# BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGES AND UNIVERSITIES (CSCU) MINUTES OF REGULAR MEETING THURSDAY, FEBRUARY 18, 2021 CONDUCTED VIA REMOTE PARTICIPATION

REGENTS - PARTICIPATING (Y = yes / N = no)	7
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
Antonia Oglesby	Y
Audrey Redpath	Y
JoAnn Ryan	Y
Ari Santiago	N
Elease E. Wright	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	N
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*ex-officio, non-voting member	·

## CSCU STAFF:

Dr. Jane Gates, Interim CSCU President Alice Pritchard, Chief of Staff/Chief of Operations Andrew Kripp, VP Human Resources & Labor Relations Ben Barnes, Chief Financial Officer Ernestine Y. Weaver, Counsel Ken Klucznik, VP of Academic Affairs Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

## CALL TO ORDER

Chair Fleury called the meeting to order at 10:07 a.m.

Prior to roll call, Chair Fleury welcomed Audrey Redpath, the new Student Regent and Chair of the Student Advisory Committee. She attends WCSU as a Journalism Major, is President of the Student Publications Board, is Vice President of the Student Government Association, and is Editor and Investigative Lead of the Echo Newspaper.

Chair Fleury sent condolences to the family of President Bertolino on the passing of his mother.

Following roll call, Chair Fleury declared a quorum present.

#### ADOPTION OF AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as submitted; <u>on a motion by</u> <u>Regent Cohen, seconded by Regent Wright, the Agenda was unanimously adopted as</u> <u>presented.</u>

## **OPPORTUNITY TO ADDRESS THE BOARD**

In addition to those requesting to speak during the Public Comment period, the Board has received two letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

<u>Name</u>	Dept./Group	
Tim Parrish	SCSU Faculty	
Tess Buschmann	SCSU Student	
Joshua Cam	SCSU Student	
Eve Harrison	Parent of Former SCSU Student	
Evan DeCarlo	Former SCSU Student	
Theresa Marchant-Shapiro	SCSU Faculty	
Michele Bacholle	ECSU Faculty	
Cherie King	CCSU Faculty	
Tricia Lin	SCSU Faculty	
Christopher Trombly	SCSU Faculty	
Christine Hegel-Cantarella	WCSU Faculty	
Michele Ganon	WCSU Faculty	
Seth Freeman	Capital Community College Faculty	
Andrew Smith	SCSU Faculty	
Lisa Lancor	SCSU Faculty	

The following individuals addressed the Board:

# BOR CHAIR MATT FLEURY'S REMARKS

Chair Fleury thanked individuals for taking the time to speak today and reinforced the purpose of the public comment period is for the Regents to listen and not respond, to focus on the caring behind the message. He reminded all that the Board does not conduct collective bargaining in a public setting and continued by stating that this a negotiation environment under fraught conditions. Behind it is a great deal of caring and concern and an earnest need and desire to get this right. Chair Fleury stated that the Board has no confusion between profitability and sustainability; profit has no bearing in its consideration - only focused on service to our students and the communities we serve.

Chair Fleury noted that this is a starting off point, that negotiations take shape at the bargaining table. While we are far apart now, he is confident that we will reach a fair compromise. He also thanked each member of the board for their integrity and commitment to strengthening public higher education in Connecticut.

Update on the CSCU President search process:

- Pleased to report we have a strong candidate pool, diverse in all aspects including backgrounds, race, ethnicity, skill set, and geography.
- The Search Advisory Committee and the Board Search Committee have been busy reviewing applicants.
- Semi-finalist interviews are scheduled for February 25 and 26 and will be interviewed by members of the Search Advisory Committee and the Board Search Committee.
- We are on track with our dates so far and look forward to bringing forward the selected candidate late this spring.

Comments on Students First:

- The Board has asked the management team to work closely with and to amplify its work through the committee and Board process to assure a greater understanding and to allow for deeper conversations on our challenges and opportunities.
- Summary reports will be presented from Academic and Student Affairs and the Finance Committees.
- Dr. Levinson and his team have increased their communication (via email with links to reports) with the community colleges and the BOR on updates on key areas of work and opportunities for engagement.

Chair Fleury, Regent Harris, Interim President Dr. Gates and COO Dr. Pritchard have had very productive follow-up meetings with the Chair and Vice Chair of the FAC to build stronger lines of communication and collaboration. My appreciation to all for their willingness to participate in these discussions.

# INTERIM CSCU PRESIDENT GATES' REMARKS

Spring Reopening Update:

- The start of the semester has been going very well for our 17 institutions during unprecedented challenges related to COVID.
- Community colleges reopened smoothly and have been working closely with their local departments of public health when positive cases emerge. To date, there have been a handful and in all cases, the colleges have been able to remain fully operational as contacts have been limited.
- At the universities, all the students have moved into the residence halls and are part of 100% weekly testing. In testing done over the first two weeks of February, we have 30 residential students who have tested positive out of more than 7200 tests given for positivity rate of 0.4% with the majority of cases at Southern and Western. We are monitoring these numbers closely with the state. The schools are providing dashboards with weekly and cumulative results and we are sharing that in our weekly COVID update.
- We have been working very closely with the Department of Public Health and the Governor's administration to monitor the virus and support our response.
- Our goal remains the health of our students, faculty, staff, and everyone who works on our campuses. My many thanks to all those who are working so hard to give our students the best educational experience we can during these challenging times.

Budget Update/Legislative Update:

• Ben Barnes will provide an overview of the current fiscal picture for the colleges and universities in the Finance Committee report.

- The appropriations committee hearing is scheduled for later this month (moved to March 4<sup>th</sup>) where there will be an opportunity to share the impact of the Governor's budget on the constituent units of CSCU and highlight the challenges and opportunities our students experience in their annual student panels.
- There are a number of bills introduced this year which impact CSCU ranging from monitoring sexual assaults on campus, promoting automatic admissions for students into the CSUs, as well as bills related to Students First. Sean Bradbury's weekly updates to the BOR and campus leadership highlight these bills and he will be monitoring them throughout the legislative session.
- An informational hearing March 11 will be held to present a progress report on establishing the CT State Community College. This will allow us to update the legislature on progress to date and address their concerns related to the merger.

CEO Search:

- Names and information on the finalists for the 5 campuses will be released on February 22.
- The 3 Regional Presidents are serving as search chairs and have been joined by Regents and system office executive staff on the CSCU search committee. They are working very closely with the Campus Advisory Committees to identify the best candidates for each campus.
- Campus Advisory Committees representing faculty, staff, students, foundation members and administrators have been very engaged in the process reviewing resumes, interviewing semi-finalists and now making plans for virtual campus visits for the finalists the weeks of March 1 and March 8.
- Final candidates are still slated for approval at the Board's March meeting if possible. System Initiatives:

Criminal Justice Taskforce:

- The CSCU Criminal Justice Taskforce [composed of 18 members reflective of balancing the interests of the community colleges, four-year colleges, the larger CSCU system and the community at large] released the Mid-Year Report on December 24, 2020.
- It is incumbent upon higher education to take responsibility for our own criminal justice curricula and to determine how we can strengthen efforts to erode systemic inequity that is keeping us from our full promise as a nation. This Task Force through subcommittees is responding to this clarion call.
- A second report will be released in May 2021 with final recommendations in Summer 2021. A special note of thanks to the co-chairs, Dr. William Lugo and Dr. Tuesday Cooper, and to the 18 scholars who serve on the CSCU Criminal Justice Taskforce.

Connecticut State Colleges & Universities Library Consortium:

- The consortium includes the libraries of Connecticut's twelve community colleges, four state universities, Charter Oak State College, and the Connecticut State Library.
- The CSCU Library Consortium provides a beacon of hope amidst unprecedented challenges.
- The 2020-2023 Strategic Framework sets forth the strategic direction to empower member libraries "to collaborate in support of success, equity, diversity, social justice, and access to resources that spark creativity and intellectual enrichment." One of the pillars of the strategic plan focuses on equity, as well as a statement on diversity and social justice.

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• It is critical that we commit to policies and practices that ensure the success of every student regardless of their starting point in life. The dedicated and collaborative professionals and staff at these libraries provide a place that fosters pride and nurtures the dreams of students and their families. Libraries are inextricably linked to our community, region and state in which we are located. Special note of thanks to Dr. Patrick Carr and the Library Directors.

Students First and NECHE:

- Discussions are ongoing with NECHE about progress toward accreditation.
- Annual update will be submitted in June 2021 rather than April as originally planned to give us a full year of work to report.
- BOR committees have had several updates on Students First and the merged college at their most recent meetings and this will continue throughout the spring meetings to ensure transparency.
- Continue to watch your email for updates between meetings as the pace of change accelerates.

Collective Bargaining:

• Based on comments today before the BOR, please note that after several meetings, the AAUP has not raised any concerns related to risk to accreditation as a result of our proposal at the bargaining table. We urge the concerned members to be in contact with the AAUP leadership about these matters.

CSCU remains strongly committed to stewarding and protecting the American ideal of the University and Colleges as places where learning is transformed into dreams and opportunity through access and quality education.

## APPROVAL OF PREVIOUS MEETING MINUTES

Chair Fleury made a friendly amendment to the minutes of the December 2020 BOR meeting as requested by Prof. David Blitz to better clarify the content of the Faculty Advisory Committee (FAC) report presented at the December meeting. The following addition was read into the record:

"FAC Chair Blitz and FAC Vice-Chair Sesanker reported on FAC concerns on a number of issues, including the doubling of levels of management at the community college level, doubling of the System Office controlled budget, reduction of faculty role in curriculum and shared governance, micromanagement by the Board (budget amendment, college and career success course), and lack of review and revision of major policies by the Board (students first). Suggestions for improvement of the relations between the FAC and the Board were proposed (joint meetings and regular reports), and a set of 10 guiding principles for public higher education was presented."

The December minutes have been updated to include this paragraph and the FAC report is included as Attachment B.

On a motion by Regent Cohen, and seconded by Regent Harris, the December 17, 2020 meeting minutes as amended were approved (11 votes in favor and 1 abstention by Student Regent Redpath).

# CONSENT AGENDA

Chair Fleury called for a motion on the Consent Agenda. <u>On a motion by Regent Cohen,</u> <u>seconded by Regent Wright, the Consent Agenda was unanimously adopted.</u>

ACADEMIC PROGRAMS Discontinuation - Child and Youth Concentration within General Studies Major - BS -
Charter Oak State College
Continued Accreditation of a Licensed Program
Gerontology - Official Certificate Program (OCP) - Central CT State University
Software Engineering - MS - Central CT State University
Modifications
Nurse Educator - Post Master's Certificate - Southern CT State University
[Modification of Instructional Modality]
Nurse Educator - MS in Nursing - Southern CT State University [Modification of
Instructional Modality]
Clinical Nurse Leader - Post Master's Certificate - Southern CT State University
[Modification of Instructional Modality]
Clinical Nurse Leader - MS in Nursing - Southern CT State University
[Modification of Instructional Modality]
Therapeutic Recreation - C2 Certificate - Middlesex CC [Significant Modification
of Courses/Course Substitutions and Addition of an Online Instructional
Modality]
Suspension - Music Education - MS - Western CT State University
New Program - Special Education - MS - Eastern CT State University
Mid-Year (2020-2021) Tenure Recommendation - Southern CT State University
Academic Programming Approval Policy
FINANCE

Policy Change Extending Payment Plan Terms for Spring Acceptance of Gift Northwestern CT Community College

# **RESOLUTIONS APPROVED ON CONSENT**

#### Discontinuation

Child and Youth Concentration within General Studies Major - BS - Charter Oak State College RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program concentration in General Studies: Child and Youth Development (CIP Code: 24.0101 / OHE# 240101) leading to a Bachelor of Science at Charter Oak State College, effective fall 2022.

## Continued Accreditation of a Licensed Program

Gerontology - Official Certificate Program (OCP) - Central CT State University RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Gerontology (CIP Code: 19.0702 OHE # 018714) leading to an Official Certificate at Central Connecticut State University. Central Connecticut State University will provide a report in fall 2022, specifically an update on enrollment in the program.

Software Engineering - MS - Central CT State University

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program in Software Engineering (CIP Code: 14.0903 OHE # 018966) leading to a Master of Science at Central Connecticut State University.

