleges would remain in a deficit position going forward. By implementing the changes as outlined, we estimate an erosion of reserves through the period but it would remain positive throughout the five-year period.

METHODOLOGY TO ESTIMATE SAVINGS

In general, the method employed was to construct a new organization, cost out the newly created positions, and eliminate those departments from the current structure which have been reorganized under the future structure. **It is expected that the future organization will be staffed with employees who currently work within the existing structure to the greatest degree possible.**

A subcommittee headed by President Michael Rooke was formed comprising Presidents and Staff from the Community Colleges to recommend a structure for the future Community College of Connecticut. That proposal went through numerous draft iterations, was presented to stakeholders, including the Board of Regents, the Community College Presidents, as well as the New England Association of Schools and Colleges (NEASC) which will ultimately be asked to accredit the new college. After this presentation, the proposal was shared with the broader CSCU community including campus administration, faculty, staff, students, campus foundations, and the community-at-large. Once this structure became relatively stable, we were able to conduct a preliminary quantification of the proposed changes.

Calculations

1. Incorporated administrative positions into the sub-committee's recommended structure to account for finance, HR, IR, etc.
2. Costed out the new organization, recognizing:
 - a. New positions (added costs).
 - b. Retitling or variations of existing positions (cost neutral).
 - c. Transfers from System Office or Colleges (cost neutral).
3. Eliminated departments, or in some cases positions, that are redundant when considering the new organization.
4. Evaluated a timeline for recognizing the full value of savings when considering commitments under SEBAC and a normal rate of attrition.

Existing Structure

1. Data was extracted from the FY17 Banner system to ensure all payroll dollars and fringe benefit dollars matched actual amounts paid to employees.
2. No faculty positions, neither full nor part-time, nor any student affairs positions were included in this analysis.
3. Data was extracted from CORE-CT to incorporate position information.
4. Reports were generated by college.
5. Each President was asked to work with his/her HR Director and provide the department designation for each employee (neither Banner nor CORE-CT contains reliable, consistent department data).
6. Reports received were sorted by department to determine which are redundant with the future organization structure.
7. Administrative positions that will be consolidated or eliminated under one college was also considered.
8. Targeted savings of \$28.65M was based on FY16 payroll data.
 - a. In order to determine if the current plan is in line with the target, those departments that will be eliminated were cross matched with FY16 data.
 - b. Any amounts already saved in FY17 through attrition were added in for analytical purposes.
9. These results are shown in Attachment B.

New Organization

1. The positions included in the new organization which have been incorporated into the calculations are shown in Attachment C. These positions were reviewed with President Rooke's subcommittee to ensure alignment with the organization charts developed by them.
2. Salaries are estimated, based on like-kind positions throughout the System.
3. Current colleges have been designated as small, medium and large campuses of the future Community College of Connecticut.
4. References used to estimate salaries include existing positions in both the Colleges and the Universities, and modulation among the size of the campus in

order to recognize added scope in the larger institutions.

5. Fringe benefits are assumed at an average 75% for purposes of this analysis.

ANALYSIS

The following is the current result of the above methodology (\$):

Elimination of Departments/Positions based on FY17	48,070,602
Savings from Attrition FY16 to FY17	2,520,233
Reduction Academic Administration	1,500,000
Total Savings	52,090,835
Less: Incremental Cost of New Structure	24,331,426
Net Savings	27,759,410

The reduction of Academic Administration will require additional study. The proposal substitute Associate Deans for current, multiple levels of administration. We believe that the estimate of \$1.5M is conservative.

The net savings expected going forward represent 6% of the Community Colleges' payroll (including fringe benefits), and 12% of the non-faculty payroll.

RISKS

- If we were unable to generate savings via consolidation and attempted to balance the budget through tuition and fee increases, this would require 15% to 33% in increases over a five year period – that is clearly not an option.
- The projections in Attachment A assume flat state funding after FY2019. The state is projecting deficits during this same period which could have a further negative impact.
- Attachment A also assumes flat enrollment through the period. We believe there are a number of enrollment enhancing factors built into the Students First strategies, however, if enrollment continues to fall there would be a further negative impact.

TIMING

We expect the Community College of Connecticut to be initiated in July 2019. However, due to agreements with bargaining units, there are no lay-offs permitted until FY21. We would therefore expect some normal rate of attrition, and use the rate experienced in FY17 as a basis for the following:

	Annual Savings			
	Incremental	Management Confidential	Total Annual	Cumulative
FY17	2,520,233		2,520,233	2,520,233
FY18	2,520,233	1,202,808	3,723,041	6,243,274
FY19	2,520,233		2,520,233	8,763,508
FY20	2,520,233	6,492,095	9,012,329	17,775,836
FY21	9,983,573		9,983,573	27,759,410

This presumes that costs and savings are somewhat parallel, management confidential adjustments are in line with the initiation of the Community College of Connecticut, and layoffs are implemented in FY21, with notice provided in many cases in FY20. The FY17 figure is the actual experienced attrition.

NEXT STEPS

- Calculate savings in Academic Administration (currently estimated)
 - Elimination of Division Directors and Department Chairs.
 - Add back Associate Deans of Academic Affairs, dependent on the size of the campus.
- Evaluate impact of cost sharing among campuses.
 - Additional savings may be applied to further deficit mitigation, increasing academic advisors, or maintaining/bolstering reserves.
- Align proposed new positions with the system's class and compensation study.

CONCLUSIONS

Although our calculations indicate that the targeted savings for the consolidation of the community colleges are achievable, we believe that further deterioration of the state budgets and the threat of continued loss of state funding necessitate that we continue to refine this model and identify additional savings as practicable.

RECOMMENDATION

Management's recommendation is that the Finance Committee accept the preliminary quantification of the consolidation of the twelve community colleges as a reasonable demonstration of ability to achieve the estimated \$28M in savings, and that management is charged to continue refining estimates to achieve optimal savings through the consolidation.

12/6/17 Finance & Infrastructure Committee
12/14/17 Board of Regents

FIVE YEAR PROJECTIONS ASSUMING NO ACTIONS AND ASSUMING STUDENTS FIRST

CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS IF WE DO NOTHING

11/30/2017

	FY17 Projection	FY18 Budget - Original	FY18 Budget - Revised	FY19	FY20	FY21	FY22	Comments
State Funding	157.4	155.0	143.8	138.2	138.2	138.2	138.2	FY18 Revised includes holdbacks; FY19 per approved biennium, flat going forward
State Fringe Benefits	118.8	122.2	113.4	109.0	111.7	114.5	117.4	Same % recoupment as FY18 Budget
Tuition and Fees	174.7	177.2	180.7	184.3	188.0	191.8	195.6	2.5% increases each year; assumes flat enrollment
Other	7.0	5.7	5.7	5.7	5.7	5.7	5.7	Flat
Total Revenue	457.9	460.1	443.6	437.2	443.7	450.2	456.9	
Salaries and Wages	243.3	242.9	242.9	242.9	242.9	256.3	270.4	Assumes flat wages until FY21, then 5.5% increases thereafter
Fringe Benefits	142.9	148.8	148.8	148.8	152.5	165.0	178.4	Assumes 2.5% rate increase per year
Institutional Aid & Waivers	22.4	23.2	23.2	23.2	23.7	24.2	24.6	Increases along with Tuition and Fees
Other	40.2	45.5	45.5	45.5	45.5	45.5	45.5	Flat
Total Expenses	448.8	460.5	460.5	460.5	464.7	490.9	518.9	
Net Results	9.0	(0.4)	(16.9)	(23.3)	(21.0)	(40.7)	(62.0)	
Reserves	45.7	45.3	28.5	5.2	(15.8)	(56.6)	(118.6)	FY17 is Actual from Audit Financial Statements

CONNECTICUT COMMUNITY COLLEGES - 5 YEAR PROJECTIONS LAYERING IN STUDENTS FIRST

11/30/2017

	FY17 Projection	FY18 Budget - Original	FY18 Budget - Revised	FY19	FY20	FY21	FY22	Comments
State Funding	157.4	155.0	143.8	138.2	138.2	138.2	138.2	No Change
State Fringe Benefits	118.8	122.2	113.4	109.0	111.7	114.5	117.4	No Change
Tuition and Fees	174.7	177.2	180.7	184.3	188.0	191.8	195.6	No Change
Other	7.0	5.7	5.7	5.7	5.7	5.7	5.7	No Change
Total Revenue	457.9	460.1	443.6	437.2	443.7	450.2	456.9	
Salaries and Wages	243.3	242.9	239.2	236.7	227.7	230.5	243.2	Personnel Cost Savings Layered In (with 5.5% increase in savings in FY21)
Fringe Benefits	142.9	148.8	146.5	145.0	139.5	144.7	156.5	Same Fringe rate with 2.5% increased
Institutional Aid & Waivers	22.4	23.2	23.2	23.2	23.7	24.2	24.6	No Change
Other	40.2	45.5	45.5	45.5	45.5	45.5	45.5	No Change
Total Expenses	448.8	460.5	454.5	450.4	436.4	444.9	469.9	
Net Results	9.0	(0.4)	(10.9)	(13.2)	7.3	5.3	(13.0)	
Reserves	45.7	45.3	34.5	21.3	28.6	33.8	20.9	Erodes, but still positive through five year period

SUMMARY OF COSTS ELIMINATED

Community College of Connecticut
Consolidation of Departments/Positions
Functions re-created under One-College Model
FY17 Amounts Including Fringe Benefits

<u>Department/Positions</u>	<u>TOTAL</u>
Administrative Services	9,397,411
Facilities	1,717,161
Finance	11,098,332
Human Resources	7,379,465
Institutional Research	2,754,658
IT	4,536,290
Marketing	4,143,221
President's Office	6,249,782
Continuing Education	794,282
Total	<u>48,070,602</u>

SUMMARY OF COSTS ADDED BACK TO CREATE NEW INSTITUTION

Summary of Salaries under New One College Structure
Additional Costs of New Positions

PRELIMINARY

11/30/2017

<u>Level</u>	<u>Salaries</u>	<u>Fringes</u>	<u>Total</u>
Institutional	5,615,000	4,211,250	9,826,250
Small Campus 1	630,000	472,500	1,102,500
Small Campus 2	630,000	472,500	1,102,500
Small Campus 3	630,000	472,500	1,102,500
Medium Campus 1	653,375	490,031	1,143,406
Medium Campus 2	653,375	490,031	1,143,406
Medium Campus 3	653,375	490,031	1,143,406
Medium Campus 4	653,375	490,031	1,143,406
Large Campus 1	757,034	567,776	1,324,810
Large Campus 2	757,034	567,776	1,324,810
Large Campus 3	757,034	567,776	1,324,810
Large Campus 4	757,034	567,776	1,324,810
Large Campus 5	757,034	567,776	1,324,810
Total Cost New Structure	13,903,672	10,427,754	24,331,426

