

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

MINUTES – REGULAR MEETING – THURSDAY, MAY 14, 2020

CONDUCTED VIA REMOTE PARTICIPATION

REGENTS – PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	Y
JoAnn Ryan	Y
Elease E. Wright	Y
Monica Maldonado, SAC Chair	Y
Elena Ruiz, SAC Vice Chair	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	Y
*Renee D. Coleman-Mitchell, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
<i>*ex-officio, non-voting member</i>	

CSCU STAFF

Mark E. Ojakian, President
Alice Pritchard, Chief of Staff
Andrew Kripp, VP Human Resources & Labor Relations
Regional President Thomas G. Coley
Regional President Rob Steinmetz
Ernestine Y. Weaver, Counsel
Erin A. Fitzgerald, Director of Board Affairs / Secretary of the Board of Regents

CALL TO ORDER

Chair Fleury called the meeting to order at 10:08 am and, following roll call, declared a quorum present.

ADOPT AGENDA

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

Chair Fleury congratulated student regents Monica Maldonado and Elena Ruiz upon their respective graduations and thanked them for their service to the Board and added his congratulations to all CSCU students upon the achievement of their academic goals.

OPPORTUNITY TO ADDRESS THE BOARD

No remarks submitted.

EXECUTIVE SESSION

On a motion by Chair Fleury, seconded by Regent Fleury, the Board voted unanimously to go into Executive Session at 10:16 am for discussion concerning

1. the appointment or evaluation of a public officer or employee.

At the request of Chair Fleury, President Ojakian, Alice Pritchard, Andrew Kripp, Ernestine Weaver and Erin Fitzgerald remained with the Board.

RETURN TO OPEN SESSION

The Board returned to open session at 11:08 am. Chair Fleury advised that there were no votes in executive session and that discussion was limited to the evaluation of a public officer or employee.

APPOINTMENT COLLEGE CEOs

CSCU President Ojakian and Chief of Staff Alice Pritchard each provided brief remarks prior to the Regional Presidents bringing forth the recommendations of the Search Committees. The highlights of President Ojakian and Dr. Pritchard's remarks are noted below:

President Ojakian:

- Expressed his appreciation for everyone involved, noting the process was very thorough and participatory. He thanked Alice Pritchard and Erin Fitzgerald for their work coordinating the process, especially during a pandemic.

Dr. Alice Pritchard

- Noted that in November 2019, President Ojakian launched a national search, per BOR policy, for candidates for the position of Campus Chief Executive Officer (Campus CEO) at five of our community colleges: Capital Community College, Gateway Community College, Housatonic Community College, Manchester Community College and Middlesex Community College.
- Dr. Tom Coley chaired the searches for the Shoreline-West region and Dr. Rob Steinmetz chaired the searches in the Capital-East region. Five Regents served on the committees and as liaisons to the 5 Campus Advisory Committees. Along with Dr. Pritchard, the VPs of Finance, Academic Affairs and Human Resources served on the CSCU search committee on behalf of President Ojakian.
- CSCU enlisted the services of a search firm who provided invaluable expertise to the search and were partners in coordinating the work with System Office staff (Erin Fitzgerald, Andy Kripp, Alice Pritchard).
- There were a total of 92 applicants for the position. Candidates came from an array of backgrounds including 24 females, 64 males and 4 individuals who did not identify. Of those 92 applicants, 43 identified as non-white, including, 21 African Americans, 12 Hispanics and 5 Asians. There were 8

finalists: 3 females, 5 men including 3 White, 3 Black and 2 Hispanic candidates. The pool of candidates interviewed were all impressive with a wide range of experience and interest.

- CSCU held first round interviews with 18 candidates across the 5 campuses and hosted 8 candidates for “virtual” campus visits. To a person the candidates were excited about the opportunities in Connecticut and the work being done to strengthen our colleges.
- A Campus Advisory Committee to the Search Committee was established at each of the colleges. Advisory Committee members read each resume, participated in the screening and selection process for semi-finalists, as well as in interviews and provided their respective recommendations of semi-finalists. Even more impressive, when the pandemic arrived in Connecticut, those Advisory Committees each moved from an in-person “campus visit” format to virtual finalist interviews which provided opportunities for faculty, staff, students, foundation and other community members to participate and provide feedback on the candidates. Lastly, the Advisory Committees provided that feedback to the Search committee to contribute to their deliberations about the finalists.
- Despite a global pandemic, the Search Committee, with the invaluable assistance of the Advisory Committees, was able to keep to the search timeline’s established goal of hiring the CEOs in May 2020.

Following President Ojakian’s remarks, the Regional Presidents moved the resolutions below.

Additionally, both President Steinmetz and President Coley, prior to moving their appointing resolutions, expressed their deep and sincere appreciation to their respective Campus Advisory Committee and CSCU Search Committee members. President Steinmetz and President Coley also provided information on the appointees’ backgrounds and accomplishments.

DR. G. DUNCAN HARRIS, CAPITAL COMMUNITY COLLEGE CEO

Following introductory remarks by Capitol-East Regional President Rob Steinmetz, **on a motion by Regent Cohen seconded by Vice Chair Harris, the following resolution appointing Dr. G. Duncan Harris as CEO of Capital Community College was unanimously adopted.**

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

WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. G. Duncan Harris be appointed to the position of Campus Chief Executive Officer for Capital Community College, and

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

RESOLVED, That effective June 5, 2020, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. G. Duncan Harris is hereby appointed Capital Community College Campus Chief Executive Officer at the annual rate of \$155,250.