#### Modifications

Nurse Educator - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3203 / OHE# 015712), specifically the addition of hybrid modality to traditional program delivery - leading to a Post Master's Certificate at Southern Connecticut State University.

Nurse Educator - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Nurse Educator (CIP Code: 51.3203 / OHE# 001901), specifically the addition of hybrid modality to traditional program delivery - leading to a Master's in Nursing at Southern Connecticut State University.

Clinical Nurse Leader - Post Master's Certificate - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the addition of hybrid modality to traditional program delivery leading to a Post Master's Certificate at Southern Connecticut State University.

Clinical Nurse Leader - MS in Nursing - Southern CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the addition of hybrid modality to traditional program delivery leading to a Master's in Nursing at Southern Connecticut State University.

Therapeutic Recreation - C2 Certificate - Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality]
 RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Therapeutic Recreation (CIP Code: 51.2309 / OHE# On ground: 002730; On line: TBD), specifically modification and substitution of courses and the addition of online modality to traditional program delivery - leading to a C2 Certificate at Middlesex Community College.

## Suspension

Music Education - MS - Western CT State University

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a program in Music Education (CIP Code: 13.1312 / OHE # 000183) leading to a Master of Science at Western Connecticut State University until fall 2022.

#### New Programs

Special Education - MS - Eastern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Special Education (CIP Code: 13.1001, OHE# TBD) - leading to a Master of Science at Eastern 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.

#### Mid-Year (2020-2021) Tenure Recommendation - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education approve the following 2020-21 mid-academic year tenure recommendations by President Joe Bertolino for Southern Connecticut State University: Andrea Adimando Michael Fisher Steven Hoffler Rachel Jeffrey Paul Levatino

#### Academic Programming Approval Policy

- WHEREAS, Connecticut State Statutes empowers the Board of Regents (BOR) to approve the establishment, modification and other dispositions of academic programming at institutions of the Connecticut State Colleges and Universities (CSCU) System; and
- WHEREAS, the approval of academic programming is an exercise of shared governance sequentially occurring upon initiation at the institutional level, the deliberative review of the CSCU Academic Council, the appraisal of the BOR Academic and Student Affairs Committee, and the resolution of the Board of Regents; and
- WHEREAS, the BOR deems the approval of academic programming to be a fluid process subject to periodic changes in its procedures and forms to effect greater clarity and further understanding between the layers of shared governance and to enhance efficiency; therefore, be it
- RESOLVED, that the Board of Regents for Higher Education adopts the attached Academic Programming Approval Policy, and be it further
- RESOLVED, the Academic Programming Approval Policy rescinds all prior System and Board of Regents academic programming approval policies.

## Policy Change Extending Payment Plan Terms for Spring

- WHEREAS, on March 10, 2020 the Governor of the State of Connecticut proclaimed a state of emergency throughout the State of Connecticut and subsequently, each state of the Union has declared a state of emergency to address the coronavirus disease 2019 (COVID-19); and
- WHEREAS, as a result of COVID-19, there has been dramatic upheaval in all areas of dayto-day life such that students may be unable to complete payment in a timely manner; and
- WHEREAS, Community College Board Policy Manual section 6.5.4. ("Policy") does not allow students who have an outstanding balance on their accounts to register for future courses until that balance is paid in full; and
- WHEREAS, in April, 2020, the Board of Regents approved a temporary change to this policy for Summer 2020 and Fall 2020 to community college students who owe up to \$1,200 to register for courses, provided that the students agree to payment plans to satisfy their outstanding balance within one calendar year; and
- WHEREAS, Community College leaders and enrollment management staff recommend that this policy should be extended to include payment plans related to tuition and fees for the Spring 2021 semester; therefore, be it
- RESOLVED, that the Board of Regents for Higher Education formally extends this temporary policy change, allowing registration by students with payment plans up to \$1200 (or above with campus CEO permission) and terms up to one year, adopted in April 2020, through the Spring 2021 semester.

#### Acceptance of Gift - Northwestern CT Community College

WHEREAS, Northwestern Connecticut Community College (NCCC) is the recipient of a generous monetary gift (\$356,185.50) from the Wendy Begansky Estate; andWHEREAS, the gift was bequest by Wendy Begansky for the establishment of the Ronald

- Begansky Scholarship Fund at Northwestern Connecticut Community College; and WHEREAS, Northwestern Connecticut Community College will establish said scholarship at the college in the name of Ronald Begansky to be awarded to NCCC students who meet the scholarship criteria set by Northwestern Connecticut Community College in consultation with Northwest Community Bank, the originators of the initial scholarship and for whom Ronald Begansky was a former Board member, now, therefore, be it
- RESOLVED, that the Board of Regents accepts and acknowledges with appreciation the monetary gift from the Wendy Begansky Estate on behalf of Northwestern Connecticut Community College for the establishment of the Ronald Begansky Scholarship Fund at the College.

# ACADEMIC & STUDENT AFFAIRS COMMITTEE

Information Items: submitted as information items only according to the current contract Attachment C - Sabbatical Notifications Attachment D - Emeritus Notifications

Attachment D - Emeritus Notifications

Regent Harris reported that Students First issues are being taken up at Committee meetings. At the Academic & Student Affairs February meeting, presentations were made on Enrollment Management, Strategic Planning and Shared Governance, and Curriculum Alignment.

- More information on Strategic Planning and Shared Governance will be presented at future committee meetings.
- Alison Buckley, VP of CSCC Enrollment Management and Student Affairs has communicated reporting changes via email.
- Curriculum alignment efforts analyze the 650 associate degree programs and 350 certificate programs across the 12 campuses with the goal to align requirements by discipline into a single program. Program modifications may be created to meet workforce and academic goals.
- Francine Rosselli-Navarro presented the work of the Curriculum Alignment team; the complex process has identified room for streamlining processes to make it easier for our students. (See Attachment E)
- Rebecca Rist-Brown, Michael Emanuel, and Kathryn Kleis, shared their perspectives of the Criminal Justice Curriculum Alignment team.
  - Dr. Sesanker (Chair, FAC) expressed concern with the amount of work ahead to create the single catalog, as well as a compressed review period at each college over the next year.
  - Dr. Blitz (Vice Chair, FAC) asked about alignment of these new CSCC programs at the university level. Professor Rist-Brown explained that for the Criminal Justice programs, articulation agreements are being written to accept TAP pathways with private universities, as well as the new program. TAP pathway documents have been sent to CSU TAP coordinators. Discussions are taking place to align admission standards at each of the universities.
  - Additional questions concerning endorsement and approval will be handled off-line.

# FINANCE & INFRASTRUCTURE COMMITTEE

Regent Balducci reported:

- The Finance and Infrastructure Committee held a joint meeting with the HR Committee on February 16.
- The Committees heard three information reports:
  - CSUS 2020 Program Report on the status of capital projects
  - Hiring for CT State Community College in current fiscal year
  - Review of Budget Projections from 2018
- The Finance Committee had three action items:
  - Acceptance of gift to Northwestern CT Community College in excess of \$356 thousand (on Consent Agenda)
  - Policy Change Extending Payment Plan Terms for Spring 2021 (on Consent Agenda)
  - Acceptance of FY21 Mid-Year Projections

Regent Balducci thanked CFO Ben Barnes, Melentina Pusztay, and the entire Finance team for the work they have done compiling this data. Regent Balducci also reported on:

- Staffing levels in the One College.
  - The College will be \$2 million under revised budget, based on mid-year projection
  - To date we have hired or transferred 37 staff to build the infrastructure of the College. Of the 37 staff, 7 are members of the bargaining unit and 30 are management exempt. 32 of these staff came from within CSCU, only 5 are new to the system.
  - Plan to hire/transfer 48 additional bargaining unit staff, mostly to implement the Guided Pathways program.
  - \$400,000 in faculty stipends will be provided for curriculum alignment work.
- CSCU's original Students First Substantive Change Request to NECHE to actual budget results
  - Based on the mid-year spending projection, we have achieved the \$14 million in savings called for in the original plan for FY 2020.
  - State Budget Proposal The Governor has proposed a generally flat budget with several exceptions:
    - The budget would end \$20 million in extra fringe benefit support for the colleges.
    - The budget does not fund the extra payroll in FY 2023 (\$12 million).
    - The budget includes \$6 million per year for PACT.

## Action Item: Mid-Year Projections (Attachment F)

- Enrollment has continued to decline, and revenue has dropped 2.4% from the levels reflected in our revised budget last October.
- The Colleges and Universities have reduced spending to offset the declining revenue, but a system-wide deficit of \$58 million remains, down from \$69 million in the revised budget.
- The new federal funds approved in December will allow us to provide \$27 million in student financial assistance this spring, plus replace lost revenue (estimated at \$58 million).
- Additional funding of approximately \$20 million remains available for the colleges for student assistance, revenue replacement or other purpose within one year.
- Projected reserves were reviewed.

**RESOLVED:** that the Board of Regents for Higher Education accept the FY 2020-2021 Mid-Year Projections as presented on February 18, 2021.

<u>A motion to approve the resolution was made by Regent Balducci and seconded by Regent</u> <u>Cohen.</u> The resolution was unanimously approved.

Chair Fleury emphasized the BOR's readiness to advocate to the CT State Administration for our System and the needs of our students.

Dr. Blitz (Vice Chair, FAC) asked about details of the Shared Services "Other" expenses at the Community College level. Ben Barnes will provide a response to Dr. Blitz off-line.

#### HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Regent Cohen noted the overlap in the jurisdictions of the Human Resources and Finance Committees. The committees shared a Regional Presidents' update about a regional Workforce Development structure and the \$6.6 million that came to the System based in large part on the efficiencies of this new structure. (See Attachment G for the full report)

This committee will be looking at Shared Services from an organizational perspective at their next meeting.

#### **EXECUTIVE COMMITTEE**

No Report, No Exhibits

#### ADJOURNMENT

On a motion by Regent Cohen, seconded by Regent Harris, Chair Fleury declared the meeting adjourned at 12:16 p.m.

Submitted,

Alice Pritchard Secretary of the CT Board of Regents for Higher Education



# The 737 Max and the CSCU Board of Regents

Ctmirror.org/category/ct-viewpoints/the-737-max-and-the-cscu-board-of-regents/

Bob Emiliani, Ph.D

December 22, 2020



For more than 15 years I have taught a graduate course where students perform formal failure analysis of senior management decisions. We study disasters such as the Wells Fargo fraud, Equifax data breach, GM faulty ignition switch, Morandi bridge failure, Vale mining disaster, defective Takata airbags, and the Boeing 737 Max. Over the years we have studied some 70 disasters, all of which prove to be very costly to the organization and its stakeholders in lives, money, and reputation.

As you might expect, ominous patterns emerge in senior management thinking and decisionmaking. All cases feature several untested beliefs and assumptions that prove to be critical factors in failed leadership decision-making. There is an abundance of illogical thinking, the top six being abuse of expertise, false assumptions, avoiding the force of reason, red herring, special pleading, and expediency. Recurring cognitive biases include status quo, estimating, anchoring, sunk cost, and confirming evidence. In general, senior managers critical thinking skills are poor, sometimes to the point of being dangerous.

What students learn is that the three things top leaders are most confident about – analysis, logical thinking, and decision-making – are the three things leaders should be the least confident about. Senior management information processing is highly error-prone, most often because they possess an idealized or theoretical understanding of the organization, how it functions, and why, and are closed-minded when counseled by people at the bottom of the

organization and external stakeholders. Leadership decision-making would be improved if they acted upon, not merely listen to, the people who do the work and who are affected by the work.

In the case of the 737 Max aircraft development program and two subsequent crashes that killed 346 people, senior management had an eye single towards reducing aircraft development costs and controlling processes. As is usually the case, one's high status in the hierarchy makes them overconfident and fools them into thinking they know how to reduce costs and improve processes. Boeing's leaders understood neither. Unfortunately, the reality of costs and processes at the working level become abstracted at executive level; fact-based sensory perceptions give way to an array of aged and faulty preconceptions.

In addition, Boeing's leaders, like most business leaders, have a success orientation wherein success is preordained by virtue of one's status, and failure is either not possible or obviously the result of incompetence in the layers far below them. In Boeing's case, management's quest to save several billion dollars in aircraft development costs and pilot training has cost the company more than 20 billion dollars so far and likely as much as 50 billion dollars in total. Such penny-wise, pound-foolish decisions were found in nearly every failure analysis case we studied.