INSTITUTIONAL LEVEL

Community College of Connecticut		11/30/2017										
INSTITUTIONAL LEVEL												
Additional Costs of New Positions & Transferred Positions												
PRELIMINARY		New Positions	Institutional New			Transferred Positions	Transfer From System (Cost Neutral)			Transfer From Colleges (Cost Neutral)		
			Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total	Salaries	Fringe Benefits	Total
			75%				75%			75%		
Vice Chancellor's Office												
Vice Chancellor/CEO		1	250,000	187,500	437,500							
Admin Asst to Vice Chancellor		1	55,000	41,250	96,250							
Regional Presidents		3	585,000	438,750	1,023,750							
Institutional CFO		1	175,000	131,250	306,250							
Finance Banner Support Staff						8	643,951	482,963	1,126,913			
IT Banner Support Staff (reporting to SO CIO)						41	4,389,840	3,292,380	7,682,220			
Security Officer		1	150,000	112,500	262,500							
Accounting Staff		2	100,000	75,000	175,000							
Budget Officers (Regional reporting also)		3	300,000	225,000	525,000							
IR Staff		11	825,000	618,750	1,443,750							
Human Resources Staff (reporting to SO HR Vice President)		38	1,900,000	1,425,000	3,325,000							
CCC Facilities Project Manager (reports to SO)		1	80,000	60,000	140,000							
Payroll Staff devoted to CCC Payroll		10	500,000	375,000	875,000							
Grant Writing Office						4				300,000	225,000	525,000
Admin/Clerical Support		2	80,000	60,000	140,000							
CCC Enrollment Management												
Vice President Enrollment Management		1	150,000	112,500	262,500							
Director of Financial Aid						1	88,987	66,740	155,728			
Assistant Director Financial Aid						1	70,200	52,650	122,850			
Director of Marketing & PR		1	75,000	56,250	131,250							
Webmaster		1	75,000	56,250	131,250							
Financial Aid Support Staff						5				351,000	263,250	614,250
CCC Academic & Student Affairs Office												
CCC Provost, Chief Academic & Student Affairs Officer		1	175,000	131,250	306,250							
Admin Asst to Provost		1	60,000	45,000	105,000							
Executive Director of Retention & Completion (Student Success)						1	115,000	86,250	201,250			
CCC Registrar		1	80,000	60,000	140,000							
TOTAL INSTITUTIONAL MANAGEMENT GROUP		80	5,615,000	4,211,250	9,826,250	61	5,307,978	3,980,983	9,288,961	651,000	488,250	1,139,250

SMALL CAMPUS

Community College of Connecticut - New Positions SMALL CAMPUS		11/30/2017	ACC, NWCC, QVCC						
Additional Costs of New Positions & Transferred Positions PRELIMINARY		New Positions	Small Campus			Tranferred Positions	Already Exists (Retitled Positions)		
			Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total
			75%				75%		
Campus Vice President									
Campus Vice President		1	150,000	112,500	262,500				
Administrative Support		2	90,000	67,500	157,500				
Dir. Comm. Relations, Grants & Development		1	60,000	45,000	105,000				
Business Services									
Assoc. Dean of Campus Operations		1	90,000	67,500	157,500				
Bursar		1	65,000	48,750	113,750				
Purchasing/Financial Support		1	60,000	45,000	105,000				
Academic Affairs									
Dean of Academic & Student Affairs						1	100,000	75,000	175,000
Associate Academic Deans (replacing Div. Dir/Dept Chairs)						2	170,000	127,500	297,500
Assoc. Dean Cont. Educ/Workforce Dev						0*			
Student Affairs									
Assoc. Dean Student Affairs						1	80,000	60,000	140,000
Enrollment Services (Registrar, Fin. Aid & Admissions)									
Director Enrollment Management						1	70,000	52,500	122,500
Asst. Director Enrollment Management						1	65,000	48,750	113,750
Marketing Lead		1	65,000	48,750	113,750				
Graphics Specialist		1	50,000	37,500	87,500				
Enrollment Specialists						2	70,000	52,500	122,500
TOTAL NEW POSITIONS SMALL CAMPUS		9	630,000	472,500	1,102,500	8	555,000	416,250	971,250

* Will be shared with Large campus

MEDIUM CAMPUS

Community College of Connecticut - New Positions MEDIUM CAMPUS Additional Costs of New Positions & Transferred Positions PRELIMINARY		11/30/2017	CCC, TRCC, TXCC, MXCC			Transferred Positions	Already Exists (Retitled Positions)		
	New Positions		Medium Campus		Total		Salaries	Fringe Benefits	Total
Campus Vice President				75%				75%	
Campus Vice President	1		161,250	120,938	282,188				
Administrative Support	2		100,000	75,000	175,000				
Dir. Comm. Relations, Grants & Development	1		64,500	48,375	112,875				
Business Services									
Assoc. Dean of Campus Operations	1		96,750	72,563	169,313				
Bursar	1		75,000	56,250	131,250				
Purchasing/Financial Support	1		64,500	48,375	112,875				
Academic Affairs									
Dean of Academic & Student Affairs						1	107,500	80,625	188,125
Associate Academic Deans (replacing Div. Dir/Dept Chairs)						3	274,125	205,594	479,719
Assoc. Dean Cont. Educ/Workforce Dev						0*			
Student Affairs									
Assoc. Dean of Student Affairs						1	86,000	64,500	150,500
Enrollment Services (Registrar, Fin. Aid & Admissions)									
Director Enrollment Management						1	75,250	56,438	131,688
Asst. Director Enrollment Management						1	69,875	52,406	122,281
Marketing Lead	1		37,625	28,219	65,844				
Graphics Specialist	1		53,750	40,313	94,063				
Enrollment Specialists						4	150,500	112,875	263,375
TOTAL NEW POSITIONS MEDIUM CAMPUS	9		653,375	490,031	1,143,406	11	763,250	572,438	1,335,688

* Will be shared with Large campus

LARGE CAMPUS

Community College of Connecticut - New Positions LARGE CAMPUS Additional Costs of New Positions & Transferred Positions PRELIMINARY		11/30/2017	GWCC, HOCC, MCC, NVCC, NKCC						
	New Positions		LARGE Campus			Tranferred Positions	Already Exists (Retitled Positions)		
			Salaries	Fringe Benefits	Total		Salaries	Fringe Benefits	Total
Campus Vice President				75%				75%	
Campus Vice President	1		173,344	130,008	303,352				
Administrative Support	2		100,000	75,000	175,000				
Dir. Comm. Relations, Grants & Development	1		69,338	52,003	121,341				
Business Services									
Assoc. Dean of Campus Operations	1		104,006	78,005	182,011				
Bursar	1		85,000	63,750	148,750				
Purchasing/Financial Support	1		69,338	52,003	121,341				
Academic Affairs									
Dean of Academic Affairs						1	138,388	48,980	187,368
Associate Academic Deans (replacing Div. Dir/Dept Chairs)						4	392,913	294,684	687,597
Assoc. Dean Cont. Educ/Workforce Dev						1	92,450	69,338	161,788
Student Affairs									
Dean of Students Affairs						1	130,000	97,500	227,500
Enrollment Services (Registrar, Fin. Aid & Admissions)									
Director Enrollment Management						1	80,894	60,670	141,564
Asst. Director Enrollment Management						1	75,116	56,337	131,452
Marketing Lead	1		40,447	30,335	70,782				
Graphics Specialist	2		115,563	86,672	202,234				
Enrollment Specialists						5	202,234	151,676	353,910
TOTAL NEW POSITIONS LARGE CAMPUS	10		757,034	567,776	1,324,810	14	1,111,994	779,185	1,891,179

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning the

Creation of the Community College of Connecticut

December 14, 2017

WHEREAS, the Board of Regents for Higher Education in April 2017 approved the strategic framework of one consolidated community college and directed the development of related plans; and

WHEREAS, pursuant to this approval of the strategic framework, the CSCU Administration and planning teams have developed a model for the one college structure and commenced communications with the accrediting authority, NEASC, to inform its planning; and

WHEREAS, the Finance & Infrastructure Committee of the Board has reviewed and accepted as reasonable management's preliminary quantification of savings for the one college operating model that will provide a fiscally sustainable path; and

WHEREAS, the Board is impelled by the planning teams' representations that the one college model has the potential to deliver more efficient, consistent and critical resources to students; and

WHEREAS, additional immediate and anticipated limitations or reductions to appropriated state funding require expedited action to avoid resulting double-digit tuition increases and further erosion of financial reserves. NOW, THEREFORE, BE IT

RESOLVED, that the Board of Regents endorses the proposed organizational structure for a singly accredited Community College of Connecticut with three regions and 12 local campuses (Attachment A) and directs CSCU administration as follows:

Engage with NEASC and the Academic & Student Affairs Committee to prepare the Executive Summary of the proposed Substantive Change document to be submitted to NEASC for the Board of Regents' review and endorsement; and

In consultation with the Academic & Student Affairs Committee, commence phase two of academic planning associated with the one college model through the Students First Academic and Student Affairs Consolidation Committee comprised of community college faculty, students, and staff; and

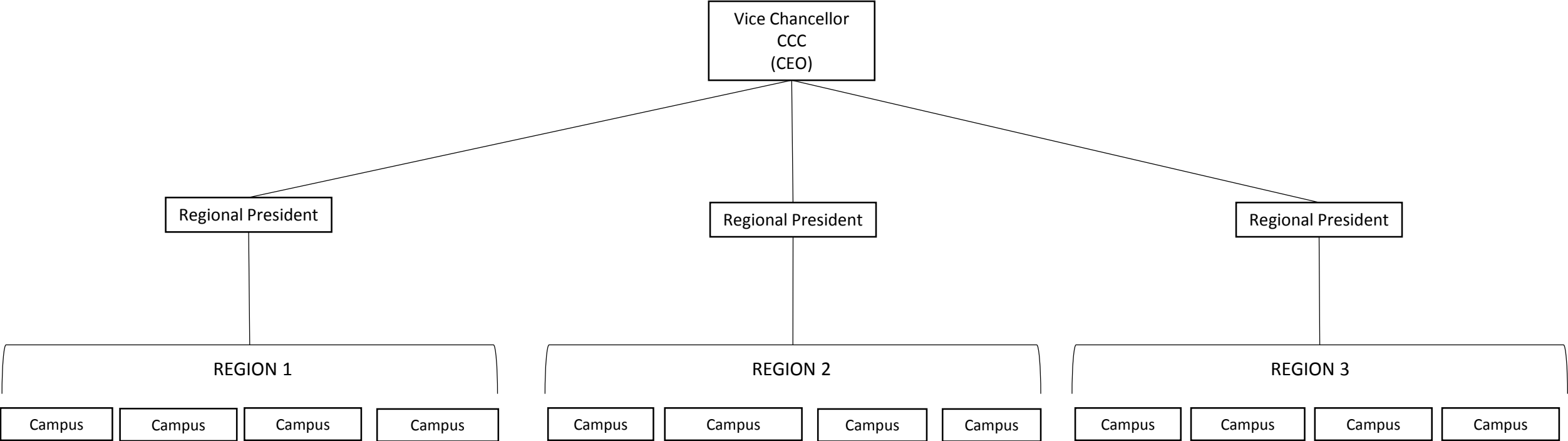
In consultation with the Human Resources & Administration Committee, finalize organizational charts for the new college leadership structure and positions to be integrated into current class and compensation system, keep the Committee and full Board apprised on the collective bargaining implications of the new structure, and with the committee develop a hiring process for the new college leadership structure; and

Provide to the Finance & Infrastructure Committee regular updates on and opportunities to review the fiscal analysis of the college consolidation and related implementation costs.