DR. NICOLE ESPOSITO, MANCHESTER COMMUNITY COLLEGE CEO

Following introductory remarks by Capitol-East Regional President Rob Steinmetz, **on a motion by Regent Howery seconded by Regent Wright, the following resolution appointing Dr. Nicole Esposito as CEO of Manchester Community College was unanimously adopted.**

- WHEREAS, The members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Manchester Community College, and
- WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Nicole Esposito be appointed to the position of Campus Chief Executive Officer for Manchester Community College, and
- WHEREAS, The Chairman of the Board of Regents for Higher Education and the President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it
- RESOLVED, That effective July 6, 2020, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Nicole Esposito is hereby appointed Manchester Community College Campus Chief Executive Officer at the annual rate of \$155,250.

DR. STEVEN MINKLER, MIDDLESEX COMMUNITY COLLEGE CEO

Following introductory remarks by Capitol-East Regional President Rob Steinmetz, **on a motion by Regent Balducci, seconded by Regent Howery, the following resolution appointing Dr. Steven Minkler as CEO of Middlesex Community College was unanimously adopted.**

- WHEREAS, The members of the CSCU Search Committee (CSC), with the invaluable assistance of members of the Campus Advisory Committee (CAC), conducted a national search for a Campus Chief Executive Officer for Middlesex Community College, and
- WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr. Steven Minkler be appointed to the position of Campus Chief Executive Officer for Middlesex Community College, and
- WHEREAS, The Chairman of the Board of Regents for Higher Education and the President of the Connecticut State Colleges and Universities concur in this recommendation, therefore, be it
- RESOLVED, That effective June 5, 2020, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Steven Minkler is hereby appointed Middlesex Community College Campus Chief Executive Officer at the annual rate of \$155,250.

DR. WILLIAM (TERRY) BROWN, GATEWAY COMMUNITY COLLEGE CEO

Following introductory remarks by Shoreline-West Regional President Thomas Coley, **on a motion by Regent Wright, seconded by Regent Cohen, the following resolution appointing Dr. William (Terry) Brown as CEO of Gateway Community College was unanimously adopted.**

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

WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr, William (Terry) Brown be appointed to the position of Campus Chief Executive Officer for Gateway Community College, and

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

RESOLVED, That effective July 6, 2020, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. William (Terry) Brown is hereby appointed Gateway Community College Campus Chief Executive Officer at the annual rate of \$155,250.

DR. DWAYNE SMITH, HOUSATONIC COMMUNITY COLLEGE CEO

Following introductory remarks by Shoreline-West Regional President Thomas Coley, **on a motion by Regent Budd, seconded by Regent Wright, the following resolution appointing Dr. Dwayne Smith as CEO of Housatonic Community College was unanimously adopted.**

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

WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the CSCU Search Committee recommends that Dr, Dwayne Smith be appointed to the position of Campus Chief Executive Officer for Housatonic Community College, and

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

RESOLVED, That effective July 6, 2020, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. Dwayne Smith is hereby appointed Housatonic Community College Campus Chief Executive Officer at the annual rate of \$155,250.

Chair Fleury expressed his congratulations to the newly-appointed CEOs and to all of the individuals involved in the search process.

EXECUTIVE COMMITTEE

Chairman Fleury noted that the naming of the single-accredited college is a necessary step towards the proposed accreditation by NECHE. President Ojakian offered the following comments in support of and substantiating the Executive Committee's recommendation to name the new community college:

- NECHE has indicated that part of our next submission in June should include the name of the new college.
- After careful review of our options and in consultation with partners at Odonell Company, President Ojakian recommended and the Executive Committee moved forward Connecticut State Community College for the full board's consideration as the name of the future college.
- The new name marks a departure from the status quo – it signifies a new identity that builds on the past but speaks to the future.
- The new represents the stature of the future College, which will be one of the largest in the country with 80,000 students and prestigious degrees in hundreds of academic programs and it continues to show the strong community connections that make our community colleges such great places to pursue an education.
- Reiterated Chair Fleury's comments that naming of the college is just one step in the process of branding the new college.
- More important than the formal name is the colloquial name or abbreviation that will be commonly used to identify the College, the determination of what each individual campus will be called, and the development of brand materials.
- Noted it was his intention for those processes to include significant feedback from community college students, faculty, and staff and to take place over the next two years as we prepare for the opening of the college for the 2023-2024 school year.

Chair Fleury noted this was a marquee moment by a succession of less obvious, but equally important, steps towards achieving the direction that the Board established years ago to create a reorganized and combined community college system that would retain the community values that are so important to the campuses within the system.

Regent Jimenez offered that the naming of the single accredited college is a milestone day and noted he was thankful for the work that President Ojakian and his staff, along with the many working groups involved with the Students First initiative have completed in terms of not only getting things done but also with the significant collaboration. Added it is important to note that this is a journey the Board started a number of years ago and this was, in his view, central to the role of the Board of Regents in its oversight of the state university system. He added that he believes many good things lie ahead for the system as it moves forward in the Students First initiative.