Boeing's failure, like the other 70 failures we studied, invite intense and broad-based scrutiny by news organizations, politicians, attorneys, and the public. This scrutiny, and the resulting expensive lawsuits, do incalculable damage to the reputations of both the organization and its leaders. The sustained exposure of senior management's mistakes is both embarrassing and long-lasting and awards a devastating loss of social status in relation to one's peers.

Like Boeing's leaders, The CSCU Board of Regents proposed Collective Bargaining Agreement with the American Association of University Professors reflects a desire to reduce costs and control processes without understanding how higher education functions and why, its processes, or how to improve them. They have a proven track record of largely ignoring the counsel of the people who do the work, staff and faculty, and who are affected by the work, students, families, and employers.

The BOR also appears to have a success orientation, preordained by their high status, and are unwilling to consider the likelihood of failure, given the obvious lack of critical thinking. The changes and redactions to the contract reveal numerous untested beliefs and assumptions, and the usual forms of illogical thinking and cognitive biases – also to the point of being dangerous. Just as Boeing was transformed from an engineering company producing a quality product to a finance company producing defective products, the proposed contract transforms Connecticut State Universities from producing a quality product that fulfills the needs of students, the State of Connecticut, and society, to a finance organization that mistakenly assumes quality is a given.

Another lesson learned from carefully analyzing failed leadership decisions is that most leaders merely copy one another's solutions to problems. There is little original thinking at the top. This too is apparent in the BORs proposed Collective Bargaining Agreement. There is no doubt that many aspects of higher education need to be improved, but there are many different methods for doing that. Fiat is one method, which the BOR apparently sees as best for them despite any negative impact that it may have on others. Another method is collaborative problem-solving using scientific thinking, to move difficult problems from the realm of preconceptions to the realm of facts to stimulate creative and innovative solutions that are mutually beneficial. It is clear that the BOR leadership has settled on opinion-based, *ad-hoc* problem-solving, as Boeing leadership did, instead of systematic, fact-based collaborative problem-solving.

In the many disasters that we have studied in my course, yet another lesson is clear: all the problems that led to the disaster were known by people at lower levels of the organization. They earnestly, though not always diplomatically, warned their leaders but were consistently ignored, ostracized, demoted, or fired. When fact-based workers warn leaders of problems, and they do not listen and fail to take action, then those in charge exhibit negligence characteristic of amateurs, not the professionals they believe themselves to be.

Bob Emiliani, Ph.D. is a Professor in the Central Connecticut State University School of Engineering, Science, and Technology.

Johanna Zukowski Central Connecticut State University jzukowski@my.ccsu.edu

#### Written Statement to the BOR

Hello and thank you for taking the time to read my statement. My name is Johanna Zukowski and I am a senior at Central Connecticut State University double majoring in Political Science and Philosophy. I wish to express my opposition to the proposals introduced by the Board of Regents. These proposals will ruin the integrity of our institutions, the quality of the diploma from these institutions, and the overall well-being of students and faculty.

Specific proposals such as increasing class sizes, eliminating research opportunities and conferences, less departmental support, and reducing curriculum development impact students directly and negatively. Students benefit from smaller class sizes that promote a robust learning environment and encourage student discussion. With limits to class sizes professors are able to connect with students, encourage intellectual discussion, and tailor their instruction to the specific classes' needs. The benefits of allowing students and professors to build an academic relationship far outweighs whatever money saved or whatever control over academic integrity the BOR may gain. Using myself as an example, I have benefited tremendously from building professional relations with my professors and participating in the academic opportunities offered to me. If it were not for my professor acknowledging my achievements in a class on civil liberties and discussing a possible legal career with me, I would have never gained the knowledge, confidence, and capability to apply to some of the top law schools in the country for Fall 2021. If it were not for my professor recommending that I consider moving my minor in Philosophy into a major to be able to explore my particular philosophical interests as well as help me navigate my course selection so I could still graduate in four years, I would have never

known it was an option available to me and therefore miss out on the advancement of my education. If it were not for my professors being able to oversee an independent study for myself for an entire semester, I would not have been able to explore my particular interest areas in both Political Science and Philosophy.

Professors know us best. Professors are the ones who see us every day, learn from us, communicate with us, make themselves available and amenable to us. They also know their academic areas the best. It would be horrific to learn that the BOR no longer trusts them to develop their own curriculums, hold faculty senate committees to discuss tenure and sabbatical leave, and take away their abilities to do research or attend conferences. While decreasing their support systems, the BOR wants to increase their courses offered, increase office hours, and decrease pay. Restricting faculty to these parameters will have extreme impacts on our universities. Professors will no longer have the opportunity to stay connected to their field and learn about advancements, theories, techniques, etc. They will be lacking in modern-day awareness and applicability; something that directly harms the students. Professors who wish to pursue research opportunities will be disregarded by the institution they want to do research under. Not only do faculty have less reason to teach at our universities, but students will feel the impact these new proposals have on professors. Our academic programs will be uninviting, uninteresting, lacking in academic rigor, and will decrease the value of the diploma. Professors who are unable to keep up with current trends in their relative fields will without a doubt fail to provide their students the best education and real-world applicability that will prepare us to graduate and enter the workforce. It won't be very long until then that workplaces begin to see that an education from a CSCU has decreased value and no longer employable.

Taking away freedoms, opportunities, committees, pay, and everything else that the BOR proposes is going to absolutely damage our institutions. Limiting professors in their academic setting will ensure that students like myself will not be granted invaluable opportunity and mentoring, thus ruining our career aspects. I know without a doubt that if it were not for my professors being able to notice my academic achievements and have conversations with me about opportunities available to me, I would not have had the unique and exciting education I did nor would I be able to prepare for and apply to law schools across the country. Being a first-generation college student who also worked part-time jobs during all four years of my undergraduate career like so many other CSCU college students, the relationships I had with professors and their desire to provide exceptional learning experiences and see our success is what made my undergraduate career so special. I implore the BOR to not take away those opportunities for future students and to not restrict professors in such a way that damages their capabilities. During these times of uncertainty and distress, these proposals are certainly not the solution. Thank you.

# BOARD OF REGENTS FOR HIGHER EDUCATION CT STATE COLLEGES AND UNIVERSITIES (CSCU) MINUTES OF REGULAR MEETING THURSDAY, DECEMBER 17, 2020 CONDUCTED VIA REMOTE PARTICIPATION

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
Antonia Oglesby	Y
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	Y
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*ex-officio, non-voting member	

## CSCU STAFF:

Mark E. Ojakian, CSCU President Jane Gates, SVP & Provost, Academic & Student Affairs Alice Pritchard, Chief of Staff/Chief of Operations Andrew Kripp, VP Human Resources & Labor Relations Ben Barnes, Chief Financial Officer Ernestine Y. Weaver, Counsel Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

## CALL TO ORDER

Chair Fleury called the meeting to order at 10:03 a.m. and, following roll call, declared a quorum present.

Chair Fleury sent best regards to Commissioner Cardona as he is under active consideration for an appointment with the new Administration. Chair Fleury welcomed Student Regent Antonia Oglesby.

#### **ADOPTION OF AGENDA**

Chair Fleury called for a motion to adopt the meeting agenda as submitted; <u>on a motion by</u> <u>Regent Harris, seconded by Regent Cohen, the Agenda was unanimously adopted as</u> <u>presented.</u>

# **OPPORTUNITY TO ADDRESS THE BOARD**

In addition to those requesting to speak during the Public Comment period, the Board has received two letters. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment A.

Dept./Group Name Sharod Blackwell SCSU Student Miles Goritski SCSU Student Andrea Tonnies SCSU Student Joshua Cam SCSU Student Francesca Palmer CCSU Student Sara Baker SCSU Faculty John O'Connor **CCSU** Faculty Christopher Doucot **CCSU Faculty Robert Forbus** SCSU Faculty Stephen Monroe Tomczak SCSU Faculty 4 C's President Maureen Chalmers Robin Gustafson WCSU Faculty

The following individuals addressed the Board:

Technical difficulties were experienced by Tim Parrish, SCSU Faculty Member. His comments, as well as an additional letter were documented and are included as part of Attachment A (4 letters).

# FACULTY ADVISORY COMMITTEE REPORT

Faculty Advisory Committee Chair David Blitz and Vice Chair Colena Sesanker offered remarks focusing on the FAC's report to the Board.

FAC Chair Blitz and FAC Vice-Chair Sesanker reported on FAC concerns on a number of issues, including the doubling of levels of management at the community college level, doubling of the System Office controlled budget, reduction of faculty role in curriculum and shared governance, micromanagement by the Board (budget amendment, college and career success course), and lack of review and revision of major policies by the Board (students first). Suggestions for improvement of the relations between the FAC and the Board were proposed (joint meetings and regular reports), and a set of 10 guiding principles for public higher education was presented.

Chair Fleury thanked FAC Chair Blitz and FAC Vice Chair Sesanker for the thoughtful report and noted some of the issues would be discussed and addressed in broad terms during the course of the meeting.

# BOR CHAIR MATT FLEURY'S REMARKS

- Chair Fleury provided an update on the President search process:
  - Posting for candidates is up on the website.
  - Our search firm is busy identifying potential candidates with February 5th the date for best consideration.
  - Added 4 more students to the Search Advisory Committee totaling 40 individuals representing faculty, staff, administrators and students from our 3 constituent units and external stakeholders.

# CSCU PRESIDENT OJAKIAN'S REMARKS

- President Ojakian acknowledged the efforts by the system office and each campus for a very successful semester under very trying circumstances. The State Universities did a tremendous job maintaining their residential presence. Only a 1% COVID positivity rate for the entire semester after extensive testing efforts was recorded. Similar results were seen in the community colleges. There were positive cases in faculty, students, and staff, but the numbers remained low.
- Plans are being developed for the Spring 2021 semester. There is an expectation that the majority of students will continue to learn remotely, particularly at the community colleges.
- CSCU, the State, and other private and public institutions of higher education are working with FEMA to support the State's post-pandemic recovery. Discussions are underway with the Administration to determine our role in vaccine distribution and education.
- In January, the Board will receive a full briefing on the status of the Connecticut State Community College. Close work continues with the new leadership at NECHE and accreditation is on track for 2023.
- Responses to Faculty Advisory Committee (FAC) Report:
  - The report asserts that the System Office, without explanation, increased by 27%. However, the consolidation of expenses for IT, HR, and Finance under the shared services model were fully disclosed, including a roster of staff. The change more clearly reflects the cost of providing the service to campuses and not an increase to System Office overhead.
  - The FAC report describes the leadership reorganization as "hardly a cost-saving measure." In actuality, the reduction in costs in Presidents and CEOs will save about \$50,000 per campus or \$600,000 once fully implemented. There are additional savings as a result of transitioning positions. There will be a full budget report moving forward. Identifiable savings have been achieved.
  - The Connecticut State Community College represents the values that are aspired to in public education. Since 2017, the Board has been very committed to this endeavor. There has been no other plan submitted that would achieve the stated goals.
  - All voting members can make an amendment to a resolution. In October, Regent Balducci made an amendment to further reduce the expenditure side of the budget. There was discussion about the amendment, and in the end, there was flexibility given to the institutions to find that level of savings and perhaps not in those targeted areas. The FAC report referred to the Board of Regents efforts to amend the CSU budgets as "interference." In Section 10A-88 of the Connecticut General Statutes, the Board of Regents is the governing board for the Universities.

- The Board has the responsibility and authority to review and approve institutions' financial plans. Actions that fulfill its legal obligations cannot be considered interference.
- Comments concerning Collective Bargaining:
  - CSCU does not negotiate our contracts in the press or public. Good faith negotiations are conducted at the bargaining table, not in the court of public opinion. Bargaining in good faith requires putting forth proposals about what is needed in contracts to effectively serve students, communities, and the mission of our institution. Labor puts forward their proposals. At the bargaining table, common ground and a path forward from initial positions is found. With mutual respect for the process and outcome, a mutually-beneficial contract can be negotiated.
  - Even before the pandemic, years of declining state support and decreasing enrollment have collided with increasing fringe benefits and long-term debt costs which have created a structural deficit across the system. Even before COVID, CSCU's financial position was not sustainable.
  - Increasing costs of the system cannot continue to be put on the backs of our students and their families. Our contract proposals seek to find more flexibility from the faculty to meet our students where they are. We cannot hope to provide access to higher education and a pathway to social mobility for working families if we operate under our current system.
  - The work of the faculty is respected and valued; we must find common ground and common values, and continue to promote the mission of the Board of Regents for Higher Education.

## APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Harris, seconded by Regent Cohen, the October 15, 2020 and November 19, 2020 meeting minutes were unanimously approved as submitted.

## **CONSENT AGENDA**

Chair Fleury noted that a change to the Refund & Course Withdrawal Policy Recommendation was received. This requires that the item be moved off the Consent Agenda and assigned as an item in the Academic & Student Affairs Committee report. Chair Fleury called for a motion on the Consent Agenda as amended. <u>On a motion by Regent Cohen, seconded by Regent Harris, the Consent Agenda was unanimously adopted as amended.</u>

## A. ACADEMIC PROGRAMS

## Discontinuations

Therapeutic Recreation - C2 Certificate - Northwestern CT Community College Therapeutic Recreation - AS - Northwestern CT Community College

# Accreditation of a Licensed Program

Health Care Administration - MS - Charter Oak State College

Biotechnology - BS - Southern CT State University

Public Utilities Management - AS - Gateway CC and BS in Business Administration -Southern CT State University

## Modifications

Accounting - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

Finance - BS - Central CT State University [Addition of a Hybrid Instructional
Modality]
Management - BS - Central CT State University [Addition of a Hybrid Instructional
Modality]
Management Information Systems - BS - Central CT State University [Addition of a
Hybrid Instructional Modality]
Marketing - BS - Central CT State University [Addition of a Hybrid Instructional
Modality]
Gerontology - Official Certificate Program (OCP) - Central CT State University
[Modification of Instructional Modality]
Bilingual/Bicultural Education and TESOL - Residency Program - MS - Southern CT
State University [Addition of a Hybrid Instructional Modality]
New Programs
Health Care Administration - AS - Middlesex CC
Human Nutrition - MS - Western CT State University
Increase Authority to Use Community College System Reserves for PACT through
Spring 2021
Tuition Benefit Renewal Bright Horizons/CCSU
DC-CAP Scholarship Program approval ECSU
NEBHE Rate Expansion to NY, NJ
Reallocation of Charter Oak State College to Care and Custody of 185 Main Street -
floors 1 and 2, CCSU to COSC
Reallocation of the College Office to Care and Custody of 185 Main Street - floors 3
and 4 to CSCC
Change in Care and Custody of 55 Manafort Drive, COSC to CCSU

2021 Board of Regents Calendar of Meetings

# **RESOLUTIONS APPROVED ON CONSENT**

## Discontinuations

Therapeutic Recreation - C2 Certificate - Northwestern CT Community College RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 002724) leading to a C2 Certificate at Northwestern Connecticut Community College, effective June 1, 2022.

Therapeutic Recreation - AS - Northwestern CT Community College
 RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Therapeutic Recreation (CIP Code: 52.2309 / OHE# 000436) leading to an Associate of Science at Northwestern Connecticut Community College, effective June 1, 2022.

# Accreditation of a Licensed Program

Health Care Administration - MS - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program - Health Care Administration (CIP Code: 51.0701 / OHE# 019349) - leading to a Master of Science at Charter Oak State College, for a period of seven semesters from initial accreditation.

Biotechnology - BS - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Biotechnology (CIP Code: 26.1201 OHE # 018540) leading to a Bachelor of Science at Southern Connecticut State University.

Public Utilities Management - AS - Gateway CC and BS in Business Administration - Southern CT State University

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program for a Public Utilities Management pathway provided by Gateway Community College and Southern Connecticut State University through fall 2022, at which time the institutions may return to apply for continued accreditation. The pathway includes an Associate of Science in Public Utilities Management (CIP code: 52.0205 OHE# 018284) at Gateway Community College and a Public Utilities Management specialization within the Bachelor of Science in Business Administration (CIP code: 52.0205 OHE# 018283) at Southern Connecticut State University.

## Modifications

Accounting - BS - Central CT State University [Addition of a Hybrid Instructional Modality]
 RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Accounting (CIP Code: 52.0301 / OHE# 00036), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Finance - BS - Central CT State University [Addition of a Hybrid Instructional Modality]
 RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Finance (CIP Code: 52.0801 / OHE# 02650), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Management - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Management (CIP Code: 52.0201 / OHE# 00037), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Management Information Systems - BS - Central CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Management Information Systems (CIP Code: 52.1201 / OHE# 02380), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Marketing - BS - Central CT State University [Addition of a Hybrid Instructional Modality]
 RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Marketing (CIP Code: 52.1401 / OHE# 00039), specifically the addition of hybrid modality to traditional program delivery - leading to a Bachelor of Science at Central Connecticut State University.

Gerontology - Official Certificate Program (OCP) - Central CT State University [Modification of Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Gerontology (CIP Code: 19.0702 / OHE# 18714), specifically the addition of hybrid modality - leading to a Post-Baccalaureate Certificate at Central Connecticut State University. Bilingual/Bicultural Education and TESOL - Residency Program - MS - Southern CT State University [Addition of a Hybrid Instructional Modality]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Bilingual / Bicultural Education and TESOL (CIP Code: 13.0201 / OHE# 000602), specifically the addition of hybrid modality to traditional program delivery - leading to a Master of Science at Southern Connecticut State University.

## New Programs

Health Care Administration - AS - Middlesex CC

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health Care Administration (CIP Code: 51.0701 OHE# TBD) - leading to an Associate in Science at Middlesex Community College; 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.

Human Nutrition - MS - Western CT State University

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Human Nutrition (CIP Code: 19.0504 OHE# TBD) - leading to a Master 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.

Increase Authority to Use Community College System Reserves for PACT through Spring 2021

- WHEREAS, Public Act 19-117, sections 362-364, requires the Board of Regents to establish a debt-free community college program starting in the fall of 2020 under which awards will be made to qualifying students that will offset any cost of tuition and fees not covered by other sources of financial aid, and
- WHEREAS, the Board of Regents implemented the PACT program in December 2019, with the first scholarships planned for Fall 2020; and
- WHEREAS, in June, 2020, the Board of Regents authorized use of \$3 million of Community College System Office reserves to fund PACT scholarships for the fall because the Pandemic had prevented legislative action to fund the program; and
- WHEREAS, on October 23 2020 CSCU received written assurances from leaders in the General Assembly that it would provide \$12 million to CSCU to pay for the scholarships to the current cohort of PACT recipients; and
- WHEREAS, legislative leaders also encouraged the system to fund the scholarships for the spring until the General Assembly has an opportunity to make an appropriation for this purpose; therefore, be it
- RESOLVED, that the Board of Regents does hereby amend its spending plan to include an additional \$3 million from Community College System Office reserves to support Pact scholarships in the spring, bringing the total amount available in FY 2021 for this purpose to \$6 million.

#### Tuition Benefit Renewal -- Bright Horizons/CCSU

- WHEREAS, the Board pursuant to its statutory authority Section 10a-99 of the Connecticut General Statutes (CGS) and Public Act 11-48 "...shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university..."
- WHEREAS, the Board previously approved a two-year United Technology Corporation ("UTC") Pilot Program at the September 19, 2013, Board meeting and a five-year extension at the October 15, 2015, Board meeting which offered UTC a 5 percent discount on tuition and fees, or a total discount between 2 to 3 percent of tuition and fees. The current UTC agreement will expire on December 31, 2020.
- WHEREAS, in 2019, UTC merged with Raytheon Technologies ("RTX"), and the merger required the spinoff of Carrier and Otis as separate entities; all three corporations have entered into client agreements with Bright Horizons Family Solutions LLC ("Bright Horizons") to manage the EdAssist Solutions tuition benefit program for their employees.
- WHEREAS, the Board approval of the 5 percent tuition reduction will provide the Connecticut State Universities ("CSU") the opportunity to benefit from an agreement with Bright Horizons and to continue to be a preferred provider of higher education for RTX, Carrier and Otis employees, for whom the corporations pay all tuition costs in most cases.
- WHEREAS, the tuition benefits are funded and coordinated through Bright Horizons, which significantly reduces the cost to CSU associated with billing and collection of student bad debt, thereby reducing the financial risk associated with these students.
- WHEREAS, the CSU have experienced increased revenue as a result of the agreement with UTC and that a continuation of the tuition reduction program through Bright Horizons is in the interest of CSU, and
- RESOLVED, that the Board approve the 5 percent tuition reduction and support the continuation of the established and successful employee tuition reduction program through Bright Horizons extend the pilot which is encompasses RTX, Carrier and Otis companies, which were all formerly covered by the original United Technologies Pilot, for up to an additional six years through classes which commence prior to December 31, 2026.

## DC-CAP Scholarship Program approval - ECSU

- WHEREAS, Eastern Connecticut State University has been offered a unique opportunity to participate in a scholarship program sponsored by the District of Columbia College Access Program (DC-CAP); and
- WHEREAS, DC-CAP, a privately funded nonprofit organization dedicated to encouraging DC public high school students to enroll in and graduate from college, would select 25 high school graduates each year who will receive a DC-CAP scholarship and Eastern institutional aid to attend Eastern as a DC-CAP/Eastern Scholar; and
- WHEREAS, this program will provide benefits to Eastern, CSCU, and the state of Connecticut, including attracting students from the District of Columbia to Connecticut, where some will stay after graduation and join the workforce, increasing enrollment and the number of students in Eastern's residence halls, providing additional revenue and further increasing the diversity of Eastern's residential campus; therefore, be it
- RESOLVED, that the Board of Regents does hereby approve a cohort rate so that the total cost to each student under this program would be \$25,000, which would include tuition, fees, room, and board.

#### NEBHE Rate Expansion to NY, NJ

- WHEREAS, CSCU institutions currently are authorized as part of the New England Board of Higher Education's Tuition Break Program to offer reduced tuition and fees to students from other New England states; and
- WHEREAS, the discounts are described as the "NEBHE Rate" in the schedules of adopted tuition and fees enacted from time to time by the Board of Regents; and
- WHEREAS, New York and New Jersey are large nearby states with a combined number of new high school graduates each year exceeding 200,000; and
- WHEREAS, ECSU estimates that this tuition discount could produce additional revenue of \$745,000, offset by discounts to existing students of \$361,000 next school year; and
- WHEREAS, WCSU already offers in-state tuition to NY and NJ students under pilot authorization granted previously by the Board of Regents; now therefore be it
- RESOLVED, that the Board of Regents does hereby approve permitting any of the Universities to charge the "NEBHE Rate" for tuition and fees to students from New York or New Jersey, starting in the Fall of 2021, provided that the Universities identify at the time of tuition adoption whether they are each intending to charge this lower rate.

# Reallocation of Charter Oak State College to Care and Custody of 185 Main Street -floors 1 and 2, CCSU to COSC

- WHEREAS, in 1999 Charter Oak State College office moved to a new administrative office space of 14,570 assignable square feet at 55 Manafort Drive, New Britain; and
- WHEREAS, Charter Oak obtained an additional 10,280 assignable square feet in 2003 at 85 Alumni Rd, Newington, due to increased education and administrative services; and
- WHEREAS, Charter Oak conducting business operations from two locations is not most efficient and is costlier than completing all services from one location; and
- WHEREAS, Charter Oak has maintained long term plans to consolidate its' operations from two physical locations to one location; and
- WHEREAS, Charter Oak seeks approval to consolidate both of its locations into approximately 26,000 assignable square feet in unoccupied first and second floor space at the Central Connecticut State University ITBD Building located at, 185 Main St., New Britain; and
- WHEREAS, Care and Custody of 185 Main Street for the Board of Regents will be transferred to Charter Oak and the College Office (College Office pending Board approval as a separate request); and
- WHEREAS, Charter Oak's relocation to 185 Main St. is projected to reduce their annual facility operating expense from \$275,000 to \$188,000; and
- WHEREAS, project funding will be from existing available bond funds for both building improvements and equipment purchases; therefore, be it
- RESOLVED, Charter Oak State College will relocate to, funded from existing available bond funds, and share in the Care and Custody of 185 Main St., New Britain.