A True Copy

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

Attachment A:
Proposed Consolidated Community College Structure



CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Center of Excellence

December 14, 2017

RESOLVED: That the Board of Regents for Higher Education approve the establishment of the Center for Excellence in Social and Emotional Learning at Central Connecticut State University until September 1, 2022.

A True Copy:

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

A Proposal Submitted to the Board of Regents for the Creation of a

**Center of Excellence for Social & Emotional Learning:
A Collaboration with the Ana Grace Project
At Central Connecticut State University**

Prepared by:

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Approved by Zulma Toro, Ph.D.
President, CCSU

Approved by Susan Pease, Ph.D.
Interim Provost, CCSU



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A Proposal Submitted to the Board of Regents for the Creation of a

**Center of Excellence for Social & Emotional Learning:
A Collaboration with the Ana Grace Project
At Central Connecticut State University**

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EXECUTIVE SUMMARY

I. GOAL

The goal of the Central Connecticut State University Center of Excellence for Social and Emotional Learning is to provide education, training and research support to CCSU students, Connecticut citizens, and professional organizations to promote innovative approaches to enhancing and sustaining social and emotional learning (SEL) across the life span. The Center's Goal is strengthened and expanded via CCSU's formal collaboration with The Ana Grace Project. The Ana Grace Project was "born as a response to the tragedy that took the life of Ana Grace Márquez-Greene in Sandy Hook, CT on 12/14/12. 'Love Wins' is the slogan adopted by her family immediately after the tragedy...The Ana Grace Project is dedicated to promoting love, community and connection for every child and family through three lead initiatives: partner schools, professional development, and music & arts (see www.anagraceproject.org).

II. OBJECTIVES

- a. Establish a CCSU-based center that provides preferential development and resources to CCSU's Divisions of Academic Affairs and Students Affairs to educate faculty and staff in SEL and provide support to undergraduate and graduates students who may be struggling with social and emotional challenges with the goal of improving retention and graduate rates, respectively.
- b. Develop pedagogical approaches that infuse SEL and related concepts (i.e. Mindfulness) into pre-service and graduate training for educators, educational leaders, school counselors, marriage and family therapists, nurses, school leaders, and gerontology specialists and other community stakeholders.
- c. Establish a CCSU training center that provides evidence-based professional development in SEL to professionals working with individuals across the lifespan.
- d. Within the Center, establish an SEL research hub focused on interdisciplinary and collaborative inquiry focused on practice. This initiative will support research teams of CCSU faculty and undergraduate/graduate students as they investigate globally-relevant best practices in SEL.
- e. Inform state and federal policy makers about the importance of fostering social and emotional learning in schools and across the lifespan to support positive outcomes for Connecticut's children and other populations served.
- f. Embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.

III. DEFINITION OF SOCIAL AND EMOTIONAL LEARNING

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines SEL as follows:

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

(<http://www.casel.org/social-and-emotional-learning/>.)

The five core competencies of SEL are:

- a. Self-awareness
- b. Self-management
- c. Social awareness
- d. Relationship skills
- e. Responsible decision making.

IV. RATIONALE

The current educational climate calls for collaborative and interdisciplinary approaches to fostering social and emotional learning across the life span. Early education specialists, teachers, school counselors, administrators, and other professionals charged with supporting children and adults can improve their effectiveness by infusing social and emotional learning in their educational and professional endeavors. This requires effective training in implementing evidence-based curricula, practices, and evaluative procedures emerging from the growing body of research on social and emotional learning. Evaluation of SEL curricula,

practices, and metrics will be a central part of the work of the CCSU Center of Excellence for Social & Emotional Learning. Indeed, The Ana Grace Project actively works in many of these spaces, including implementing its own SEL-oriented extension activities, i.e. LOVE WINS School Based Clinical Services (SBCS).

BENEFITS OF TEACHING SEL COMPETENCIES

The benefits of teaching a structured social and emotional learning curriculum are numerous for students and teachers alike. Students participating in SEL programs have been shown to outpace their peers academically on a number of measures. These students have fewer suspensions and better overall student attendance (Dymnicki, 2007); earn higher grade point averages (Zins, Weissberg, Wang & Walberg, 2004); and outperform their non-SEL trained peers on standardized tests (Payton et al., 2008). Research also shows that students participating in SEL programs are less likely to engage in high-risk behaviors—such as resorting to violence or substance abuse—that interfere with learning (Hawkins et al., 1997). Connecticut continues to struggle to meet the needs of all students, particularly low-income students. SEL focused instruction has the potential to be a powerful tool to enable educators to address Connecticut’s persistent achievement and opportunity gaps.

Teachers and their classroom environments can also be positively impacted by SEL training. At present, most teachers are not adequately prepared, either at pre-service or during in-service, to address the social and emotional learning needs of their students (Hargreaves, 1998). Indeed, our teachers’ own social and emotional competence is an often-overlooked variable with regard to effective classroom management and creation of supportive teacher-student relationships (Jennings & Greenberg, 2009; Jones, Bouffard & Weissbourd, 2013). Teachers who are trained in social and emotional learning interventions are more likely to create

“Pro-Social” classrooms. These are emotionally healthy environments for both teacher and student that set the stage for positive social, emotional, and academic outcomes (Jennings and Greenberg, 2009).

Finally, The Ana Grace Project came in to existence as the outcome of tragic events that took place in Connecticut. These events have shown us that our public schools are not immune to violence. An increased emphasis on social and emotional learning in our schools can play a significant role in addressing this grave and growing social problem. A major advance in equipping Connecticut students with SEL competencies came in the form of Public Act 13-133, which has mandated coursework in SEL for all teacher education candidates prior to their semester of student teaching. The development of an SEL curriculum and its dissemination to an even broader audience has, and continues to be a key focus of the emerging Center of Excellence for SEL at CCSU. This is discussed in greater detail in our full proposal and is in complete alignment to the goals of The Ana Grace Project.

V. ROLL-OUT PLAN:

CCSU Center of Excellence for Social & Emotional Learning implementation plan appears below.

1. Obtain approval of the proposal by CCSU President and Provost.
2. Obtain approval of the proposal by Connecticut Board of Regents.
3. Integrate Mission of The Ana Grace Project in to CCSU Center of Excellence in Social and Emotional Learning.
4. Launch development campaign.
5. Establish two advisory committees:
 - 1) faculty (internal); and

- 2) community members with expertise in and commitment to social and emotional learning (external).
6. Identify appropriate leadership and staffing for the Center of Excellence.
 7. Establish a dedicated physical space for the Center of Excellence in newly renovated Barnard Hall.
 8. Formalize Center's mission statement and by-laws.
 9. Launch Center's activities in education, training, and research, to include an aggressive fund-raising campaign regarding establishing endowed chair.
 10. Once funds have been raised, establish endowed chair of the Center of Excellence for Social & Emotional Learning.

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2. *The Center of Excellence will reflect the SEPS mission of community outreach.*
3. *The Center of Excellence will embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.*
4. *The Center of Excellence will support social and emotional learning, and related evidence-based ideas, at CCSU.*
5. *The Center of Excellence will become self-sustaining.*
6. *The Center of Excellence Advisory Boards will encourage diverse membership.*
7. *The Center of Excellence will be a responsible fiscal steward: Budget and Budget Narrative.*
8. *The Center of Excellence will have a robust assessment and evaluation plan.*

III. REFERENCES

ESTABLISHING A CENTER OF EXCELLENCE FOR SOCIAL & EMOTIONAL LEARNING

I. LITERATURE REVIEW

A. Early Social and Emotional Learning and School Readiness

The moment children enter a preschool or public school setting they bring with them skills and experiences related to their early social and emotional development. Research suggests that “infants, toddlers and preschoolers rapidly develop capabilities in emotional regulation, relationships, cognition, motor development and language. These capabilities form the foundation from which all future development builds” (Michigan Great Start Systems Team, 2013, p. 3). Positive early social and emotional experiences greatly influence later school and life outcomes (Michigan Great Start Systems Team, 2013). Such experiences are shaped by a host of variables, including parenting and culture. For example, research suggests that young children are able to form more secure emotional attachments when they receive responsive and consistent care and when their parents’ own emotional well-being is developed and healthy (Clements, Martin, Randall & Kane, 2014). Skills that promote these sorts of positive outcomes can be taught and have been shown to positively impact early childhood development and lead to school readiness (Michigan Great Start Systems Team, 2013). Indeed, as The Ana Grace Project has noted, “healthy individuals, healthy families, healthy communities and healthy connections make a safer, more compassionate and productive world.”