Regent Wright noted that in all the years she has worked where she has seen a lot of reorganizations, it is not an easy task to administer significant change, adding that it takes patience, talent

and a remarkable team. She noted that President Ojakian's team, throughout the campuses and in the System Office, has done a remarkable job listening to one another. Regent Wright added that the caliber of talent that is being brought into the organization as well as existing staff, is impressive and she wanted to applaud everyone who has worked on the Students First initiative and look forward to their continued efforts.

Student Regent Maldonado stated that on behalf of the students, she wanted to offer that the Student Advisory Committee promised to provide neutral information in regards to the consolidation of the community colleges. In doing so, the SAC led an effort to unify the college student leaders. She added regarding the committees that they were able to be a part of as well as the working groups they were invited to join, it was great to observe the participation of faculty and students working towards ensuring student success by moving forward the Students First initiative.

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

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

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

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

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

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

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

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

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

RESOLVED, the single accredited college will be named the Connecticut State Community College

APPOINTMENT OF INTERIM PRESIDENT OF CONNECTICUT STATE COMMUNITY COLLEGE

Chair Fleury noted that every great institution needs great leaderships and that it falls to the Board to not only determine the strategic direction of the institution but to determine its leadership. The Secretary read the proposed resolution below into the record:

RESOLVED That Dr. David Levinson is named Interim President of the Connecticut State Community College (CSCC) effective May 15, 2020 through May 14, 2022,

RESOLVED, That during Dr. Levinson's service as Interim President, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, as such policies may be revised from time to time, compensation will be at the rate of \$ \$288,354 annually, and further be it.

RESOLVED, That CSCU President Mark E. Ojakian is authorized to enter into an employment agreement with Dr. Levinson on behalf of the Board of Regents for Higher Education in conformity with the above-referenced terms and policies.

Chair Fleury asked President Ojakian to speak to his recommendation. President Ojakian stated the following:

- Very happy to recommend Dr. David Levinson, the former president at Norwalk Community College and CSCU vice president for community colleges, to serve as Interim President of CT State Community College. Beyond his 15 years at Norwalk, David has had a stellar educational career as a sociology professor, as an administrator, and as a member of the New England Commission for Higher Education – our accreditor.
- Over the past year he has served as presidential fellow for the CSCU system, focusing on the steps we need to take to gain accreditation as a single college, and because of his work we are in a better position than ever to not only navigate the difficult accreditation process, but to meet our ambitious student success and equity goals.
- Noted the appointment was an interim (two-year) appointment and that a search would be conducted at the end of that period in compliance with Board policy.

FAC Chair David Blitz asked for clarification concerning: #1) specific responsibilities and tasks of the interim president; #2) expected support staff; and #3) estimated costs of the office

In response, President Ojakian indicated he would be able to provide information concerning the costs of the office. He noted that as CSCU moves towards accreditation it is critically important that we have an institution that can be accredited. NECHE will not accredit a strategic plan, organizations charts, but, rather, a living, breathing institution. He added President Levinson would be working with the other senior leaders of the new college to move it towards accreditation. He further stated that President Levinson will also work closely with the new team that will be part of the college, as well as with President Ojakian. President Ojakian stated it is important to note that the current organizational structure that has the existing campus leaders reporting through the regional presidents directly to President Ojakian will continue until the new institution has been formally accredited and opened. In summary, President Ojakian indicated he would provide the requested information regarding the costs.

Regent Cohen noted that when she joined the former College Board in 2011, President Levinson reached out to her to share his thoughts on community colleges in general and Norwalk Community College in particular. She said it was clear to her from that conversation was his commitment to affordability, accessibility and equity both at his school and at all our community colleges—he was not shy, she indicated, in pointing out all the fabulous initiatives that Norwalk was doing but he also wanted her to understand how different each of the institutions were in terms of the populations served and the needs they have. Regent Cohen also spoke to Dr. Levinson’s emphasis on the community aspect of the colleges. In closing, she stated she believed this appointment would further the goals that the Board has that the Board agreed one accredited institution was needed by with the nuance of maintaining individual identities of each of the campuses.

Regent Jimenez stated the Board was fortunate to have Dr. Levinson accept the appointment and that the Board absolutely must take this next step as we look to move forward not only with accreditation but with all the benefits and rationale that supports our Students First initiative. He thanked Dr. Levinson for accepting the appointment and the accompanying mission.

Chair Fleury stated that he has had the opportunity to get to know him over the years, including during NECHE accreditations and that he has always impressed him as someone who has a special combination of intellect, bearing and measure and also a sense of caring. Chair Fleury added that it has always been a great comfort to him when discussing the most challenging parts of the Board’s plans, to be able to turn to Dr. Levinson and look to him for his support and guidance. With discussion concluded and after calling for a vote, Chair Fleury noted that **on a motion by Regent Cohen, seconded by Regent Howery, the following resolution above appointing Dr. David Levinson as the interim President of the Connecticut State Community College was unanimously adopted.**

President Levinson thanked the Board for the appointment and their supportive comments. He added that having been in Connecticut for 16 years and that this appointment as the first President of the Connecticut State Community College is a capstone of his career. Noting that there was so much about the opportunity that excites him, all of which stems from the guiding principles the Board has defined: focusing on issues such as equity and student success which are the values that drive him in the work that he does. He added if there was ever a time when a state community college was needed it is now, given what is going on with the Covid19 pandemic and the impact that it is having, especially on low-income populations and people of color. In closing he indicated he was delighted and thrilled about the opportunity and was looking forward to working with his colleagues and bringing the institution to accreditation.