## Reallocation of the College Office to Care and Custody of 185 Main Street - floors 3 and 4 to CSCC

- WHEREAS, the Board of Regents Students First Plan merges the 12 separately accredited colleges into a single accredited college; and
- WHEREAS, a single accredited college projection achieves fiscal sustainability, in part, by providing back-office functions through an efficient, shared services model; and
- WHEREAS, The College Office is currently co-located with the CSCU System Office at 61 Woodland Street; and

- WHEREAS, the New England Commission of Higher Education (NECHE), Standards for Accreditation, require a clear division of responsibility in multi-campus systems organized under a single governing board; and
- WHEREAS, to fulfill part of this requirement the College Office seeks approval to relocate into the third and fourth floor space at Central Connecticut State Universities ITBD Building located at, 185 Main St., New Britain; and
- WHEREAS, College Office occupancy of 185 Main Street will occur in phases as funding allows; and
- WHEREAS, Care and Custody of 185 Main Street for the Board of Regents will be transferred to the College Office and Charter Oak State College (Charter Oak pending Board approval as a separate request); and
- WHEREAS, \$3M in new bond funds is requested in the FY2022 FY2023 biennium for fourth floor renovation; therefore, be it
- RESOLVED, the College Office will relocate to (as funding allows) and share in the Care and Custody of 185 Main St., New Britain.

# Change in Care and Custody of 55 Manafort Drive, COSC to CCSU

- WHEREAS, in 1999 Charter Oak State College occupied a new building constructed at 55 Paul J. Manafort Drive, New Britain; and
- WHEREAS, 55 Paul J. Manafort Drive is directly adjacent to Central Connecticut State University and is Central land used by Charter Oak under a Memo of Understanding; and
- WHEREAS, pending a separate Board approval, Charter Oak will relocate to 185 Main St., New Britain, projected for late 2021; and
- WHEREAS, Central's long term plans reinforce a need for a conveniently located Admissions and Welcoming Center in a prominent campus location; and
- WHEREAS, 55 Paul J. Manafort Drive is a prominent location for Central to develop a new Admissions and Welcoming center; and
- WHEREAS, renovations and modifications to 55 Paul J. Manafort Drive for Central's new Admissions and Welcoming Center will be funded from existing bond funds designated for Central; and
- WHEREAS, the CSCU will work to modify Care and Custody of 55 Paul J. Manafort Drive from Charter Oak to Central; therefore, be it
- RESOLVED, Care and Custody of 55 Paul J. Manafort Drive will be transitioned from Carter Oak State College to Central Connecticut State College after Charter Oak vacate the facility.

## 2021 Board of Regents Calendar of Meetings – See Attachment B

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Regent Harris brought forward the revised Refund and Course Withdrawal Policy and commented that the policy changes the timeline for withdrawing from courses for two reasons:

- It provides equity to all students whether they have financial aid or not, and
- It assures that students do not incur debt when they withdraw from a course and then have a problem when they try to register at a later time and do not have the money to pay back the debt.

The only change to the resolution that appears in the Board packet is that the implementation date in Summer 2021, not Spring 2021. This change is needed to ensure that the Banner system is up-to-date and can accommodate the changes outlined in the Staff Report.

#### Regent Harris made a motion to approve the revised resolution.

- WHEREAS, the CSCU Community Colleges have operated under the Connecticut Board of Regents for Higher Education policy 3.4 (Tuition and Fee Refunds); and
- WHEREAS, the current Tuition and Fee Refund policy does not align with the census date; and
- WHEREAS, the Connecticut Board of Regents for Higher Education adopted a policy of Grading, Notations, and Academic Engagement (1.19) to more accurately depict student enrollment at the time of census, and
- WHEREAS, it is critical to ensure consistency in approaching both the active engagement of a student in their registered coursework, as well as the student's ability to add/drop courses and/or withdraw from coursework; therefore, be it
- RESOLVED, that the Connecticut Board of Regents for Higher Education adopt a community college policy on Refunds and Course Withdrawals to provide a uniform framework for refunds and course withdrawals for all credit-bearing full-term and abbreviated terms; and be it further
- RESOLVED, that this policy shall replace the Connecticut Board of Regents for Higher Education policy 3.4 for students of the twelve Connecticut State Community Colleges and the future Connecticut State Community College and be it further RESOLVED, that this policy shall go into effect for the summer 2021 semester.

# Chair Fleury seconded the motion which carried following a unanimous voice vote.

# AUDIT COMMITTEE

Regent Wright reported that the Audit Committee met on December 16th. Management discussed the fiscal year 2020 financial statement close process and were pleased by the improvements that were made since the last fiscal year close. This year, all three financial statements will be issued timely by our auditors early next week.

Grant Thornton presented the audit reports and required communications for the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2020. All three audit reports resulted in clean, unmodified opinions. The auditors noted there were a few technical adjustments made during their audits, but that none of the adjustments were qualitatively material to the financial statements. Grant Thornton emphasized that the internal control matter that was identified during the fiscal year 2019 audit for the Community Colleges has been remediated for fiscal year 2020. There were no internal control matters to report this year.

Management then gave an update on the RFP for Audit, Accounting, and Management Advisory Services for fiscal years 2021 through 2025. The RFP Committee's recommendation was Grant Thornton, who has been the System's current auditor for the last 5 years. The Audit Committee voted and approved the appointment of Grant Thornton.

Kudos to Ben Barnes, Melinda Cruanes and their teams for this year's financial statement close process. The team worked tirelessly to ensure that we had a successful close process that was timely and effective. Excellent work. No other matters were discussed.

## FINANCE & INFRASTRUTURE COMMITTEE

Regent Balducci reported that the Finance and Infrastructure Committee met on Wednesday, December 2. The agenda included one discussion item and 8 action items, of which all but one is on the Consent Agenda. A budget and finance update included the following highlights:

- CSCU has received an additional \$20 million commitment of state-controlled Coronavirus Relief Funds. This additional funding will help to reduce the current year deficit to \$42 million, subject to lower enrollment and other risks facing the system in the coming Spring.
- Continuing financial risks related to enrollment and the pandemic, which are significant and worsening as the pandemic surges here and around the country.
- Information related to the additional \$8 million in reductions to the university budgets that were enacted by this board in October, amounting to about 1% of their spending. The universities have been offered flexibility to achieve those savings in a way that minimizes any impact on students. Universities have reported that they are able to achieve some of the savings for graduate assistants through attrition, but that none have revoked assistantships or internships to continuing students. The universities have been given the ability to find savings in graduate assistants and also in part-time lecturers elsewhere if necessary, and we will have detailed reporting on the university budgets in February.
- The system completed its FY 2020 financial statements. Based on these audited numbers, projections for Unrestricted Net Position Reserves need to be adjusted. For the colleges, the position improved by about \$500,000 compared to earlier projections. For the Universities, however, reserve projections must be lowered by \$20 million. This is the result of a variety of accruals and non-operating items, significantly a drop-off in capital contributions from the state. Based on this, projected reserves at the end of FY21 for the universities will drop to \$99 million. The college projection will improve to \$19 million.

Action Item - Approval of Budget Submissions to the Office of Policy and Management for FY 2022 and FY 2023.

These items have been submitted to OPM on a preliminary basis to meet their deadlines, subject to BOR approval. They include a two-year baseline, or "current services" budget, a proposed Capital Budget, and budget options. The Baseline budget makes the following assumptions:

- Enrollment and Occupancy rates begin to improve from current levels at a rate that would return to pre-pandemic levels over three years, ending in FY 2024.
- Flat tuition and fees in FY 2022.
- No collective bargaining increases, and typical 5% increases in fringe benefits costs.
- Funding will be provided for the PACT program and Guided Pathways.

Based on these assumptions, the baseline budget shows deficits of \$47 million and \$62 million for the universities, and \$27 million and \$24 million for the colleges. These deficits are largely driven by revenue shortfalls stemming from enrollment and residence hall occupancy.

- Charter Oak's baseline budget shows balanced operations during the coming two years.
- The Capital Budget request is an update of last year's request. Recall that no action was taken on a bond package during the pandemic-shortened 2020 session.
- The budget option requested the state to increase block grants to cover projected deficits, by \$74 million and \$87 million, over the two years of the biennium.

## <u>Regent Balducci made a motion to adopt the CSCU FY22/FY23 Biennium Operating Fund Baseline</u> <u>and Capital Requests. The motion was seconded by Regent Cohen. The motion carried with 11</u> <u>votes in favor and 1 abstention (Regent Oglesby).</u>

Chair Fleury asked if there was any prospect for approval of our "ask" for coverage for revenue gaps or the role the Board should play in advocacy.

Regent Balducci commented that this resolution will show that we are making cuts and adjustments that are necessary while minimizing student impact. The Board of Regents as a group should be available to speak with the leadership of both the House and the Senate and the Chairs of the Appropriations Committee and the Higher Education Committee to advocate our position. Students, faculty, and staff should be treated in a fair way so that we can remain a top-flight public education institution. The next Legislative Session begins on January 6, 2021.

# HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Regent Cohen provided an update on the confidentiality of the CSCU System President search and addressed the issue that the search is not transparent.

- The CSCU President Search policy is the 4<sup>th</sup> iteration of a search process. There is commonality in all the policies all envision a Board Search Committee and a broad-based Search Advisory Committee. Both committees see all resumes and will have representatives participate in semi-finalist and finalist interviews.
- The Search Advisory Committee is comprised of faculty, staff, students, administrators, and community representatives.
- Differences in this search include a more broad-based Search Advisory Committee for a System President (as opposed to a campus leader) and the pandemic has caused the entire process to be virtual.
- As the policy allows, we have selected a consultant who has advised that we keep the search confidential until a finalist is recommended. We told the consultant that one of the foundations of this search was to ensure that we had a diverse, expansive, and inclusive pool of applicants. The consultant said that the common national practice is to have the finalists' names protected. People are concerned about maintaining their current position and will not even apply because of all the uncertainty in the current environment. We have taken their advice for this search and have learned that UConn used this process to select their new president as well as other public systems.
- To make a more intimate and more fully engaged process, the Search Advisory Committee members will interview the finalists in smaller sessions with their respective constituent groups rather than a meeting with the entire Search Advisory Committee together.
- Looking forward to working with the Search Advisory Committee to recommend a new CSCU System President.

David Blitz indicated that the Faculty Advisory Committee believes that the benefits of a search process open to all CSCU employees, students and the residents of Connecticut outweigh the benefits of a confidential search process despite likelihood it will lead to a more diverse and expansive candidate pool.

## EXECUTIVE COMMITTEE

No Report, No Exhibits

**SPECIAL PRESENTATION** - Regent Harris presented the following resolution of recognition:

THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION EXTENDS ITS DEEPEST APPRECIATION AND THANKS TO ITS PRESIDENT MARK E. OJAKIAN

- WHEREAS, Mark Ojakian's retirement January 1, 2021, ends more than four decades of his public service to the people of Connecticut, and,
- WHEREAS, over the past five years, President Ojakian has led the Connecticut State Colleges and Universities System with a passion for accessible, affordable and equitable educational opportunities, and,

- WHEREAS, Mark's leadership was critical to the CSCU system of 17 institutions, a \$1.3 billion operating budget, 9,000 employees and more than 100,000 students, and,
- WHEREAS, President Ojakian has brought vision, stability and innovation to a system in transition amid a turbulent economic environment for higher education, and,
- WHEREAS, throughout his tenure, Mark has prioritized student retention and graduation, has valued the skilled faculty and staff who support student teaching and learning, and has partnered with business and government communities to assure that CSCU meets Connecticut's goals of an informed citizenry and an educated workforce that supports the state's economy, and,
- WHEREAS, President Ojakian is an outspoken, articulate champion of higher education, whose advocacy for lifelong learning has made a meaningful impact to the quality of life for all CSCU's students, faculty, and staff, and,
- WHEREAS Mark's presidency has been filled with long work days and nights, ongoing engagement with communities that support our campuses and institutions, countless media opportunities to publicize the advantages of a CSCU education, and close working relationships with public and private higher education leaders; now, therefore, be it
- RESOLVED, that Mark's presidency and dedication will be honored by a transfer scholarship in his name through the CT State Colleges and Universities Foundation; and, be it further
- RESOLVED, that the Board of Regents for Higher Education recognizes President Ojakian for his vital contributions to the CSCU system that have fostered student learning inside and outside the classroom, have contributed to the economic needs and opportunities of students and employers, and have been a proactive, loud and substantive voice for social justice; and, be it further
- RESOLVED that the Board of Regents for Higher Education extends its sincere appreciation to President Mark Ojakian for his leadership to the Connecticut System of Colleges and Universities, and extends its sincere, heartfelt wishes to him for a retirement overflowing with good health, personal fulfillment, and new adventures.