The benefits of teaching a structured social and emotional learning curriculum are many. Students who participate in SEL programs have grade point averages that are 11 percent higher than their peers (Zins, Weissberg, Wang, & Walberg, 2004) and also score higher on standardized tests (Payton et al., 2008). Students who participate in SEL programs are less likely

to engage in high-risk behaviors that interfere with learning, such as violence and drug/alcohol use (Hawkins et al., 1997). They also have fewer suspensions and expulsions and better student attendance (Dymnicki, 2007). Dweck, Walton, and Cohen (2011) found that strategies promoting student tenacity help students learn self-control strategies and contribute to an increase in grades in reading and math. In this emerging area of research the concept of “grit” has emerged, which is defined as “perseverance and passion for long-term goals” (Duckworth, Peterson, Matthews, and Kelly, 2007, p. 1087). Researchers, who have developed metrics for “grit,” have found that grit scores were positively correlated with GPA among Ivy League undergraduates (Duckworth et al., 2007). To compete in a global economy, students at all levels and from all backgrounds need “grit.” To acquire it, they must gain competence in all areas of social and emotional learning.

B. Teacher Social and Emotional Learning

Once a child enters preschool and, in particular, the public-school years (K-12), research demonstrates that their teachers often take on, by default, complex roles and responsibilities that support students’ social and emotional learning. Several research studies have examined the problems that arise when public school teachers assume this responsibility. First, most teachers are not adequately prepared, either at pre-service or during in-service, to address the social and emotional learning needs of their students (Hargreaves, 1998; Schonert-Reichl, Hanson-Peterson, and Hymel in Durlak, 2015; Jennings & Frank in Durlak, 2015); and second, teachers’ own social and emotional competence (SEC) is an often-overlooked variable with regard to several factors:

- the creation and maintenance of supportive teacher-student relationships;
- the modeling of appropriate social and emotional learning skills for students; and

- the implementation of effective classroom management (Jennings & Greenberg, 2009; Jones, Bouffard, & Weissbourd, 2013).

According to the American Institutes for Research, social and emotional learning (SEL) can help students to be college and career-ready (Dymnicki, Sambolt, & Kidron, 2013). The authors suggest that states should create SEL standards to prepare students for post-secondary success. Many new SEL practices and curricula have been developed to address the unique needs of adolescents as they prepare to enter the higher education arena. Fostering all five competencies of SEL (self-awareness, self-management, decision making skills, relationship skills and social awareness) helps to promote a positive transition to post-secondary institutions while reducing at-risk behaviors that interfere with college graduation (Dymnicki, et al., 2013).

Teachers, other school-based professionals, and higher education professionals can be taught to develop their own social/emotional competence, thus improving their effectiveness in supporting their students' development of SEL competencies. Jones, Bouchard and Weissbourd (2013) assert that social and emotional learning can be impacted across three domains:

- emotional processes (e.g., regulating one's emotions and behaviors for a given situation);
- social/interpersonal skills (e.g., understanding social cues); and
- cognitive regulation (e.g., maintaining attention and focus; inhibiting impulses that are not appropriate to a situation).

When a professional educator has developed skills in these areas, they are more likely create and implement what Jennings and Greenberg (2009) characterize as the "Pro-social Classroom"; see

FIGURE 1). This type of classroom is an emotionally healthy environment for both teacher and student that sets the stage for positive social, emotional and academic outcomes.

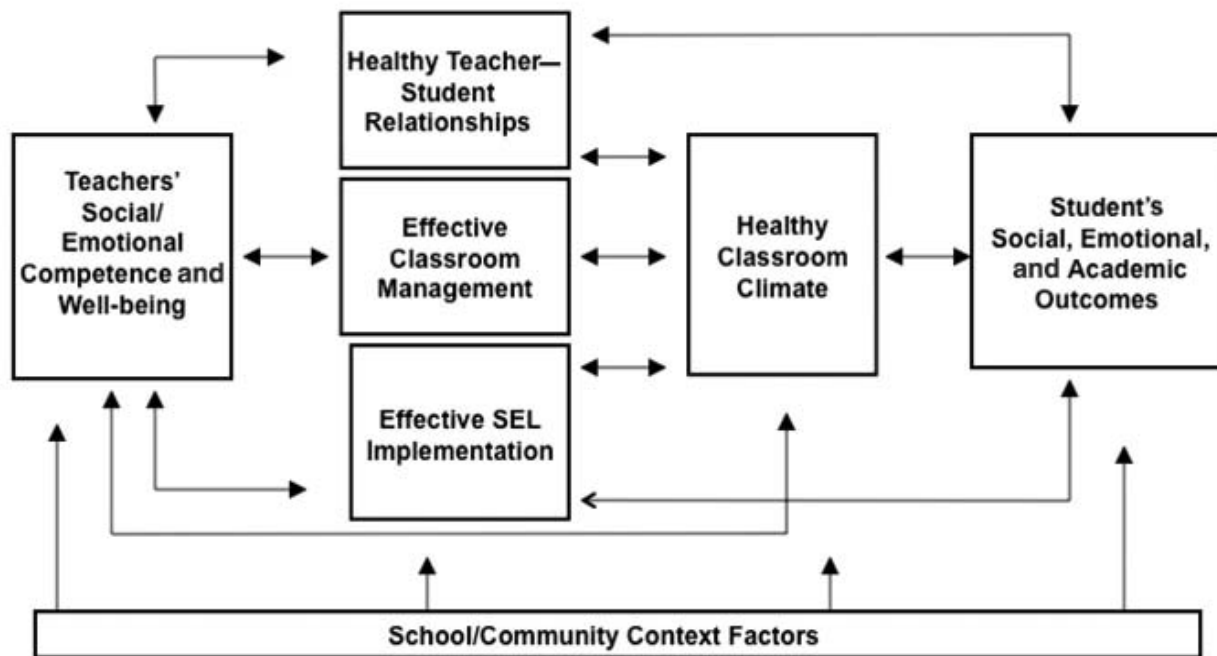


FIGURE 1. *Jennings' and Greenberg's Prosocial Classroom Model (2009, p. 494)*

C. Public School Teacher Burnout and Professional Attrition

When the social and emotional health of students or caregivers is not explicitly addressed in communities and schools, the risk for negative outcomes increases for all. For public school teachers, these outcomes may include emotional stress and burnout that impacts their effectiveness in the classroom (Travers, 1998) and can eventually can lead to professional attrition (Jennings & Greenberg, 2009). This is known as the “burnout cascade.” In an era when research suggests that one out of two public school teachers will leave the profession within five years (Barnes, Crowe, & Schaefer, 2007), the effect of teacher-related emotional stress and poor emotional management is significant. It can be costly in terms of dollars and cents for local

school budgets. Even more important, perhaps, is the long-term impact of teacher burnout on student achievement.

When the social and emotional health of children is not proactively addressed within communities and schools, the potential for negative outcomes can run to extremes, with consequences that include both school violence and youth violence, i.e., violent or anti-social behavior in a community setting. Proactive and preventive efforts to teach social and emotional competencies can help in counteracting these negative outcomes. Individuals with strong social and emotional competencies are better able to embrace change, learn from mistakes, and balance work and play. They are aware of their strengths and weaknesses and are empathetic to others. They do not dwell on the past because “they’re too busy contemplating the possibilities that tomorrow will bring” (Rampton, 2016). Those who have developed a positive self-image are also better at staying focused, setting healthy boundaries, and persevering until a task is complete. These are all 21st century skills needed for success as both a student and as a professional. The absence of these competencies can lead to unhealthy patterns of behavior and even mental illness.

D. School Violence—A Symptom of a Bigger Problem

The United States Center for Disease Control (CDC) and Prevention define youth violence as including some violent acts, “such as bullying, slapping or hitting [that] can cause more emotional harm than physical harm” (CDC, 2013, p. 1). School violence is “youth violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event” where the young person can be “a victim, a perpetrator, or a witness of school violence (CDC, 2013, p. 1). Both youth and school violence are symptoms of a larger societal problem. They are indicators of a breakdown in a

community's or school's social and emotional health. When our nation's children experience this breakdown, potential outcomes are troubling. For example, in a 2011 nationally representative survey of youth in grades 9-12, the following was reported:

- 12% reported being in a physical fight on school property in the 12 months before the survey;
- 5.9% reported that they did not go to school on one or more days in the 30 days before the survey because they felt unsafe at school or on their way to or from school;
- 5.4% reported carrying a weapon (gun, knife or club) on school property on one or more days in the 30 days before the survey;
- 7.4% reported being threatened or injured with a weapon on school property one or more times in the 12 months before the survey;
- 20% reported being bullied on school property;
- 16% reported being bullied electronically during the 12 months before the survey (CDC, 2013, p. 1).

The escalation of all forms of aggression on school campuses profoundly impacts students and staff alike. For example, Roberts, Zhang, Truman and Snyder (2012) reported in their 2011 teacher survey that seven percent of teachers indicated that they had been threatened with injury or physically attacked by a student from their school community. Socially and emotionally unhealthy children impact the entire community, including community members' sense of physical safety. The data reported by these researchers are representative of similar findings reported by the Institute of Education Sciences' National Center for Education Statistics (see <http://nces.ed.gov/pubs2014/2014042.pdf>; *Indicators of School Crime and Safety: 2013*).

E. Safe and Successful Schools in Connecticut

Recent tragic events in Connecticut and throughout our nation have shown us that our nation's schools are not immune to violence within their walls. In the year following the Sandy Hook school tragedy, Cowan et. al. (2013) offered *A Framework for Safe and Successful Schools* to the United States Congress. This document, which represents the work of a number of highly regarded professional organizations, provided an extensive list of recommendations known to contribute to the social and emotional health of communities and schools. Recommendations included:

- a specific emphasis on multidisciplinary collaborations across professions (e.g., behavioral, mental health and social services);
- universal screening for social and behavioral concerns;
- coordination of services via school-community partnerships;
- an emphasis on evidence-based models of prevention, preparedness, and intervention (Cowan et al., 2013).

The Ana Grace Project, now formally in collaboration with CCSU, working under their umbrella of the LOVE WINS School-Based Clinical Services, is actively working to put in to practice many of these recommendations. Examples include: Assessment, individual, family and group therapy, psychiatry services; Consultation and team building with public school administration and staff; The provision of technical assistance to families, with referrals and follow through on referrals to community services as needed; The provision of CCSU-educated clinical interns; The provision of a senior clinician responsible for the coordination of wraparound services; The provision of a licensed clinical supervisor that senior clinician and clinical interns report to; and the provision of program and assessment materials, among other services. CCSU faculty and

students are already actively participating in the delivery of many of the above LOVE WINS School-Based Clinical Services.