CSCU PRESIDENT MARK OJAKIAN

Thanked Student Regents Monica Maldonado and Elena Ruiz for their exemplary and outstanding service on the Board, congratulating them and all the CSCU graduates upon their academic accomplishments.

President Ojakian's comments are noted below:

STUDENTS FIRST OVERVIEW

- Today marks a very important day in our Students First progress. Three years ago the Board asked me to plan for and implement strategies to improve student success, address the equity gap experienced by our students, and improve the long term financial sustainability of our community colleges.
- My commitment and the Board's commitment to Students First has never wavered and I am pleased today that through their actions we are officially establishing the CT State Community College which will seek accreditation in 2022.
- Today's actions set a path forward and with the Board's full support and the new interim leadership team in place, I am confident we will be ready to move forward and build our new college.
- This new leadership team will work closely with the campus leaders, faculty, staff and students to implement Guided Pathways, align curriculum, implement shared services, and so much more. In addition, they will work closely with NECHE to ensure our future college meets the agency's accrediting standards.
- Today we are propelled forward and I look forward to reports from Dr. Levinson and his team keeping the Board and our community apprised of their progress.
- In June we will meet virtually with NECHE to discuss our progress and transition plan for the single college. student to enroll in October of 2022.
- Dr. Levinson will be joined by a great interim leadership team who will ensure the academic, student and fiscal affairs structures will be built for the future college.
- Named the College interim leadership team including: Dr. Mike Rooke, Provost; Kerry Kelley, interim CFO; Dr. Tanya Millner, AVP Teaching and Learning; Dr. Fran Rosselli-Navarra, AVP Curriculum and Programs; Mike Stefanowicz, AVP Higher Education Transitions.
- This team will prepare the future college for opening at such time we will post the permanent positions.
- They will join Alison Buckley our VP of Enrollment Management/Student Affairs and additional staff who have been part of the system office but are now formally moving to the new CCCC.
- Tomorrow, May 15th at 2 pm there will be a webinar sharing preliminary organizational charts for academic and student affairs. We have been researching other state structures and have draft organizational charts ready for discussion with groups of stakeholders over the next few months. I encourage you to join the webinar and to invite the presenters, led by Dr. Levinson to come speak to your Councils to get more information and to provide your input into the future structure.
- I am also pleased today that the ASA Committee will be recommending the common General Education Core for the single college. This core lays the foundation for all of the curriculum alignment work that is underway and will be completed for the future college. Much of that curriculum alignment work will take place over the summer with faculty engaged in review this summer.
- Additionally, we are ready this summer to begin implementation of the advising policy that the BOR passed last month. This new Guided Pathways advising model will strengthen our work with students and be piloted at three schools starting this fall.
- We will share the NECHE progress report with you at the beginning of June and look forward to reporting back to you on that meeting.

REOPEN CT Update

- As I mentioned in an email the CSCU community and BOR last week, I have been asked by the Governor to serve as the state lead on the implementation of the higher education ReOpen planning. The ReOpen Higher Education Advisory Committee report was released last week and I'll be working with the Committee and the Governor's overall ReOpen Taskforce to ensure that the state supports the schools in their efforts to repopulate their campuses this fall. I will be meeting with other New England states to share our plans, challenges and opportunities in the coming months.
- Alice Pritchard is serving on the Advisory Committee and supporting the work of our 17 institutions to prepare their own plans. The University Presidents and the Community College Regional Presidents will be leading statewide Steering Committees to review the campus plans, look for opportunities to replicate strategies, identify human resource, fiscal, facilities or other challenges and prepare reports that document our plans for repopulation, monitoring, containment and closure per the Governor's Taskforce.
- Our schools will all be required to file plans with the State Dept of Public Health which focus on repopulation of the campus; monitoring health conditions to detect infection; containment to prevent spread of the virus; and shutdown in the event it becomes necessary.
- Last week, Governor Lamont shared the criteria, developed by the taskforce, for the state's initial reopening, which centered around decreased hospitalizations, increased testing and contact tracing capabilities, healthcare capacity and workplace safeguards
- These guidelines reflect the science based and data driven approach that the state is taking. It a thoughtful starting point for our discussions about when we resume in-person instruction, and how we re-open our campuses.
- It is important to note that, while Connecticut is a small state, there is tremendous diversity among our institutions of higher education. With that in mind, the higher education re-open guidelines are not a one-size-fits all approach; though they're just a few miles away, Southern Connecticut State University might have significantly different needs than Yale, which might have significantly different needs than Gateway Community College.
- I know that all of our higher education leaders appreciate the ability to take their own institutional needs into account, while working within a framework developed by public health experts.
- And that's critically important – the health of our students, faculty, staff, and everyone who works on our campuses must and will be our top priority.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Balducci, seconded by Regent Cohen, the February 6, 2020 and April 16, 2020 meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

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

CONSENT AGENDA

Academic Programs

Academic Programs

Discontinuations

- Computer Information Systems: Mobile Application Developer - AS Option – Capital CC
- Computer Information Systems: Web Publishing - AS Option – Capital CC
- Computer Support Specialist – AS – Capital CC
- Computer Support Specialist: Hardware - AS Option – Capital CC
- Computer Hardware Support Specialist – Certificate – Capital CC

Suspensions

- Computer Software Support Specialist – Certificate – Capital CC
- Mobile Application Developer – Certificate – Capital CC