Chair Fleury called for a motion to adopt the resolution; <u>on a motion by Regent Cohen, seconded</u> by Regent Wright, the resolution was unanimously adopted.

Congratulatory and appreciative remarks were made by Chair Fleury, Regent Santiago, Regent Jimenez, Commissioner Westby, Regent Wright, Regent Howery, and Regent Gray-Kemp.

President Ojakian provided thoughts and reflections on his tenure at CSCU. He thanked the Board of Regents, the leaders on campus and the system office, and faculty and staff throughout the system. He noted with gratitude the chance to interact with students on a daily basis and outlined the tasks ahead.

A video message dedicated to President Ojakian's service was shown and will be made available of the CSCU YouTube Channel.

#### ADJOURNMENT

## Chair Fleury declared the meeting adjourned at 1:02 p.m.

Submitted,

#### David Blitz, Chair and Colena Sesanka, Vice-Chair

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#### I: Report of the Chair, FAC to the BOR

#### 1..Background to the BOR and the CSCU

# a/ The *Connecticut State Colleges and Universities* (CSCU) was established by the legislature in 2011, as Part (2) of Public Higher Education, consisting of three "constituent units" -

"There shall be a state system of public higher education to consist of (1) The University of Connecticut and all campuses thereof, and (2) the Connecticut State Colleges and Universities, which include (A) the state universities, which shall be known collectively as the Connecticut State University System, (B) the regional community-technical colleges, which shall be known collectively as the regional community-technical college system, and (C) Charter Oak State College. "Constituent units" as used in the general statutes means those units in subdivisions (1) and (2) of this section." (Chapt. 185 – Administration of State System; Part 1 – General Provisions; sect. 10a-1 – Definition of State System of Higher Education)

b/ The *Board of Regents* (BOR) *of Public Higher Education* was initially to include all of public higher education in the state, but as UConn withdrew almost immediately, that left Part (2): the community-technical college system, Charter Oak State College, and the four universities of the Connecticut State University System (along with the Dept. of Higher Ed. which was subsequently removed, and then made into a vestigial Office). What also remained was talk of a "merged" system with no planning respecting the distinct missions of the remaining three component sectors, or due consideration for the autonomy and integrity of the constituent institutions, each of which have longer histories than the CSCU along with real local and regional community links. What followed was a series of missteps taken by the Board and System Office in order to centralize power and strip the authority of faculty, all in the

fallacious name of "Students First", which after three years of implementation (with at least two more to go) has accomplished little other than to create conflict and crisis.

#### 2..Failure of Transform 2020 and its Replacement by "Students First"

With the merging of the community colleges, state universities and Charter Oak under one Board of Regents the goal became creation of a centralized system where in fact none existed or should exist, with the first failed effort being Transform 2020. The plan for the project, for which up to \$20 million had been allocated, was outsourced to the Boston Consulting Group (BCG), a group with no previous experience or knowledge of public higher education in Connecticut. At a cost of more than \$1.9 million the BCG produced a total of 36 "Road Maps", incorporating 743 "Milestones", most of which were imaginary without any consultation with faculty and staff at the campuses. At least 12 of the constituent units of CSCU) voted nonconfidence. The plan was scrapped and the President of CSCU and the Chair of the Board replaced.

"Students First" filled the vacuum once Transform 2020 had been abandoned. There remained significant problems to be solved in public higher education, of which the most important were obstacles to transferring credits from community colleges to state universities (one of the motivations, along with cost savings, for the original merger of the community colleges and the state universities under one governing board), and the fiscal health of the community colleges, or at least some of them. The former is a very real and important problem, for which Transfer Articulation Plans (TAPs) and college level "Guided Pathways" were developed for most, but not all majors, to ensure seamless transition for college graduates to the universities. This was done by faculty committees largely independent of System Office staff, though publishing the many PDF documents for the various pathways and majors by college and university has been done centrally (a technical task). Work on transfer articulation began before "Students First" and is independent of it; it remains to be fully implemented, and in fact was neglected in the past two years as the System Office and BOR focused almost exclusively on "Students First."

Part of "Students First" essential goals was to save money by the consolidation of "back office" functions of the universities, in addition to the consolidation (merger) of the 12 community colleges into a single institution. Over a previous summer a series of planning teams examined facilities management, financial aid, fiscal affairs, human resources, information technology, and institutional research. The expected tens of millions in savings (originally stated as \$48 million) were not found. Moreover, by including the university "back offices" the scope of "Students First" was extended beyond the community colleges to the four universities. Though this aspect remains secondary, it had the further consequence of mobilizing university faculty opposition to Students First, as what were termed "back office" or "non-student facing" personnel to be "consolidated" are as far as we are concerned essential support staff, needed for local help. This aspect of the project has not been discontinued, and some elements continue in the background.

That left the merger of the community colleges as the heart of "Students First". The original argument for the proposed merger was the precarious and even failing financial viability of at least some of the colleges. This was largely based on spreadsheet projections that college reserve funds would be expended by the mid 2020s, presumably due to a combination of increased costs and reduced enrollment. But "Students First" has not solved the budget crisis, far from it, it has aggravated that crisis by a bulging of the central System Office budget. While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

# 3..Centralization of Control and Doubling the Budget of the System Office

While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

Up to the 2020-21 budget, the System Office budget was divided into two categories: CCC (support for the community colleges), and CSU (support for the four universities) – Charter Oak State College, the third "sector" of public higher education in the state (exclusive of UConn) is self-supporting and involves minor sums in comparison. The 2019-20 budget for the System Office (SO) contained the two line items CCC and CSU, as follows:

Item	Amount	
CCC (community colleges)	35.25 million	
CSU (universities)	13.31 million	
Total, SO	48.56 million	

Table 2: 2020 Community Colleges and CSU Portions of SO Budget Source: Finance Packet 06-10-2020, p. 31 (PDF 32)

In June 2020 the proposed SO budget saw a third category added: CSCC, for the recently named, though still non-existent "one" community college. The three budget items were as follows:

Item	Amount	Comment (added)
CCC System Office	2.85 million	Residual from CSCC budget
CSCC "one: College	38.64 million	New line item
Total community college(s)	41.49 million	This is larger than the budget of
		7 of the 12 community colleges
CSU System Office	12.76 million	Not further analyzed
Grand Total	54.25 million	11,7% increase over 2019-20

Source: Finance Committee Budget Packet of June 2020

Note 1: Part of the CSCC budget covered the "hires" for the yet non-existent CSCC: an interim President, interim Provost, interim CFO, and three interim Vice-Presidents, along with earlier hires of three regional Presidents.

Note 2: In the June budget, as approved by the BOR a possible reduction of \$2.9 million in the CSCC budget was foreseen if a further revenue shortfalls occurred, due in large part to reduced registrations as a result of the Covid-10 pandemic. This \$2.9 million would be from deferred hiring of 52 of 80 planned CSCC staff.

The reduced CSCU ("one" community college) System Office budget would be, if approved at the October BOR meeting, \$35.74 million, for a total System Office Budget (all three line items) of \$51.35 million, a 5% reduction in the overall SO budget.

Yet, without any further explanation, the revised budget presented to the October BOR called for a total SO budget of \$69.06 million, an increase of 27% ! This was accomplished by adding yet a fourth line item to the System Office budget, as follows (see p. 11 of this document for the full spreadsheet):

Item	Total	Comment (added)
CCC System Office	2.85 million	Unchanged from June budget
CSCC "one" college	16.52 million	Reduced from 38.64 million, by, more than half – the difference and more moved to "Shared Services" (below)
"Shared Services"	37.13 million	New line item, not further specified
Total System Office for	56.50 million	This is larger than the budget of 9
Community Colleges		of the 12 community colleges
CSU university SO	12.73 million	Same as June budget, - 0.3 million
Grand Total	69.23 million	27% increase from June budget

Source: Budget packet of Oct. 2020

In comparison, the System Office budget for 2017, the year that "Students First" began was \$30,330,990, so that the proposed 2020-21 budget has more than doubled. As noted above, the community college component of the System Office is now larger than that of 9 of the 12 community colleges. In effect, "Students First" has produced a 13th community college – albeit one without faculty or for that matter, students. This increase of budget is part of a centralization of control over constituent units of public higher education which is neither cost saving nor academically justified, as it removes essential control over curriculum from that group most able to formulate and closest to the students: the faculty.

4..Doubling of the Levels of Administration of the Community Colleges

Currently there are 12 community colleges, the outcome of a merger of the Boards of the technical and community colleges (PA 89-260). Previous to the "Students First" initiative, each was headed by a President, who reported to the President of the CSCU and thence to the Board of Regents. With Students First, the Presidents of the community colleges have been replaced by Chief Executive Officers (CEOs), with reduced authority relative to that of the previous presidents.

In addition, two further levels of executive administration have been added: three regional Presidents (hired in 2019), and six members of an interim executive for the still non-existent CSCC (consolidated community college): an interim President, interim Provost, interim CFO and three interim Vice-Presidents (teaching and learning, programs and curriculum, and higher education transition). It should be noted that other than the name Connecticut State Community College, interim officers and regional presidents, and a System Office level budget, the CSCC does not exist – its accreditation not yet approved by NESCHE, the regional accrediting agency - nor does it have any students or faculty.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each	Presidents replaced by CEOs	Reduced status; some powers
	headed by a President		of previous Presidents assumed
			by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to	New level of administration;
		CSCC President	interim President David
			Levinson
4	President, CSCU	CSCC President reports to	Mark Ojakian to retire Dec. 31,
		CSCU president	interim President Jane Gates
			during search for replacement

Presumably, the regional Presidents coordinate with the CEOs, and in turn report to the CSCC President, though specifics of duties and responsibilities are not spelled out in the organizational charts that have been distributed. Finally the CSCC President will report to the CSCU President – a total of 4 levels of administration (and associated support staff), where previously there were only 2. This adds levels of bureaucracy and is hardly a cost-saving measure.

#### 5..Problems with Curriculum Development at the Community Colleges

One academic argument for the consolidation is the need for the "alignment" (uniformization) of programs. This meant the creation of various work groups and higher level committees by the System Office to align specific disciplinary programs and create a common general education core. This means reorganizing many hundreds of programs in a short time span, when the programs are already functional in their current format. An additional problem that arose was due to the participation of System Office staff who pushed their own agenda, more often than not in opposition to or disregarding of faculty input. This was complicated by a "dual power" situation, with the working groups and related committees bypassing or supplanting existing college structures of shared governance, particularly as concerns curriculum. The net result has been the recent movement for college senates to recall faculty from these groups. With the more experienced faculty removed, the working groups now have to rely on volunteer part time and junior faculty lacking the experience of those they replace.

The case of the recently Board approved general education core is illustrative of the problem. 9 of 12 colleges refused to participate, considering that the process was illegitimate; 2 voted in favor (one of which had previously voted no confidence in Students First) and one voted in opposition. The matter was presented to the Board as if a majority had voted in favor (2 - 1)! even though the resolutions opposing the whole process by 9 others were included in the agenda package for the Board meeting. The disrespect for the majority (in fact 10 of 12 or more than 80%) of the colleges sent a clear negative message.

To this must be added that the approved core included reference to a diversity requirement for which no learning objectives, sample syllabus, or faculty requirements were provided. The faculty part of the committee that developed the course College Career and Student Success 101 had objected to "parachuting" an undefined diversity requirement into this course, not because of opposition to diversity – to the contrary they felt that it would not be adequately treated in this fashion. Yet at a Board meeting an amendment to a curriculum proposal did just that – added a diversity requirement, with no further indication of how it was to be satisfied or integrated into the course.