One evaluation tool that CCSU faculty are conducting research on, and which shows promise as a mechanism for universal screening, is the Protective Factor Index (PFI). The PFI was developed by the UMASS Center for School Counselor Outcome Research and Evaluation (CSCORE). The PFI is composed of indicators that gauge students' skills, attitudes, and dispositions that are directly tied to academic achievement and school success (Bass, Lee, Wells, Carey & Lee, 2015). Attached to a report card, the PFI provides teachers, school counselors and administrators multiple data points each year about a student's discrete social and emotional competencies. Further, data from this instrument can be used to develop small group and whole school interventions, addressing SEL problems that affect school culture. There is a clear need to bridge gap between research and practice of fostering SEL in schools (Durlak et al., 2011), and the PFI is one tool that helps to address this concern.

F. Social and Emotional Learning Policy

In 2015 alone, three bills were introduced in support of SEL (two from the House of Representatives, H.R. 497 and H.R. 850) and one from the Senate (S. 897). Most notably, the Senate bill was introduced by CT legislator U.S. Senator Richard Blumenthal and co-sponsored by Connecticut's U.S. Senator Chris Murphy. CT Representative Elizabeth Esty introduced the same legislation in a separate House Bill. The Bill, now known as the "Jesse Lewis Empowering Educators Act" requires that teachers receive training in SEL to better support their students' social and emotional learning. It is named in honor of Jesse Lewis, one of the six-year-olds tragically killed at Sandy Hook Elementary School (Collaborative for Academic, Social, and Emotional Learning, 2016). It is important to note that both Senators Blumenthal and Murphy

has formally endorsed the establishment of the Center of Excellence in Social and Emotional Learning at CCSU (see Appendix A for co-signed letter of support).

At the state level, legislators and policy makers are also sponsoring and passing legislation in support of SEL in the public schools. A number of states, including Illinois and New York, have mandated the teaching of SEL components in public schools (Durlak et al., 2011). And in 2013, the year following the Sandy Hook tragedy, Connecticut issued Public Act 13-133 which requires coursework in SEL for all teacher education candidates prior to their semester of student teaching.

An overarching goal of the proposed CCSU Center of Excellence for Social and Emotional Learning is to help Connecticut communities realize better outcomes for their public-school children, to include: higher GPAs; increased performance on standardized tests; reduced incidence of high-risk behaviors that interfere with learning (e.g., violence, drug/alcohol use); lower suspensions and expulsions; and better overall school attendance. These outcomes are directly attributable to SEL instruction. The formal CCSU collaboration with The Ana Grace Project will only strengthen the chances that this goal is met. The Center, in collaboration with The Ana Grace Project, will serve the community by raising awareness about the importance of SEL, and related evidence-based practices, will inform policymakers at all levels of the need to be proactive in building healthy school cultures, and will work to directly delivery education and professional development in SEL. The background, rationale, and implementation plan of the Center of Excellence is discussed in greater detail in the next section.

II. DEVELOPING A CENTER OF EXCELLENCE AT CCSU

A. Background of SEL Efforts in the School of Education & Professional Studies

Following the events of December 14, 2012, a multi-disciplinary group of CCSU faculty formed the *Committee for the Well-being of Children and Youth in Schools*. Led by Dr. Ralph Cohen, of CCSU's Department of Counselor Education and Family Therapy, the group's goal was to explore how the culture of schools can better support the well-being and social and emotional health of Connecticut's public school children. The committee, which developed a mission, vision, and action statements, initiated its work in the 2013-14 academic year by bringing several guest speakers to campus.

Building on the work of this committee—and in response to the Connecticut Legislature's Public Act 13-133—the dean of CCSU's School of Education & Professional Studies formed the multi-disciplinary *Task force for Development of Social-Emotional Learning Curriculum for Teacher Education*, again under the leadership of Dr. Ralph Cohen. Beginning its work in spring 2014, the task force undertook the development of an innovative on-line curriculum to address the requirements of PA 13-133.

As a starting point for curriculum design, the task force utilized the 2014 Research-to-Practice Brief: *Teaching the Whole Child* (TWC). Developed by the Center on Great Teachers and Leaders, this Brief outlines instructional practices that are foundational to social and emotional learning. However, the task force also wanted its curriculum to address issues of the larger systemic ecology (e.g., school climate and family influences) and their impact on children's social and emotional functioning. For this reason, the newly developed curriculum includes other areas of study related to social-emotional learning, such as the use of multi-tiered systems of support and the practice of mindfulness.

This self-directed professional development course on Social-Emotional Learning is now administered to all CCSU teacher education students prior to beginning their student teaching. The curriculum consists of a six-module on-line course that includes a competency assessment for each module. The modules address the following areas:

1. Orientation to the Curriculum.
2. What is Social and Emotional Learning?
3. Connection to Self and Other.
4. Social Emotional Learning in School.
5. Behavioral Interventions and Mental Health Assessment, including:
 - comprehensive, coordinated social-emotional assessment/early intervention for children whose behavior indicates social or emotional problems;
 - the availability of treatment services for these children;
 - appropriate referrals for assessment, intervention, or treatment services.
6. Beyond the Classroom-Social Emotional Learning and the Larger System.

(It should be noted that Module 6 is specifically designed to meet the instructional requirements of PA 13-133.)

The long-term vision of this task force is to develop a model curriculum that can not only be embedded throughout CCSU teacher training programs but also used by other organizations, including school districts, to offer SEL training to teachers, principals, school-based professionals, and community stakeholders. While the course outlined above is a starting point for this effort, much remains to be done. The establishment of the Center of Excellence will serve as the next step in the evolution and wide spread dissemination of this work on social and emotional learning throughout the state of Connecticut. And the formal collaboration between

the Center of Excellence and The Ana Grace Project creates an even greater opportunity for wide spread dissemination to take place within Connecticut, to include the LOVE WINS extension activities.

Additional projects at CCSU in support of SEL are described below.

- Middletown Public Schools (MPS) became an SEL demonstration district beginning in January 2016. Faculty from CCSU and UMass-Amherst's CSCORE initiative are piloting use of the Protective Factor Index (PFI) screening tool in two middle schools in Middletown, CT.

The team from UMass will also be writing the ESSC (Elementary and Secondary School Counseling) grant to bring additional mental health resources to the school district, which will include the hiring of four grant-funded school counselors for three years. CCSU faculty members are also working with Middletown to place pre-service school counselors, school-based marriage and family therapists, and school social workers in Middletown's public schools to provide cross-disciplinary focused support for social and emotional learning throughout the district.

- On November 6, 2015 this collaborative team hosted a one-day symposium to discuss ways to foster SEL in Middletown schools. UMass faculty, CCSU faculty, and CCSU students attended the meeting with MPS staff members. The need to continue this dialogue was clear and plans are now in place to expand this one-day symposium to a yearly conference focused on fostering SEL in Connecticut Schools. The team identified important topics for future conferences. These include:

- Developing and implementing SEL evidence-based curricula;
- Fostering SEL in pre-service graduate programs in education;

- Developing university-district partnerships to foster SEL;
 - Developing and refining effective metrics of SEL.
- A CCSU faculty member, Professor Carol Ciotto, and her colleague Professor Mary Fenn, have been instrumental in creating a highly successful physical education program called PASS (Physically Active School System). Schools that participate in PASS integrate this innovative framework for fostering a school environment where teachers regularly use techniques such as exercise breaks to encourage better mental alertness, the use of energizers before cognitive tasks, and the use of content-rich physical activities in the classroom. The PASS program trains teachers to use such programs as the ABC's of Fitness (Katz, 2007) and Action Based Learning (Blaydes, 2000). A Red Ribbon PASS Program Bill has been accepted by the Education Committee and is receiving a Public Hearing in hopes of getting the Bill passed. Programs like PASS can help students to make that all-important mind-body connection as they build self-awareness and learn to regulate emotions through exercise in order to maximize their academic potential.
- In spring 2017, CCSU was approved by the Board of Regents to offer a BS degree program in Early Childhood and Infant/Toddler Mental Health. The program embeds an Infant Mental Health Certification that will be offered, through Continuing Education, to interested individuals outside of CCSU. Research has shown that children who develop healthy attachments between birth and age three enjoy positive mental health while those who do not are likely to encounter a range of challenges (Bowlby, 2005). This will be the first program of its kind in the Connecticut State University System. Individuals from both within and outside of CCSU will be able to complete the Infant Mental Health

Certification Program separate from the BS program through the auspices of the Center of Excellence for Social & Emotional Learning.

- In spring of 2017, and for the second year-in-a-row, over 400 Consolidated School District of New Britain eighth grade students came to CCSU to “Finish the Race.” Organized by The Ana Grace Project, CCSU and Nelba Marquez-Greene, the day was a way to show students that high school does not have to be the end of the “educational; road” and that CCSU is a welcoming place for their post-secondary aspirations.
- On June 27, 2017 CCSU offered its first SEL Conference- Fostering Social and Emotional Learning in Connecticut Schools. The program attracted national experts in the field and was attended by over 170 people from around the region.
- The Ana Grace Project is implementing its LOVE WINS extension activities in the Consolidated School District of New Britain.

B. Why CCSU and SEPS Should Launch this Center

1. *The Center of Excellence will directly benefit the CCSU community, to includes its faculty, staff, undergraduate and graduate students.*

Universities are not immune to the benefits of SEL instruction. Research has shown that a variety of “non-cognitive skills,” e.g., grit, self-efficacy, academic mindfulness, are essential to students’ post-secondary success. The Center will provide SEL and related professional development for faculty, staff and students with the goal of demonstrably improving retention and graduations rates.

2. *The Center of Excellence will reflect the SEPS mission of community outreach.*

As we indicate to prospective students, the School of Education and Professional Studies at Central Connecticut State University prepares students to provide leadership and service in our communities. We prepare teachers, administrators, literacy coaches and special educators to

work specifically in educational settings. We also prepare nurses, social workers, exercise and fitness instructors, marriage and family therapists, and counselors who work in schools and with individuals across the life span in a host of other professional settings. To prepare this wide array of professionals to serve all of Connecticut's residents, we must consider the need to enhance not only the academic but also the social and emotional development of those that we serve. Our guiding priority is to keep our schools and our communities safe and to promote their emotional health. To this end, we offer clear, evidence-based recommendations that will guide schools and other professional agencies as they integrate social and emotional learning into their curricula and professional cultures.