Modifications

- Robotics and Mechatronics Engineering Technology – BS - Central CT State University
[Includes an approval for an exception to the Credit Normalization Policy]

New Programs

- Mechanical Engineering - MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology – Central CT State University
- Applied and Computational Mathematics – BS – Western CT State University

Replication of a COT Program

- Technology Studies: Data Science Option – AS – Tunxis CC
- Data Science – C2 Certificate – Tunxis CC

Application for Continued Accreditation

- Computer Networking – AS – (Parent Program) – Capital CC
 - Computer Networking: Cybersecurity - AS Option
 - Computer Networking – Certificate
 - Cybersecurity – Certificate
 - Cisco Certified Networking Associate – Certificate –
- Mechatronics Automation Technician – C2 Certificate - Quinebaug Valley

CCCSU Promotions and Tenures

Appointment of CSU Professor - Dr. Elliott Horch, Southern CSU

CSU AAUP Faculty Research Grants

RESOLUTIONS APPROVED ON CONSENT

Academic Programs

Discontinuations

Computer Information Systems: Mobile Application Developer - AS Option – Capital CC

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

Computer Information Systems: Web Publishing - AS Option – Capital CC

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

Computer Support Specialist – AS – Capital CC

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

Computer Support Specialist: Hardware - AS Option – Capital CC

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

Computer Hardware Support Specialist – Certificate – Capital CC

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

Suspensions

Computer Software Support Specialist – Certificate – Capital CC

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

Mobile Application Developer – Certificate – Capital CC

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

Modifications

Robotics and Mechatronics Engineering Technology – BS - Central CT State University
[Includes an approval for an exception to the Credit Normalization Policy]

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

New Programs

Mechanical Engineering - MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology – Central CT State University

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

Applied and Computational Mathematics – BS – Western CT State University

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

Replication of a COT Program

Technology Studies: Data Science Option – AS – Tunxis CC

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

Data Science – C2 Certificate – Tunxis CC

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

Application for Continued Accreditation

Computer Networking – AS – (Parent Program) – Capital CC

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

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

at Capital Community College

Computer Networking: Cybersecurity - AS Option

Computer Networking – Certificate

Cybersecurity – Certificate

Cisco Certified Networking Associate – Certificate –

Mechatronics Automation Technician – C2 Certificate - Quinebaug Valley

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

CCCSU Promotions and Tenures

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

See Attachments hereto

Appointment of CSU Professor - Dr. Elliott Horch, Southern CSU

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

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

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

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

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

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

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

CSU AAUP Faculty Research Grants

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

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Both of them recognize that our faculty make important contributions to research and that their efforts inform teaching, advance knowledge and often provide research opportunities for CSCU students. She added that she hopes in the future there will be an opportunity to meet some of the professors but, in the meantime, she encouraged every Board member to skim those resolutions and recognize the very fine and impressive work being done.

Policy Guidelines for Starting BOR Approved Programs

Vice Chair Harris provided an overview of the proposed resolution and policy for the Policy concerning Guidelines for Starting BOR Approved Programs. She noted that the ASA Committee members expressed concerns regarding starting programs in difficult financial times. On the one hand, she noted, the Committee recognizes the Board's fiduciary responsibility, however, the Committee also recognized the Board must be innovative and forward-looking to support the workforce needs of our students and our state. The Committee is now asking that as new programs are moved forward, the institutions establish the program start date by using the guidelines that are up for the Board's approval. At the conclusion of Vice Chair's overview and conclusion of discussion, **a motion by Vice Chair Harris and a second by Regent Cohen, the resolution below was unanimously approved.**

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

an approved program is started or delayed after considering evidence of the following:

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

Policy: General Education Core for the Single Community College

Vice Chair Harris noted the proposed policy is the foundation for all of the work that will be taking place over the next two years in developing the College single catalog. She first thanked Mike Stefanowicz for leading the effort and keeping her apprised of the progress along the way. Vice Chair Harris noted that the General Ed courses will ask students to demonstrate knowledge of fundamental concepts, theories, primary works, skills or ideas related to the discipline. The emphasis is always going to be on inquiry and analysis (developing thinking skills). The Committee is confident that with this action that General Education course credits will not be lost, no matter at which campus the students take the course. The courses mesh nicely with the 30-credit requirement under the TAP program. Vice Chair Harris emphasized that in accordance with NECHE standard 3.15, the primarily responsibility for the content, quality, and effectiveness of the curriculum rests with faculty.

Following the Vice Chair's overview which also included information concerning the development process of the proposed policy, Regent Sesanker offered concerns regarding the vote taking place at this time noting the following portions of the plan remain under revision and won't be complete until next Spring (outcomes that correspond to categories), inclusion of the diversity requirement yet no identified diversity courses and the number of colleges who voted on the proposal. Responsive to Regent Sesanker's comments, Vice Chair Harris reiterated that this was a foundational starting point and that she encouraged faculty to engage in the process. Regent Blitz noted that nine of the twelve colleges included resolutions to recall or withdraw their representatives from various consolidation committees adding that he felt it was a significant issue which required discussion and recognition.