There are real and pressing problems at the level of the community colleges – which also exist at the universities in somewhat modified form, such as low rates of graduation (3 year figures for community colleges, 6 year figures for universities) and the achievement gap of reduced enrollment and graduation rates for minority students. The response of the consolidation leadership has been to simply claim that consolidation and alignment will somehow accomplish these ends. Reading the many pages of documentation for "Students First" one finds no analysis of these problems or specific proposals to deal with them, other than administrative positions to be filled, general statements about aligned programs, and proposed courses that have not be adequately thought out. To the external observer, the claims that consolidation will increase the percentage of graduates and reduce the achievement gap appear to be no more than ad-hoc justifications for a plan which really does not address those issues.

Faculty, and in particular full time faculty are the backbone of any college or university. The fact that they are so obviously disregarded in the organizational chart is indicative of a deep-seated problem in "Students First", which might as a result of the above be termed "Faculty Last". We have seen over the last 3 years of the rolling out of college consolidation that faculty have been viewed as appendages to the plan, and now as hindrances as their opposition grows. There was no doubt a time when faculty could have contributed to a joint plan to deal with the real problems in the colleges – whether fiscal, academic or administrative. But that time would seem to have passed as far as "Students First" is concerned, as it turns out to be more and more centrally directed, to the exclusion of meaningful faculty input. Perhaps a different plan would help, one based on real faculty input. Difficult as such a plan would be to produce at this time, there may be sufficient good will left to attempt this.

In the course of the controversy over Students First, community college faculty have come to feel a greater sense of attachment to their local college and heightened concern that the "community" is being taken out of the community colleges. In addition community college faculty have developed links with university faculty who both sympathize with their critiques and are concerned that they are next for "consolidation". All four university senates have passed motions of opposition and/or non-confidence in "Students First". These are unlikely to go away; though mobilization has been reduced during the pandemic, a movement of criticism now exists.

#### 6..Compromising Shared Governance at the Community Colleges

The CSCC interim President recently forwarded a "shared governance proposal" (Nov. 23, 2020). This proposal is anything but that – it eliminates department chairs, who are normally elected by faculty and liaise between them and the administration, and replaces them by Deans and Associate Deans selected by the administration and reporting to it.

a/ In the organization chart circulated, 6 Deans for academic areas report to the Vice President for Academic Programs and Curriculum, and from 2 to 4 Associate Deans report to each Vice President for 17 subordinate academic sectors. Under each Associate Dean are full time faculty in that area, represented by at most "faculty leads" in each discipline (responsibilities not further defined) and program coordinators (presumably for interdisciplinary or special programs), along with adjunct faculty and any lab technicians (as appropriate). The elimination of department chairs is part of a process of centralization of control which is contrary to the role of faculty in public higher education.

b/ Faculty in disciplines within an area (eg history within humanities, or chemistry within natural science) are to meet at least once a semester to prepare curriculum proposals and modifications, though their deliberations will not be determinative and they do not form a department. Proposals will be forwarded to a "Curriculum Congress", of 18 faculty – 3 from each of the 6 areas of study, with no more than one per discipline, along with 5 professional staff, 2 nonvoting administrators and 3 students. This is an extraordinarily small group to deliberate on matters arising from hundreds of academic programs.

c/ Proposals from this Congress would then go for approval to a College Senate where faculty would be at a distinct disadvantage: 12 faculty (one each from each campus that was formerly a separate college), 12 professional/classified staff, and 3 students. Teaching faculty, who formulate academic programs and teach the courses, would thus be a minority of the College Senate – just barely over 1/3 at 37%, whereas it is normal in higher education for faculty to

constitute the vast majority of an institutional Senate. Moreover, with only one faculty representative per campus, larger campuses would be sorely underrepresented compared to smaller ones.

This is not anything like "shared governance", where as a baseline faculty control curriculum based on their expertise and education. Instead, by eliminating department chairs, placing academic disciplines under the control of Associate Deans and Deans who report directly to the central authority, and making faculty a minority in the Senate governing body, "Students First" violates a basic principle of higher education: colleges (and even more so universities) are built bottom-up, based on faculty knowledge and know-how, not top-down, directed by administrators and their associated deans.

#### 7..Micromanaging the Universities and Negative Effects

"Students First" has as its primary aim the consolidation of the community colleges – both their integration into one college accreditation, and the "alignment" of academic programs and courses to render them uniform from campus to campus. It has a secondary aim to consolidate the "back offices" of the universities as well, under the slogan of "shared services". This has been opposed by the university leadership on the grounds that it will reduce services to each campus, both in terms of timeliness and in terms of quality.

The four CSUs are already regional in scope, as their names clearly imply. Two are larger than the others (Central, Southern), with over 10,000 full time equivalent student enrollments, and two are smaller (Eastern, Western), with about half that number. The larger universities are comprehensive, with separate departments for each discipline, and graduate programs up to and including doctoral level ones (EdD in education leadership and DNA in nursing anesthesia). The demands and requirements on support services (termed "back office" by Students First) vary from campus to campus, and need to take into account local conditions – for example specific equipment needs for science labs depending on faculty specialties – and timeliness – for example, the need for immediate action on information technology repairs for remote learning during the pandemic.

It is a false economy to argue that centralizing functions in an already overly expanded System Office would either save money or improve service – to the contrary it would likely delay service as requests que up at the central office, and lead to inappropriate purchases that do not meet local and varied requirements. This is not to deny the advisability of sharing services where appropriate. But this should be done based on mutual advantage on a bilateral or multilateral basis, from the ground up rather than from the central office down.

A recent example of system interference in the universities is the Oct. budget amendment approved by the Board of Regents mandating an additional \$8 million budget cut for the four CSUs. This occurred in the context of already reduced university budgets, largely due to significant shortfalls not in enrollment, but in residence hall occupancy, which as a result of concerns about the coronavirus fell below 50%, with associated declines in returns from food plans. Without consideration or vetting by the Board's own Finance Committee, an amendment was presented to Board members less than 24 hours before the Board meeting (and approved over faculty objections), which not only specified the amount per university to be cut, but also directed that these cuts be made in four specific areas: part time lecturers, university assistants, graduate assistants and "other OE" (operating expenses), as follows (see p. 12 for the full document):

Reduction to Expenditures	Central	Eastern	Southern	Western	System Office
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	-
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

Source: Amendment to the BOR budget plan, 10/15/2020

The problem of micromanaging and its adverse effects concerns the first three items, which direct layoffs of specific needed personnel, when other means could have been found to meet the overall dollar reduction without the negative consequences entailed by last minute staffing reductions. These three directed cuts affect the least paid and most vulnerable members of the university community.

Moreover, in addition to a last minute presentation to the Board, university leaders (Presidents, Provosts, CFOs, and Planning and Budget Committees) were not consulted about the directed cuts. Had they been, the negative effects of the directed cuts would have been readily identified, and other means proposed to meet the overall \$8 million cuts. One proposal made by campus leaders to the system CFO was to issue written guidance modifying the categories of cuts from mandatory to suggested, allowing for local adjustments to mitigate the overall effect of the cuts, while meeting the overall dollar amount. The response of the System Office was contained in a staff report in the Dec. Finance Committee report to the BOR, which allowed for some flexibility in the application of the directed cuts, especially as concerns graduate assistants, but only after a mid year assessment – too late for cuts for the Spring term already being put in place. A detailed analysis of the negative effects are provided in appendix 1 to this document.

#### 8..Conclusions and Prospects

1/ Public higher education, both at the college and university level is a bottom-up, not a topdown process, under the guidance of "shared governance" with differential levels of control. In particular, faculty exercise control over curriculum (subject to approval by administration) and administration exercise control over budget (subject to consultation with faculty). Any reorganization – especially one as vast as proposed by "Students First" -- must be a collaborative effort (balanced role for administration and faculty), not one of command and control by the central authority as is currently the case. In particular, micro-managing of the colleges and universities, as demonstrated by the curriculum amendment for the colleges and budget amendment for the universities should end, as the Board has insufficient access to the specifics of local conditions and the details of the negative effects generated by their actions.

2/ The three sectors of public higher education (state universities, community colleges, and Charter Oak) in part (2) of Section 185 of the Statutes of the State of Connecticut, now part of CSCU have distinct missions in terms of how teaching, research and outreach are coordinated and conducted. The autonomy and integrity of each institution has to be respected, with shared services and programs established on the basis of mutual consent, not centralized command and control. "Distinct missions" of the three different sectors, and "autonomy and integrity" of individual institutions within each sector are essential watchwords, along with "institutional cooperation" and "shared services" which are also desiderata – on a model of local and perhaps regional institutional control with shared services where appropriate.

3/ A key to solving the current crisis – and it is that – is recognition that neither the status quo

of isolated institutions nor the proposed one community college are viable. It remains to be seen what forms of regional cooperation and shared services on the basis of mutual consent can be achieved, but forcing consolidation cannot result in buy-in by faculty and community stakeholders, and as a direct consequence cannot contribute to more favorable conditions for the success of students. The federated model already at the heart of the constitution of this country should be examined and its principles applied in a flexible way, taking into account the conditions of public higher education in our state, the distinct missions of different types of institutions, and the autonomy and integrity of each. The current merger of community colleges, Charter Oak and the state universities under a single board should itself be reexamined as to its cost (financial and academic) relative to benefits (such as transfer articulation agreements) since 2011.

4/ An effort should be made to "de-personalize" the conflict and avoid the "blame game", giving up the pretense (made by some on all sides) that only one side has the interests of students at heart. It's more complicated than that: involving students, faculty, administrators, staff, community, business and government. What is needed is a critical review and substantial revision of the current plan or its outright rejection and replacement by a better one. At the very least, the planned transitional merger of the community colleges into the accreditation of one currently existing college (to maintain eligibility for federal grants), a "work around" to precede the creation of the "one" community college, should be suspended, as should the bloated "organization chart" for the proposed one college and any further hiring or appointments based on it. It is time to review and revise the project.

5/ Other areas for cost savings should be examined, including the following as suggestions made by the author of this text to the Board at public comment (and ignored):

Significant reduction (perhaps 1/3) in the size of "combined" system office, currently at \$60+ million a year - savings in millions to tens of millions;

Use of open source software for savings from millions to tens of millions (just as Apache is now used as a server in replacement of proprietary internet servers);

□ Reduction of inter-mural sports at the university level (over \$10 million at CCSU alone, much of it for football) while maintaining on campus and system-wide intra-mural sports – potential savings in the millions;

□ Raising revenue by individual foundations (assisted by a state-wide campaign) from private sector businesses that benefit from hiring our students – potential donations in the millions.

6/ Any new plan should be based on a clear presentation of problems to be solved, both those pre-existing in the colleges and universities, and new ones created by "Students First's spiraling costs, bloated bureaucracy, and failure to implement shared governance. These have all contributed to growing opposition to "Students First" which has now become a movement. More listening is needed by all, followed by constructive proposals taking into account lessons learned from the failure of Transform 2020 and the crisis affecting "Students First". Hopefully such a debate can occur at the BOR, and this is a challenge for both the voting members and those ex-officio members representing faculty and those representing students. If this is impossible, serious consideration should be given to reorganizing the Board, perhaps dividing it into two, one each for the colleges and universities, with a coordinating mechanism for transfer articulation and other inter-system exchanges.

#### Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education December 2020

Three years ago, in December 2017, the FAC report to the board ended with the following warning about the prospect of consolidation:

#### We believe that there is a risk, which is greater than zero, that the effort to

work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again....

The FAC believes the decision to consolidate the 12 community colleges into a single community college is the most consequential matter that has come before the Board of Regents. The FAC calls on the Board to meet its fiduciary responsibility and to develop a process of fact finding and further inquiry to interrogate vigorously the relative benefits and costs of the proposal prior to voting.

Specifically, the FAC recommends:

1. If the BOR does elect to pursue the consolidation, it should at least acknowledge the loss of the institutional accreditation of each community college as a diminishment of value for each community and the students that it serves.

2. The Board actively consider alternatives to the consolidation including the suggestion that the integration of key operational functions be built from the "bottom up," and prior to the creation of a centralized administration.

3. The Board hold a public hearing prior to a vote to permit multiple constituencies an opportunity to have their voices heard.