The Center for Excellence for Social and Emotional Learning will address an existing gap in professional development needs for teachers, school counselors, school-based mental health teams, and administrators, among others. During the academic year, staff development training will be offered at CCSU, in school districts, and at other community-based organizations. Yearly summer institutes will also be conducted, each targeting one of the following professional goals:

- a. Integrate social and emotional learning into elementary, middle and high school curricula;
- b. Improve proactive and preventive intervention and collaboration for school based-mental health teams;
- c. Develop school-wide interventions to promote safety and well-being, including use of strategic SEL metrics and universal screeners to identify students in the greatest need of intervention;

- d. Offer parenting support institutes focused on fostering social and emotional learning;
- e. Identify pathways for developing social and emotional learning for CCSU undergraduates to foster key career-ready attributes including perseverance, collaboration, decision making, and problem solving;
- f. Develop training institute on SEL for health care providers.

3. *The Center of Excellence will embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.*

By working collaboratively, synergies between the CCSU Center of Excellence and The Ana Grace Project will be realized that will advance both entities' goals. Specifically, the collaboration will explicitly focus on expanding opportunities for urban youth and families.

4. *The Center of Excellence will involve and engage CCSU students.*

All professional development and summer institutes will be open to CCSU students, and those students engaged in research will be encouraged to present their findings at trainings. Faculty researchers will be encouraged to incorporate undergraduate and graduate students in projects supported by the Center of Excellence. This will give students valuable professional experience and will also provide opportunities for students to network with school district personnel or other community-based agencies. As they graduate and move into their careers, students will benefit from professional connections they establish early in their careers.

An annual conference will provide students, school district staff, early childhood educators, and other community-based caregivers the opportunity to learn about evidence-based

practices in SEL and to share their successes in the field. This conference will highlight the on-going training and research projects at the Center of Excellence.

3. The Center of Excellence will support social/emotional learning at CCSU.

An important mission of the Center of Excellence will be to foster social and emotional learning for undergraduate and graduate students, faculty, and staff. Workshops and small groups geared to the campus community will be offered in conjunction with student affairs and the counseling center. Topics for workshops will include emotional regulation, decision-making, mindfulness practices, and self-awareness. Roundtable discussions for faculty on efforts to foster SEL in our undergraduate population will benefit existing efforts to see greater numbers of students graduate in a timely fashion.

4. The Center of Excellence will become self-sustaining.

The establishment of a Center of Excellence for Social & Emotional Learning at CCSU will provide Connecticut's communities and schools with an essential resource that can address issues such as assessing young children's social and emotional readiness for school; promoting caregiver and teacher social and emotional competence; establishing pro-social classrooms that foster positive social, emotional and academic outcomes; and enhancing the physical and emotional safety of Connecticut's schools and community agencies.

The Center will generate revenue through the following actions:

1. Establish a CCSU campus-based resource center focused on SEL instruction for faculty, staff and students;
2. Establish a Statewide Training and Resource Center, that includes The Ana Grace Project when appropriate and applicable, to serve the following populations: in-service

educators; related school-based service providers; pre- service teacher candidates; and service providers in a community setting.

- a. Professional development trainings of varying lengths will generate significant income for the Center of Excellence for Social & Emotional Learning. Content from the SEL on-line modules can be adapted and used with multiple audiences. On-line modules will be offered through Continuing Education and will be fee-based.
 - b. On-site training and consultation for school-based mental health teams could be designed by Center of Excellence trainers to assist teams as they review their current practices, data, and level of collaboration. Our focus will be to assist school-based mental health teams to develop multi-tiered systems of support; initiate universal screening for social, emotional, and/or behavioral concerns; and develop additional resources to meet the ever-changing mental health needs of their school community. On-site training and consultation will be fee-based. These fees will vary depending on the scope of the contracted project. A baseline, per day fee is \$1500. This would be negotiable for multi-day projects.
- ii. Conduct regular grant-seeking activities, in collaboration with The Ana Grace Project when appropriate and applicable, to support applied research interventions, involving undergraduate and graduate students in faculty research.
 - iii. Host an annual, revenue generating regional conference on SEL.
 - iv. Offer an Infant Mental Health Certification program. (Level I; see <http://www.ct-aimh.org/endorsement/endorsement-levels.shtml>) via Continuing Education. Similar

to Section i.-a. above, the Center would offer the Infant Mental Health Certification Program through the auspices of Continuing Education. The Center would recoup 50% of tuition dollars generated.

5. The Center of Excellence Advisory Boards will encourage diverse membership.

Proposed External Advisory Committee Membership

- Dr. Jay Carey, University of Massachusetts Center for School Counseling Outcome Research and Evaluation (CSCORE);
- Dr. Marc Brackett, Yale Center for Emotional Intelligence;
- Dr. Linda Lantieri, Founder, Collaborative for Academic, Social and Emotional Learning (CASEL);
- John Frasinelli, Bureau Chief, Connecticut State Department of Education;
- Kimberly Traverso, Consultant, Connecticut State Department of Education;
- Dr. James Malley, Professor Emeritus, Counselor Education and Family Therapy, Central Connecticut State University; and
- Mr. Stephen Hernandez, Executive Director, Connecticut Commission on Woman, Children and Seniors.

Roles and Responsibilities. The External Advisory Committee will be charged with evaluating the breadth, depth, and overall quality of the Center's training, education and research efforts through the auspices of the assessment and evaluation processes outlined below.

Internal Advisory Committee Membership

- A faculty representative from the Department of Counselor Education and Family Therapy;
- A faculty representative from the Department of Social Work;

- A faculty representative from the Department of Nursing;
- A faculty representative from the Early Childhood Education program;
- A faculty representative from the Elementary Education program;
- A faculty representative from a Secondary Education program;
- A faculty representative from an Educational Leadership program; and
- A faculty representative from a p-12 Education program (e.g., Special Education, Physical Education, Technical Education, Art Education, Music Education).
- Faculty representation from other CCSU departments and offices, e.g. Department of Psychological Sciences and Student Wellness Services, will be welcomed as interest, resources and mission alignment allows.

Roles and Responsibilities. The Internal Advisory Committee will be charged with ensuring that the CCSU community can access the expertise and opportunities afforded to its faculty staff and students through the professional trainings, education programs, and research opportunities conducted through the auspices of the Center.

6. Budget: The Center of Excellence will be a responsible fiscal steward.

Five-Year Revenues and Expenses SEPS (payment for Center Director and Secretary)

BUDGET CATEGORIES	Year 1 (FY17)	Year 2 (FY18)	Year 3 (FY19)	Year 4 (FY20)	Year 5 (FY21)
REVENUE					
1. Entrepreneurial Fund ^a	\$91,714	\$72,064	\$72,517	\$74,073	\$75,735
2. General Fund ^b					
3. Operating Fund ^c					
4. Other Revenue ^d	\$25,000	\$48,000	\$51,000	\$53,000	\$55,000
5. TOTAL REVENUE (lines 1-4)	\$116,714	\$120,064	\$123,517	\$127,073	\$130,735
EXPENSES					
1. Personnel ^e	\$81,301	\$83,740	\$86,252	\$88,840	\$91,505
2. Fringe Benefits	\$30,413	\$31,325	\$32,265	\$33,233	\$34,230
3. Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
4. Equipment & Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
5. Contractual					
6. Construction ^f					
7. Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
8. Total Direct Costs (lines 1-8)	\$116,714	\$120,065	\$123,517	\$127,073	\$130,735
9. Indirect Costs ^g					
10. TOTAL COSTS (lines 8-9)	\$116,714	\$120,065	\$123,517	\$127,073	\$130,735
NET					
1. TOTAL REVENUE - TOTAL COSTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
surplus / (deficit)					
2. OPERATIONAL BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
from previous year					

NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative.
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant)
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- Estimate costs for facilities use, utilities consumption, etc.

6a. Budget Narrative

Only existing entrepreneurial revenues and those revenues generated through the Center's activities will be used to fund the Center. Revenue generating activities are developed and currently being implemented (e.g., SEL professional Development for CT public schools; CCSU annual conference on SEL).

Budget detail is provided below.

1. The School of Education and Professional Studies (SEPS) Entrepreneurial Fund will contribute revenue each year to support the Center and will increase its support for each year of the grant. Year 1 support will total \$91,714; this amount will decrease to \$75,735 by Year 5. Funds will be drawn exclusively from existing discretionary and entrepreneurial revenues available to the dean. In terms of staffing, a partially reassigned faculty person will direct the Center. Secretarial support will come from existing staff. Two Graduate Assistants will also work within the Center to support its training, education, and research objectives.
2. Other revenue will be generated via the implementation of an aggressive development campaign and from the delivery of activities and events related to the Center within the community and within the research/grant spaces. This revenue is expected to more than double over the course of the Center's first five years, from \$25,000 in Year 1 to \$55,000 in Year 5.

7. The Center of Excellence will have a robust assessment and evaluation plan.

<p>I. Goal. The goal of the Central Connecticut State University Center of Excellence for Social & Emotional Learning is to provide education, training, and research support to CCSU students, Connecticut citizens, and professional organizations to promote innovative approaches to enhancing and sustaining social and emotional learning (SEL) across the life span. An assessment plan for each objective of grant project is outlined below.</p>		
II. Objectives	Assessment Metrics	Evaluating Body
a. Develop pedagogical approaches that infuse SEL into pre-service and graduate training for educators, school counselors, marriage and family therapists, nurses, school leaders, and gerontology specialists.	Documented examples of explicit SEL content into CCSU undergraduate and graduate programs.	Internal Adv. Committee
b. Establish a CCSU training center that provides evidence-based professional development in SEL to professionals working with individuals across the lifespan.	Number of yearly professional development trainings delivered by Center staff across multiple contexts; Number of participants attending these events, by career focus; Delivery of Infant Mental Health Certification program; Amount of annual revenue generated by delivery of professional development and certification program.	External Adv. Committee
c. Establish a research hub involving CCSU faculty, undergraduate, and graduate students to develop collaborative, interdisciplinary and globally relevant studies rooted in best practices in social and emotional learning.	Number of undergraduate and graduate students involved in collaborative research on a yearly basis. Publication and presentation output of faculty and students working on projects conducted and delivered under the auspices of Center faculty and staff; Delivery/attendance of annual regional conference in SEL; Number of grant proposals in development and/or secured.	External Adv. Committee
4. Inform state and federal policy makers about the importance of fostering social and emotional learning in schools and across the lifespan to support positive outcomes for children and other populations served.	Publication frequency of Center Newsletter/Blog/and other Social Media; Regular publication of White Papers to disseminate research findings on social and emotional learning to state/federal policymakers and other centers with a similar focus.	External Adv. Committee

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ITEM

Center of Excellence for Social & Emotional Learning at Central Connecticut State University:
A Collaboration with The Ana Grace Project

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State University Board of Trustees Resolution #01-87 provides a policy and procedures to establish Connecticut higher education centers of excellence, and

WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and

WHEREAS Centers of excellence established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it

RESOLVED: That the Board of Regents for Higher Education establishes the Center of Excellence for Social & Emotional Learning at Central Connecticut State University; to exist until December 31, 2024, unless approved for continuance pursuant to Board policy

BACKGROUND

Central Connecticut State University (CCSU) has requested that the Board of Regents establish a Center of Excellence for Social & Emotional Learning as allowed under COS I Oa-25h and through procedures established by the former Connecticut State University Board of Trustees (BR#O 1-87).