Upon conclusion of discussion, **on a motion by Vice Chair Harris and a second by Chair Fleury, the resolution below was unanimously approved.**

Policy: General Education Core for the Single Community College

- WHEREAS the CT Board of Regents for Higher Education approved the Revised Students First Plan, BR 18-089, on June 21, 2018, and reaffirmed the plan on December 19, 2019, to consolidate C SCU's 12 community colleges into a singly accredited institution;
- WHEREAS the Students First plan requires the consolidation of the community colleges and calls for the alignment of the curriculum into a single catalog of programs and courses and includes a single general education core;
- WHEREAS a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world;
- WHEREAS a common general education curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer;
- WHEREAS the Provost and Senior Vice President for Academic and Student Affairs for the C SCU charged the Students First Academic and Student Affairs Consolidation Committee to develop a general education core for the consolidated college;
- WHEREAS the Students First Academic and Student Affairs Consolidation Committee created and the Provost charged a general education work group comprising 12 elected members, one from each community college, and 6 members elected by the Students First Academic and Student Affairs Consolidation Committee;
- WHEREAS the general education work group developed a proposal, sought feedback in a two and a half month period of public comment, and modified the original proposal based on all the feedback received;
- WHEREAS all of the colleges were given the opportunity within a three and a half month period to vote on endorsing the revised core and to offer additional comments;
- WHEREAS the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee voted in favor of moving the revised proposal to the Board of Regents; therefore be it
- RESOLVED that the Board of Regents for Higher Education approve the adoption of the proposed 21-25 credit general education core for the singly accredited community college.

See Attachment hereto with staff report/policy.

One-Time Policy Exception: Criteria for Granting an incomplete - Colleges

Vice Chair Harris provided an overview of the proposed resolution concerning a One-Time Policy Exception: Criteria for Granting an incomplete. Following the Vice Chair's overview and conclusion of discussion, **on a motion by Vice Chair Harris and a second by Regent Cohen, the resolution below was unanimously approved.**

One-Time Policy Exception: Criteria for Granting an incomplete - Colleges

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

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

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

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

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

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

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

FINANCE & INFRASTRUCTURE

Finance & Infrastructure Committee Chair Richard J. Balducci noted that the Finance and Infrastructure Committee met on May 1, noting that the Committee received an update on the financial implications of the Coronavirus Pandemic. Regent Balducci highlighted the following items:

- The CARES Act includes \$54.6 million in funding for 16 CSCU institutions. Charter Oak is ineligible because they are on-line only. Half of these funds must be distributed to students, and that process is underway now. Note that the corrected staff report provided includes corrected numbers related to Central's number of students eligible for financial assistance under the CARES Act.
- CSCU institutions have reported just over \$30 million in expenses related to the pandemic. The largest piece of that -- \$24 million -- comprises room and board refunds at the universities.
- The state budget has not been amended, so we assume that we will receive funding based on the second year of the budget enacted in 2019. This budget includes \$622 million, up from \$577 million in FY 2020. There remains a risk of rescission or reduction during special session later this summer.

See Staff Report attached hereto.

AUDIT COMMITTEE

No report.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

HR & Administration Committee Chair Naomi Cohen noted that the HR/Administration Committee will meet in join session with the Academic & Student Affairs Committee and that one of the items for discussion will be the new Federal Department of Education requirements regarding sexual misconduct. The revisions need to be implemented by the System by mid-August.

ADJOURNMENT

Chair Fleury declared the meeting adjourned at 1:15 pm

Submitted,

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION
REGULAR MEETING – May 14, 2020
Remote Participation

Attachments to Minutes and/or Meeting Handouts/ Presentations

Posted online at <http://www.ct.edu/regents/minutes>

A. Promotion and Tenure

B. AAUP Research Grants

C. General Education Core Connecticut State Community College

D. Financial Impact of Corona Virus Pandemic



MEMORANDUM

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

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

A handwritten signature in black ink, appearing to be "Z. Toro".

DATE: April 21, 2020

SUBJECT: Promotion and Tenure

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

To Professor

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

To Coach II

Patrick Hall, Athletics

To Associate Professor

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

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

To Coach I

Patrick Holden, Athletics

The following will be granted Tenure

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

/ml

c: A. Suski-Lenczewski

EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

DATE: April 20, 2020

TO: Mark Ojakian
President, Connecticut State Colleges and Universities

FROM: Dr. Elsa M. Núñez
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

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

For Tenure:

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

For Promotion to the rank of Professor:

Dr. Cara Bergstrom-Lynch, Sociology
Dr. Reginald Flood, English
Dr. Kim Ward, Mathematical Science

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President Mark Ojakian

April 20, 2020

For Promotion to the rank of Associate Professor:

Dr. Sarah Baires, Anthropology

Dr. Thomas Balcerski, History

Dr. Amy Bataille, Health Sciences

Professor Alycia Bright-Holland, Performing Arts

Dr. Courtney Broschious, Political Science

Dr. Stefan Kamola, History

Dr. Niki Kunene, Business Administration

Dr. Chantal Larose, Mathematical Sciences

Dr. Tanya Moorehead, Education

Dr. Jenna Scisco, Psychological Sciences

For Promotion to the rank of Coach IV:

Mr. Brian Hamm, Athletics Department

c: File

April 17, 2020 - REVISED

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

Dear Mr. Ojakian:

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

TENURE

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

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

PROMOTION

From Assistant to Associate Professor:

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

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

From Associate to Full Professor:

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

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

From Assistant Librarian to Associate Librarian

Kari Swanson (Library Services)

From Associate Librarian to Librarian

Wendeline Hardenberg (Library Services)

From Athletic Trainer I to Athletic Trainer II

Matthew Almeida

From Athletic Trainer II to Athletic Trainer III

Lisa Dupuis

From Athletic Trainer III to Athletic Trainer IV

Alison Dale

From Coach A to Coach I

Brian Nill

From Coach I to Coach II

Mark Fogel

From Coach II to Coach III

Christopher Moran

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

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bertolino".

Joe Bertolino
President

cc: R. Prezant, T. Tyree



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

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

From: Dr. John B. Clark

Date: April 14, 2020

Re: **REVISED** WCSU Promotion & Tenure Recommendations

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

Tenure

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

Promotion to Professor

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

Promotion to Associate Professor

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

Mark E. Ojakian
April 14, 2020
Page 2

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

Promotion to Athletic Trainer 4

Peter Algarin, Athletics Department

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

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

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

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

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

Associate Professor	Kapper	Martin	Biomolecular Sciences	Is the chaperone protein HSP-72 induced during high-salinity adaptation in the ribbed mussel?	\$4,813.00
Assistant Professor	Kim	Eunhye Grace	Geography	Creative MICE (Meetings, Incentives, Conventions/conferences, and Exhibitions) Tourism: Building Synergies with Cultural Heritage Tourism	\$3,825
Professor	King	Thomas	Biomolecular Sciences	Do Heph11 variants require immunological "help" to mediate an in vivo allograft response?	\$5,000
Associate Professor	Kumar	Rati	Communication	A culture centered exploration of Rohingya health as lived experience in Hyderabad, India	\$5,000
Professor	Kurkovsky	Stan	Computer Science	Effective Student Industrial Experiences in Undergraduate Computer Science Programs	\$4,500
Professor	Lee	Lee	Management & Organization	Change-oriented Leadership versus Administrative Leadership	\$2,700
Associate Professor	Lim	Hyouun-Sook	Management & Organization	Does age increase or decrease creativity? The moderating effect of perceived organizational support	\$4,500
Assistant Professor	Liu	Yan	Educational Leadership, Policy and Instructional Technology	How is teacher leadership implemented, and how it influences instructional quality in 48 countries?	\$4,500
Associate Professor	Marjani	Sadie	Biology	Methylation analysis of extracellular vesicle DNA from bovine IVF embryo spent culture media	\$5,000
Associate Professor	Maurer	Sarah	Chemistry & Biochemistry	Characterization of heterogenous prebiotic mixtures for the origins of life using FTIR and NMR	\$4,978
Professor	McGrath	Kate	History	The Guthlac Roll: The Creation of a Warrior Saint in Post-Conquest England	\$5,000
Associate Professor	Meng	Yunliang	Geography	Burglary Rates and Neighborhood Contextual Characteristics: A Case Study in Hartford, Connecticut	\$3,500
Professor	Mione	Thomas	Biology	You Say Tomato, I say Jaltomata	\$4,145

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ITEM

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

BACKGROUND

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

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

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

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

Work Group Timeline

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

The Proposal

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

Guiding Principles for the Curriculum.

The General Education Curriculum will:

- Follow NECHE standards, Board of Regents policy, and state law.
- Consist of categories that are based upon traditional disciplines with specific subject codes identified and outcomes defined, namely: English/Communication, Arts and Humanities, Historical Knowledge, Mathematics, Science (Scientific Knowledge, Scientific Reasoning, Social/Behavioral Science).
- Balance and reflect the needs and requirements for both transfer (to CSCU and non-CSCU schools) and career programs of study.
- Align with Transfer and Articulation Policy (TAP) competency areas. This requires working with Framework and Implementation Review Committee (FIRC) on modifying TAP to lead to bilateral alignment.
- Limit designated specific courses or directed elective choices to compelling accreditation directive or programmatic need.

In addition,

- The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty (from NECHE standard 3.15).
- Courses or course areas not included in the Gen Ed may petition for inclusion in the Gen Ed through the curriculum revision process to be established by the one college.

A General Education course will:

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

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

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

Additional Notes:

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

The Proposed General Education Core.

1	Eng. 101 Composition	3 credits
2	Math 100 or higher (college level)	3- 4 credits
3	Arts and Humanities: Courses vetted for <u>TAP Arts and Humanities</u> (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4 credits
4	Choose one from: <ul style="list-style-type: none"> • Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning • Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes 	3-4 credits (lab optional)
5	Choose one from: <ul style="list-style-type: none"> • Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes • Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes 	3 credits
6	Choose one from: <ul style="list-style-type: none"> • Oral Communication – COM courses vetted for TAP Oral Communication • Written Communication II– ENG course vetted for TAP Written Communication II outcomes 	3 credits
7	Choose one from: (Program directed) <ul style="list-style-type: none"> • A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements: <ul style="list-style-type: none"> ○ Continued Learning/Info Literacy ○ Scientific Knowledge ○ Scientific Reasoning ○ Social / Behavioral Science ○ Historical Knowledge ○ Written Communication II ○ Oral Communication <p>Program alignment groups will determine how this will be designated</p>	3-4 credit
	Students must take at least one course in the Gen Ed core which meets a diversity requirement.*	Total: 21-25 credits

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

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

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

Results of Endorsement Votes

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

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

Endorsement Feedback on the Proposal

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

HCC declined to vote on the proposal, but emailed the following feedback:

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

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

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

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

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

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

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

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

Post Endorsement Process

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

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

RECOMMENDATION

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

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

05/01/2020 – BOR Academic & Student Affairs Committee

05/14/2020 – Board of Regents

APPENDIX**Community College Resolutions regarding Students First****Asnuntuck Community College****Faculty Council Resolution Recalling Elected Representatives to Students First Plan Committees****February 7, 2020**

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

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

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

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

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

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

Vote: 14-2, 7 Feb 2020

5/3/2019 ACC's Faculty Council passed the following vote of no confidence:

"Resolved, that the Asnuntuck Community College Faculty Council, as the representative body for faculty at Asnuntuck Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the C SCU system, and the Board of Regents for the C SCU system."