System Office staff review of the proposal indicates it is consistent with the statutory definition of a center of excellence as well as the missions of both the Connecticut State Colleges & Universities System and CCSU. As required by Board policy, the materials provided by the University make a compelling case for need, identify objectives that are of measureable benefit to the State of Connecticut and to the entire CCSU community (i.e., its faculty, staff and students), presents a self-sustaining financial model, and outlines an evaluation and assessment plan.

In establishing the new Center, CCSU's School of Education and Professional Studies (SEPS) will collaborate with The Ana Grace Project to build upon a growing body of research pertaining to the societal, academic and behavioral benefits of social and emotional learning, as referenced in its proposal. The Center, in collaboration with The Ana Grace Project, will address an existing gap in professional development for human service providers in the state of Connecticut and on

the CCSU campus. As such, the Center, in collaboration with The Ana Grace Project, will offer CCSU-based, public-school based and community-based professional development opportunities in SEL. The Center will also educate SEPS students (i.e., aspiring and in-service human services providers) on SEL evidence-based practices. Finally, the Center will conduct practice-oriented research designed to validate emerging best practices in the field of SEL.

RATIONALE

Need

The proposed Center will adopt the following definition in its operations: Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills are necessary for productive membership in society.

There are multiple benefits of teaching students, at all levels, evidence-based, structured social and emotional (SEL) learning curricula. Research has validated the following measurable positive outcomes for k-12 students who have received explicit SEL instruction: higher GPAs; increased performance on standardized tests; reduced incidence of high-risk behaviors that interfere with learning (e.g., violence, drug/alcohol use); lower suspensions and expulsions; and better overall school attendance. Connecticut's school-leaders, particularly those working in Alliance Districts and other low-incomes communities will benefit significantly from CCSU's Center's SEL-focused professional development offerings.

At the higher education level, SEL and SEL-related instruction has been positively associated with students' increased grit, self-efficacy and academic mindfulness. These positive outcomes can lead to higher retention and graduation rates, particularly for students who may arrive on campus with SEL-related challenges. The CCSU community, i.e., its faculty, staff and students, will expect to enjoy measurable gains in these areas when its Center begins to offer its SEL-focused professional development offerings on its campus.

It is instructive to note that legislation at both the federal and state levels have been introduced to either support SEL or require that teachers receive SEL. Letters of support for the establishment of the Center have been submitted by Connecticut Senators Richard Blumenthal and Chris Murphy; Connecticut Commissioner of Education, Dr. Dianna Wentzel; Founder and Director of The Ana Grace Project, Ms. Nelba Marquez-Greene; Founder, Jesse Lewis Choose Love Movement, Ms. Scarlett Lewis; Superintendent of Middletown, Connecticut Public Schools, Dr. Patricia Charles; and from Director of the R.H. Fredrickson Center for School Counseling Outcome Research, UMASS-Amherst, Dr. John Carey.

CCSU's School of Education and Professional Studies has already undertaken a number of efforts to advance social and emotional learning. Efforts have included developing a comprehensive, evidence-based curriculum in SEL that is intended to be offered to community organizations for professional development purposes. SEL instruction has been incorporated

into teacher preparation and family therapy programming. Faculty have conducted collaborative research regarding the validation of a SEL screening tool with a local school district. CCSU has also offered a regional conference on SEL. Most notably, CCSU recently developed a formal collaboration with The Ana Grace Project. The Ana Grace Project was born as a response to the tragedy that took the life of Ana Grace Márquez-Greene in Sandy Hook, Connecticut on 12/14/12. It is dedicated to promoting love, community and connection for every child and family through partnering with schools to provide professional development through their LOVE WINS School Based Clinical Services (SBCS) model.

Goal and Objectives

The goal of the Central Connecticut State University Center of Excellence for Social & Emotional Learning, in collaboration with The Ana Grace Project, is to provide education, and research support to the entire CCSU community, to Connecticut citizens, and to professional organizations in order to promote innovative approaches to enhancing and sustaining social and emotional learning across the life span. Specifically:

1. The Center of Excellence will directly benefit the CCSU community, to includes its faculty, staff, undergraduate and graduate students via: 1.) the inclusion of SEL into its undergraduate and graduate programs that focus on health and human services; and 2.) by educating members of the CCSU Community regarding SEL in an effort to improve retention and graduation rates;
2. The Center of Excellence will reflect the CCSU mission of community outreach via the provision of SEL-focused professional development opportunities with community-based stakeholders; and
3. The Center of Excellence will embrace and actively work to advance the agenda of The Ana Grace Project by: 1) partnering on projects when appropriate; and 2) leveraging CCSU's partnerships and relationships with public school districts and other relevant professional and community organizations for mutually beneficial outcomes.

The Center's objectives, aligned in support of its goal, are listed in the Assessment and Evaluation section of the complete proposal.

The Center will undertake a number of activities/events to accomplish its objectives. These activities/events include:

1. Establish a CCSU campus-based resource center focused on SEL instruction for faculty, staff and students;
2. Establish a statewide and resource center, to include The Ana Grace Project's LOVE WINS School Based Clinical Services (SBCS) model;
3. Conduct grant and other development-related activities to support applied research interventions by faculty members involving undergraduate and graduate students;
4. Host an annual SEL-focused regional conference; and

5. Offer certification, continuing education and degree-bearing programs focusing on SEL.

Faculty and Staff Involvement

The inaugural director of the Center, faculty and staff will be identified following Board approval of its establishment. A partially reassigned faculty member will become the director. Two graduate assistants will work within the Center to support its education and research. Secretarial support will come from existing staff.

An Internal Advisory Committee will consist of faculty members from the various academic programs and offices of the School of Education and Professional Studies and other human service departments at CCSU. This committee will be charged with ensuring that the CCSU community can access the expertise and opportunities afforded to its faculty, staff and students through the professional, education programs, and research opportunities conducted under through the auspices of the Center.

Membership in a proposed External Advisory Committee includes Dr. Jay Carey, University of Massachusetts Center for School Counseling Outcome Research and Evaluation (CSCORE); Dr. Marc Brackett, Yale Center for Emotional Intelligence; Dr. Linda Lantieri, Founder, Collaborative for Academic, Social and Emotional Learning (CASEL); Mr. John Frasinelli, Bureau Chief, Connecticut State Department of Education; Ms. Kimberly Traverso, Consultant, Connecticut State Department of Education; Dr. James Malley, Professor Emeritus, Counselor Education and Family Therapy, Central Connecticut State University and Mr. Stephen Hernandez, Executive Director, Connecticut Commission on Woman, Children and Seniors.

Budget

Only existing entrepreneurial revenues, unrestricted CCSU Foundation funds and those revenues generated through the Center's activities (e.g., SEL professional Development for CT public schools; CCSU annual conference on SEL) will be used to support the Center. During the 2016-2017 academic year, the School of Education and Professional Studies (SEPS) generated two-hundred and eighty thousand dollars in entrepreneurial activities including: Educational leadership cohort-based programming, Weekend social work programming, Cohort-based RN-BSN programming and Weekend MFT programming. SEPS is currently on pace to match this figure for the 2017-2018 academic year. Half of the entrepreneurial monies generated during the 2016-2017 academic year were returned directly to SEPS by the University. Those funds have been combined with previous unspent entrepreneurial funds generated in previous academic years. In summary, the SEPS dean has nearly five hundred thousand dollars of entrepreneurial funds available to support the start-up costs associated with the proposed Center for Excellence for Social and Emotional Learning. Additionally, the SEPS dean has additional CCSU Foundation unrestricted funds available to support said initiative.

Evaluation Plan

The Center will have a robust evaluation plan, whereby metrics will be used by the external Advisory Committee to evaluate progress towards all goals and objectives.

Five-Year Revenues and Expenses

BUDGET CATEGORIES	Year 1 (FY17)	Year 2 (FY18)	Year 3 (FY19)	Year 4 (FY20)	Year 5 (FY21)	TOTAL
REVENUE						
1. Entrepreneurial Fund ^a	\$91,714	\$72,064	\$72,517	\$74,073	\$75,735	\$386,103
2. General Fund						
3. Operating Fund						
4. Other Revenues	\$25,000	\$48,000	\$51,000	\$53,000	\$55,000	\$232,000
5. TOTAL REVENUE (lines 1-4)	\$116,714	\$120,064	\$123,517	\$127,073	\$130,735	\$618,103
EXPENSES						
1. Personnel	\$81,301	\$83,740	\$86,252	\$88,840	\$91,505	\$431,638
2. Fringe Benefits	\$30,413	\$31,325	\$32,265	\$33,233	\$34,230	\$161,466
3. Travel	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
4. Equipment & Supplies	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
5. <u>Contractual</u>						
6. <u>Construction</u>						
7. Other	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
8. Total Direct Costs (lines 1-8)	\$116,714	\$120,065	\$123,517	\$127,073	\$130,735	\$618,104
9. Indirect Costs						
10. TOTAL COSTS (lines 8-9)	\$116,714	\$120,065	\$123,517	\$127,073	\$130,735	\$618,104
NET						
1. TOTAL REVENUE - TOTAL COSTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
surplus /(deficit)						
2. OPERATIONAL BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
from previous year						

NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative.
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant)

11/17/2017 – BOR Academic & Student Affairs Committee/12/14/2017 – Board of Regents

ITEM

The University and College Foundations - Annual Foundation Report to the Board of Regents (BOR) for Fiscal Year 2017.

BACKGROUND

The foundations are required to submit to the BOR their financial statements annually as well as other supplemental information identifying any major changes in organizational structure, policies and governance.

Each of the seventeen Colleges and Universities as well as the Connecticut State Colleges and Universities System has a related foundation. The Foundations are considered Component Units of the System for reporting purposes under GASB rules. Statements of Financial Position, Activity and Changes in Net Assets, Cash Flows and Functional Activity are included in their annually published financial statements, in most cases in a comparative format.