The vote was by secret ballot without a public announcement of the tally

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

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

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

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

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

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

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

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

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

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

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

Capital Community College Senate No Confidence Vote

5/9/2019 Senate vote: 11 in favor, one abstention. College survey: 91% in favor

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

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

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

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

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

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

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

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

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

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

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

Gateway Community College

Gateway Community College Faculty Staff Council Resolution to Stand With Our Unions January 28, 2020

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

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

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

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

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

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

Gateway Community College Faculty Staff Council Resolution Recalling Elected Representatives to Students First Plan Committees January 28, 2020

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

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

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

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

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

Further Resolved that the Gateway Community College Faculty Staff Council will not act on any proposals generated by Students First Plan committees until there is representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college.

GCC Faculty Staff Council Meeting on 9 May 2019: 48 yes, 1 no, 2 abstain

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Housatonic Community College

2/4/2020 RESOLUTION:

The HCC College Senate opposes the Students First Initiative because it does not support the needs of our unique, diverse student populations; therefore,

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

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

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

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

Manchester Community College

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

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

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

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

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

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

Whereas, the system office has repeatedly [claimed](#) to NECHE, the Legislature, and the media

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

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

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

Whereas, the system office has increased its own budget by over 45% since 2017; justified its work by claiming to address a “fiscal crisis” but has added over \$16 million dollars to its own budget during the last four years, resources that should have gone to support students, advising, tutoring, and other teaching and learning activities on campus [System Office expenditure totals for the last four years:

2017: 30,330,990

2018: 34,312,167

2019: 39,500,000

2020: 46,690,000];

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

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

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

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

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

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

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

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

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

Naugatuck Valley Community College

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

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

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

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

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

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

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

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

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

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

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

9 yea, 1 nay, 2 abstentions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vote count: 1 yes, 1 no

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vote on 20 May 2019. 28 in favor and 2 against.

Quinebaug Valley Community College

Reported on 15 May 2019: with a full quorum, the Academic Senate voted 22 in favor of the No Confidence resolution, with 10 opposed

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

Three Rivers Community College

Three Rivers Community College Faculty Senate Resolution Recalling Elected Representatives to Students First Plan Committees - January 31, 2020

Whereas, Three Rivers Community College faculty have participated in good-faith with the consolidation process;

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

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

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

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

Approved by a vote of thirty-two to two

Three Rivers Community College Congress

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

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

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

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

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

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

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

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

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

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

**Resolution on Students First Plan General Education
11 March 2020**

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

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

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

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

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

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

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

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

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

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

Tunxis Community College

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

May 16, 2019, Yea 48, Nay 2, Abstentions 4

Faculty Advisory Council Community College

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

Passed 28 Feb 2020

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

Passed 28 Feb 2020

ITEM**Fiscal Impacts of Corona Virus Pandemic****Overview**

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

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

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

CARES Act Funding

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

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

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

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

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

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

CARES Act Allocations

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

Corona Virus Expenditures

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

CSCU Projected Expenses				
COVID 19 Est. cost of Student Refunds, Expenses and Donated Items (as of 4/7/2020)				
<u>Colleges:</u>	Expenditures	Spring 2020 Semester Student Refunds	Donated Items	Total
Asnuntuck	\$ 2,391	\$ 62,858	\$ 1,518	\$ 66,767
Capital	13,672	615,440	5,728	634,840
Gateway	20,993	36,968	4,320	62,281
Housatonic	37,107	41,473	1,495	80,075
Manchester	-	147,452	-	147,452
Middlesex	468	44,683	2,703	47,854
Naugatuck Valley	2,024	7,490	38,360	47,874
Northwestern	3,961	29,208	6,400	39,569
Norwalk	29,217	8,978	85,668	123,863
Quinebaug	21,877	22,919	1,216	46,012
Three Rivers	81	25,882	5,214	31,178
Tunxis	12,867	-	1,770	14,637
System Office	240,931	-	-	240,931
Total CCC	\$ 385,590	\$ 1,043,351	\$ 154,393	\$ 1,583,334
<u>Charter Oak State College</u>	\$ 57,488	\$ 447,858	\$ 290	\$ 505,636
<u>State Universities</u>				
CCSU	2,551,396	6,957,692	11,186	9,520,274
ECSU	374,887	6,648,974	-	7,023,861
SCSU	1,372,278	6,818,543	-	8,190,821
WCSU	720,092	3,704,562	2,925	4,427,579
Total CSU	\$ 5,018,652	\$ 24,129,771	\$ 14,111	\$ 29,162,534
Grand Total CCC	\$ 5,461,730	\$ 25,620,980	\$ 168,794	\$ 31,251,504

State Budget Outlook

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

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