All foundation financial statements are audited as required by state statute (annually above a certain size, but not less than once every three years). Under Connecticut statutes and BOR policy requirements, various foundation information, including the foundation financial statements, are reviewed at a high level by each institution's President and Dean of Administration or Vice President of Finance. System management relies upon individual college and foundation compliance with these requirements, and the independently audited foundation financial statements, to ensure that information presented in the component unit section of the System's financial statements are materially correct.

ANALYSIS

In each report, the auditor's opinions states that the financial statements present fairly, in all material respects, the financial position of the Foundations as of June 30, 2017 (or December 31, 2016) and the results of its activities and changes in net assets and functional activity for the year ended in conformity with generally accepted accounting principles in the United States. (Thirteen foundations have fiscal years ending 6/30, and five have fiscal years ending 12/31.)

Financial HighlightsConnecticut Community Colleges

Norwalk CC Foundation continues to be the largest of the twelve foundations. Its net assets of \$25.6 million comprised 49% of the Foundations' total net assets of \$51.8 million. The next two in order of size are Manchester with 11% and Three Rivers at 10% of the total or \$5.8 and \$5.2 million respectively. FY17 total net assets of \$51.8 million showed an increase of 5.3% from the FY16 total of \$49.2 million.

Connecticut Community College Foundations**Net Asset Summary**

FY17 (In thousands)

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum	% of Total
Asnuntuck at 12-31-16	125	189	137	451	1%
Capital at 6-30-17	175	716	812	1,703	3%
Gateway at 12-31-16	133	733	1,039	1,905	4%
Housatonic at 6-30-17	429	777	598	1,804	3%
Manchester at 12-31-16	1,748	1,607	2,411	5,766	11%
Middlesex at 6-30-17	0	258	440	698	1%
Naugatuck Valley at 6-30-17	129	797	965	1,891	4%
Northwestern at 12-31-16	199	209	1,187	1,595	3%
Norwalk at 12-31-16	861	8,380	16,353	25,594	49%
Quinebaug Valley at 6-30-17	267	597	3,079	3,943	8%
Three Rivers at 6-30-17	224	2,054	2,918	5,196	10%
Tunxis at 6-30-17	228	453	538	1,219	2%
Grand Total	\$ 4,518	\$ 16,770	\$ 30,477	\$ 51,765	100%

Net Assets have bounced back slightly in FY17 regaining the losses from FY16; primarily from a 10% increase in investments.

Connecticut Community College Foundations**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY17	FY16	FY15	FY14	FY13
Asset	Cash and Cash Equiv	6,614	7,805	5,186	7,713	6,666
	Receivables	2,033	2,137	2,857	2,387	3,269
	Investments	45,426	41,146	44,647	41,496	38,318
	Other Assets	61	56	419	559	593
Asset Sum		54,134	51,144	53,109	52,155	48,846
Liabilities	Accounts payable	2,369	1,993	2,618	2,389	2,469
Liabilities Sum		2,369	1,993	2,618	2,389	2,469
Net Assets	Unrestricted	4,518	3,976	2,769	2,891	2,334
	Temporarily Restricted	16,770	15,550	18,302	18,199	15,950
	Permanently Restricted	30,477	29,625	29,420	28,676	28,093
Net Assets Sum		51,765	49,151	50,491	49,766	46,377

Revenue fluctuations from year to year are highly dependent on investment income and realized and unrealized gain on investments. Total revenue increased by 62.8% in FY17, with gains in investments responsible for most of that increase. Also notable was a 12.2% increase in contribution revenue. Expenses in FY17 increased by 6.7%, primarily as a result of an increase in program expenses. Program expenses increased by 27% in FY17 to \$5.1 million.

Connecticut Community College Foundations**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Condensed Title	FY17	FY16	FY15	FY14	FY13
Revenue	Contributions	7,636	6,806	6,044	3,947	5,633
	State Matching Grant	0	0	0	0	0
	Program Income	903	1,002	889	1,024	957
	Investment Income	623	327	486	748	535
	Gain (loss) on investments	2,552	(1,021)	1,047	4,252	2,723
	Other	15	90	4	1	18
Revenue Total		11,729	7,204	8,470	9,972	9,866
Expenses	Fundraising Expense	575	724	588	463	590
	Program Expense	5,111	4,023	3,720	3,047	4,025
	Scholarships and Awards	1,866	1,954	2,093	2,002	1,817
	Administration & Other	1,563	1,839	1,346	1,071	845
Expenses Total		9,115	8,540	7,747	6,583	7,277
Change in Net Assets		2,614	(1,336)	723	3,389	2,589

Connecticut State Universities

Central Connecticut State University (CCSU) Foundation continues to be the largest of the 5 CSU affiliated foundations. Its net assets of \$70.7 million comprise 48% of the Foundations' total net assets of \$146.6 million. The next two in order of size are Southern Connecticut State University (SCSU) Foundation with 23% and Western Connecticut State University at 15% of the total or \$33.2 and \$24 million respectively. FY17 total net assets of \$146.6 million were an increase of 13.1% from the FY16 total of \$129.6 million.

Connecticut State Universities Foundations**Net Asset Summary**

FY17 (In thousands)

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum	% of Total
Central	1,303	26,948	42,457	70,708	48%
Eastern	(290)	4,245	14,215	18,170	14%
Southern	2,753	12,406	18,033	33,192	23%
Western	3,453	5,557	14,975	23,985	15%
CSCU System	91	184	235	510	0%
Grand Total	7,310	49,340	89,915	146,565	100%

The trend over the last five years shows substantial growth in Net Assets with an increase of \$46.8 million or 46.9% since FY13. This is primarily a result of an increase in investments of \$43.1 million and an increase in annual pledges receivable of \$3.3 million. In FY17 the ECSU Foundation unrestricted net position improved to (\$290,000) from (\$2.3) million the prior year. This is primarily a result of \$1.7 million in artwork, which was appropriately released from restrictions.

Connecticut State Universities Foundations**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY17	FY16	FY15	FY14	FY13
Asset	Cash and Cash Equiv	7,176	5,524	5,794	5,011	4,466
	Investments	127,949	109,271	104,616	101,245	84,802
	Contributions and other receivables	8,218	9,833	12,461	10,050	4,929
	Prepaid expenses and other assets	60	974	1,074	958	1,069
	Investment in plant, net	4,425	5,179	5,509	5,847	6,014
Asset Sum		147,828	130,781	129,454	123,111	101,280
Liabilities	Accounts payable	259	302	182	447	100
	Custodial obligation payable	60	58	39	33	39
	Other liabilities	928	726	1,231	1,533	1,216
	Long-term debt	15	57	98	137	174
Liabilities Sum		1,262	1,143	1,550	2,150	1,529
Net Assets	Unrestricted	7,311	2,177	2,254	1,798	1,568
	Temporarily Restricted	49,340	41,007	43,784	43,734	30,335
	Permanently Restricted	89,915	86,454	81,866	75,429	67,848
	Net Assets Sum	146,566	129,638	127,904	120,961	99,751

Revenue fluctuations from year to year are highly dependent on investment income and realized and unrealized gain on investments. As a result, total revenue in FY17 increased 112.5% from FY16. Expenses in FY17 have increased, primarily as a result of an increase in management and general expenses of \$0.6 million. Since FY13 expenses have increased by 39.9%. This is mostly driven by a 58.9% increase in spending on fundraising and a 122.2% increase in spending on management and general expenses.

Connecticut State Universities Foundations**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Account Title	FY17	FY16	FY15	FY14	FY13
Revenue	Contributions	13,472	13,068	13,413	16,456	8,339
	Program income	581	408	496	641	556
	Investment income	2,883	1,805	2,210	1,750	2,666
	Gain (Loss) on investments	11,451	(2,116)	638	12,162	6,834
	Other income	342	354	294	208	170
Revenue Total		28,729	13,519	17,051	31,217	18,565
Expenses	Scholarships and awards	1,371	1,513	1,289	1,343	1,066
	University support	5,488	5,844	5,174	4,829	3,927
	Auxiliary services	1,102	1,033	730	1,172	1,252
	Academic enrichment	516	575	491	423	422
	Fundraising	1,522	1,608	1,442	1,269	958
	Management and general	1,802	1,181	982	971	811
Expenses Total		11,801	11,754	10,108	10,007	8,436
Change in Net Assets		16,928	1,765	6,943	21,210	10,129

Charter Oak State College Foundation

The Charter Oak State College (COSC) Foundation has net assets of \$2 million. Net assets have increased by 29% since FY13. This is primarily a result of an increase in investments of 27% over the same period.

Charter Oak State College Foundation**Net Asset Summary**

FY17 (In thousands)

School	Unrestricted	Temporarily Restricted	Permanently Restricted	Net Assets Sum
COSC Foundation	25	874	1,084	1,983

Charter Oak State College Foundation**Condensed Statement of Financial Position (In Thousands)**

5 year comparison

Account Class	Condensed Title	FY17	FY16	FY15	FY14	FY13
Asset	Cash and Cash Equiv	126	161	123	97	77
	Investments	1,856	1,648	1,683	1,672	1,459
	Contributions and other receivables	1	1	11	1	1
	Prepaid expenses and other assets	0	1	1	1	1
Asset Sum		1,983	1,811	1,818	1,771	1,538
Liabilities	Accounts payable	1	1	0	2	0
Liabilities Sum		1	1	0	2	0
Net Assets	Unrestricted	25	40	52	55	59
	Temporarily Restricted	874	708	713	684	454
	Permanently Restricted	1,084	1,063	1,051	1,030	1,025
Net Assets Sum		1,983	1,811	1,816	1,769	1,538

Total revenue in FY17 increased 145% from FY16. Expenses in FY17 have decreased slightly. Although there have been year-to-year fluctuations in program expenses, total expenses have not significantly changed since FY13.

Charter Oak State College Foundation**Condensed Statement of Activities (In Thousands)**

5 year comparison

Account	Account Title	FY17	FY16	FY15	FY14	FY13
Revenue	Contributions	87	106	112	73	96
	Fundraising Income	1	5	4	10	6
	Investment income	0	0	54	48	47
	Gain (Loss) on investments	204	8	0	198	110
Revenue Total		292	119	170	329	259
Expenses	Scholarships and awards	29	31	34	21	30
	Program Expense	62	58	60	48	85
	Fundraising	3	7	3	3	5
	Management and general	27	28	26	26	18
Expenses Total		121	124	123	98	138
Change in Net Assets		171	(5)	47	231	121