FAC Remarks to the BOR 12-14-17 March 2018 SCR, Appendix O

The Board did not follow these recommendations before moving forward with the plan and it has not followed those recommendations since.

One year ago, even though 12 CSCU institutions voted No Confidence in the plan and in the leadership provided by this board and Mr.Ojakian, you reaffirmed your commitment to Students First (<u>December 19, 2019 - BOR Agenda Packet Page # 77 of 81</u>). A review of board agendas leading up to that recommitment shows no evidence that the board received any official updates on the progress of the plan, after approving a revised timeline in June 2018, before reaffirming its support<sup>1</sup>.

<sup>&</sup>lt;sup>1</sup> In June 2019, an analysis of SF projections from OFA was shared with the board as an information item. The analysis seemed to show that 'cost savings were supported by the data'.

## Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education December 2020

#### **Delays and Cost Overruns**

When the SF plan was approved, it was expected that the college catalog would be complete and that students would have started enrolling in programs in the Consolidated College catalog in fall of 2020 [March 2018 SCR, Appendix U].

Spring 2018	Common General Education proposal	Develop parameters for program consolidation	Finalize first round of programs and assemble work groups
Fall 2018	General Education to local governance General Education finalized	First round of program consolidation with membership from TAP work groups	Finalize second round of programs and assemble any work groups
Spring 2019		First round of programs to governance Begin second round of program consolidation	Finalize third round of programs and assemble work groups
Fall 2019	First round programs built in Banner/Degreeworks/ACALOG	Second round of programs to governance Begin third round of program consolidation Begin fourth and final round of programs	
Spring 2020	Second round programs built in Banner/Degreeworks/ACALOG Summer 2020 Third round programs built in Banner/Degreeworks/ACALOG Fourth round programs built in Banner/Degreeworks/ACALOG	Fourth and final round of programs to governance Fourth and final round of programs to governance	
Fall 2020	Full Curriculum Implementation		

#### Overview Timeline for One College Consolidation: Academic Programs

When the SF timeline was revised in June of 2018, in response to NECHE's observation that the original plan was unrealistic, the expectation was that the last of three rounds of aligned programs and courses – several hundred in total -- would have begun the process of being

- Finalized
- sent to the colleges for review and comments,
- made its way through the SFASACC's program review group,
- [returned to workgroups and recirculated at colleges for review, if necessary,]
- then approved by SFASACC,
- CCIC,
- BOR ASA,
- BOR.

by the end of 2020. That process has not yet begun for even a single program. Because of the volume of programs and the meeting schedules, the review process alone would take many months.

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# Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

	$\sim$			ecember 2020 SUS Students First Timeline 6(13)78
D	Task Name	Start	Finish	2019         2020         2021         2022         2023         2023           18         Halfr, 2019         Halfr, 2019         Halfr, 2010         Halfr, 2020         Halfr, 2021         Halfr, 2022         Halfr, 2023         Halfr, 2024
1	Academic Affairs: Building the Curriculum			M / / 3 N / / M / M / / 3 N / M / M / / 3 N / M / M / M / / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / M / M / M / M / M / M /
2	General Education Work Group completes common Gen Ed proposal	Tue 5/1/18	Tue 4/30/19	
3	Program/course consolidation round one	Thu 11/1/18	Fri 5/31/19	
4	Round one governance/approval	Sun 9/1/19	Tue 12/31/19	
5	Program/course consolidation round two	Fri 2/1/19	Tue 12/31/19	
6	Round two governance/approval	Wed 1/1/20	Sun 5/31/20	
7	Program/course consolidation round three	Sun 9/1/19	Sun 5/31/20	
8	Round three governance/approval	Tue 9/1/20	Thu 12/31/20	
9	U.S. Department of Education Program Approval (for programs not at chosen consolidation college)	Wed 1/1/20	Mon 5/31/21	
10	Business Information Systems Build (Banner, myCommNet, Degree Works, etc.	Wed 1/1/20	Tue 5/31/22	
11	Single Application Available for Student Use	Sat 10/1/22	Wed 8/30/23	
12	Course catalog open and single college registration	Sat 4/1/23	Fri 9/15/23	
13	Could mark first day of new college	Wed 8/30/23	Wed 8/30/23	x
14	Student Success Initiatives			
15	Establishment of Student Success Key Performance Indicators (KPIs)	Sat 9/1/18	Tue 10/30/18	
16	VP of Enrollment Management Hiring	Sat 9/1/18	Mon 12/31/18	
17	Guided Pathways development of single student application and associated paperwork.	Sat 9/1/18	Tue 12/31/19	
18	Guided Pathways policy recommendations to inform consolidation	Sat 9/1/18	Mon 5/31/21	
19	Guided Pathways rolled out at 12 colleges	Sat 9/1/18	Mon 1/30/23	
20	Continue call center services for colleges with opportunity for expansion to universities and Charter Oak	Sat 9/1/18	Wed 8/30/23	
21	Create a student communications plan across all campuses including modernization of contact formats	Tue 1/1/19	Fri 5/31/19	
22	Reorganize campus structure and delivery of strategic enrollment management	Tue 1/1/19	Fri 5/31/19	
23	New College Leadershin/Regional Reorganization			

The projected transition cost of labor for consolidation of hundreds of programs was \$0 and total transition costs were described as 'negligible' at the time that the consolidation plan was approved. At the time of the Substantive Change Request, transition costs were estimated at just over \$2M <u>March 2018 SCR, Appendix LL.</u>

The actual cost of transition for <u>FY21 alone</u> is at least \$16.5 million. Of that, only a little over a million represents the cost of advisors who will staff our colleges. (10/07/2020 Finance & Infrastructure Agenda Packet Page 60 of 75) The rest is devoted to administrative costs necessary in anticipation of the consolidated college which has yet to be approved by our accreditor.

In the initial quantification of SF in December 2017, the projections for total expenditures for FY 2021 for the CCs "without SF" (the if we do nothing scenario) was \$490.9 million, with "Students First" the projection was \$444.9 million. (<u>March 2018 SCR, Appendix HH</u>) In the most recent figures from the October finance committee report, the total expenditures for FY 2021 for the CCs is \$516.6 million. (<u>10/07/2020 Finance & Infrastructure Agenda Packet Page 21 of 75</u>)

We are spending \$71.7 million more than what was forecasted 3 years ago. Meanwhile the total FTE number of students for the CCs declined from 27,755 to 22,683. Per FTE, the increase in per capita cost at the community college has risen by more than 35 percent, and we know none of that increase has gone out to the colleges where the students actually are.

Costs for FY22 and 23, if the hiring roster is followed, will be much higher. An additional \$3 million is scheduled for design and construction of a separate set of offices for CSCC staff that would be necessary if it does succeed in achieving accreditation.(<u>12/02/2020 Finance & Infrastructure Agenda Packet Page 26 of 63</u>)

Each year of delay comes with a cost. At this rate, it is not unreasonable to worry that the actual cost of transition may be something close to 50 times as much as was projected.

While an extended transition has a cost, the cost of haste can be more serious and permanent.

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## Consequences of Haste

As the consolidation has fallen further and further behind on its projected timeline, we have already seen some sloppy efforts to get things done in haste. The final form of the CCS101 policy, for example. included a last-minute change that fundamentally revised the nature of the course and resulted in such a flawed document that authors whose research was cited in support of its approach wrote to the board to make note of the misappropriation of their work. In addition to the poor scholarship, they warn that the resulting document advocates an approach to issues of 'diversity' that is more appropriate to a 1950's assimilationist approach. This is particularly uncomfortable given that it is the sole course in the catalog of a college with *antiracist* aspirations.

The final proposal was not reviewed by any curricular or governance groups. In fact, not even the workgroup that developed the proposal – and whose names are included in the staff report-vetted its final form before it was approved by the board.

There are many in our CSCU community who are well placed to shape our path in the direction of greater justice, but no such conversation has been initiated. In fact, the faculty and staff who would constitute this college only know of this goal of antiracism if they happened to read the <u>CTMirror article</u> that declared it and have not yet been made aware of how we are to conceive of this goal as applied to our system. Given that those ultimately responsible for the CCS101 course, described *by the very experts they cite* as advocating an outdated assimilationist approach, are the authors of this declaration of antiracism, and that the course is the foundation of the CCSC curriculum, there is cause for real concern.

This is the only course that has been approved for the new college- CCS101. The outcomes for the outcomes-based General Education Core, approved earlier this year, are under revision -- it is still incomplete -- and no other courses have been vetted for it. How much more will fall through the cracks when hundreds of programs are reviewed simultaneously while years behind schedule?

As in the case of the October Budget amendment, just a little time and consultation could have saved us from a serious misstep. David Blitz has outlined the budget amendment's unintended costs to equity and to student completion. It is worth noting that the proponents of *Student First* chose to fire their own students first in the middle of a pandemic. Given that this amendment was circulated to board members the night before the 10am meeting at which it was adopted, the most generous interpretation of that contradiction is that it was a product of haste.

#### **Governance and Leadership**

Other blunders are not just a matter of haste: the absence of true shared governance as the consolidated college is developed was built into the plan in the pursuit of efficiency. The model of governance that will be in place until 2023 requires no input on or endorsement of curriculum from college faculty and staff. (5-1-2020 BOR ASA minutes, p.11) This has allowed for system-level administrators to purposefully undo the work of the faculty-led groups who contributed to the General Education Core, the CCS101 course and, most recently, the ACME draft proposal. As noted above, failing to aspire to NECHE's standard 3.15 has had tangible results.

Faculty and staff who, initially, sought to help build and refine the plan have resigned and eleven colleges have <u>passed resolutions</u> to withdraw all college representatives from consolidation

Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

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workgroups. The FAC has passed its own resolution in support of those withdrawals. Having participated in good faith, they discovered that not only would their decisions be subverted but that they might be <u>asked to resign</u> if they aimed to contribute to any meaningful modification of the design. <u>All five unions stand in support</u> of their members' withdrawal from participation in the creation of an entity they believe will harm students, with no power to address the problems they see. With that loss of participation came the loss of the opportunity to draw on the experience of veteran program coordinators, senate chairs, content experts, practitioners and other experienced and involved members of our community with the requisite resources to salvage the plan.

## Use of Evidence

The matters of haste and the governance structure are not the only hurdles. We also, increasingly, lack a shared account of reality. Differences between the direction endorsed by system office staff and those at the colleges are not simply differences of opinion about how to deal with the facts. The *facts* are in dispute. Time and time again, documents produced by the system office make claims that are unsupported by the documents referenced as evidence.

-- The only committee report that provided some information about consolidation, prior to the board's reaffirmation, was to the finance committee- it included a projection that the \$25 million dollar a year cost of Guided Pathways advising would pay for itself in the form of credit attempts. (<u>10-09-2019 Finance and Infrastructure Agenda Packet Page 28 of 51</u>)

The projection that guided Pathways will pay for itself is significant, but the assumptions that make such a claim reasonable have not been vetted. Two documents were referenced in the vicinity of that projection. Neither of them contained anything that would support that claim. The assumptions are premised upon the expectation of a significant jump in student success due to advising. When FAC followed up with a request for support for that claim, we were provided with a <u>four-page pamphlet</u>, produced by the National Center for Inquiry and Improvement sketching out possible "back of the envelope style" calculations that colleges might use.

-- The CCS101 proposal boasts ten pages of references but, when we investigated cited sources to understand the evidence in support of its most contentious elements, no such evidence was found. As noted above, one set of authors wrote to the board to make it clear that their research was misused. The FAC's <u>Case Study on CCS101</u> goes into more detail.

-- Feedback is currently being collected for the ACME draft proposal but, once again, a number of faulty citations have been identified. For example, the very articles cited in support of the corequisite model that it aims to apply to *all* students in gateway math and English courses, do not, in fact support such an application. The article cited in support of using self-reported high school GPAs is not scholarly article, and the peer reviewed sources from which it draws seem to suggest that, at best, that the use of self-reported GPAs is an idea worthy of some investigation- Adopting it for CSCC would set up one of the largest community colleges in the country as an experiment.

These are just a few examples- several thorough analyses of the flawed scholarship in the draft proposal have been produced across the system. The consequences of a misstep at the level of gateway courses could be catastrophic- and the viability of this reform is relevant to financial projections premised upon a resulting jump in retention. Our open enrollment policy is rendered meaningless if we have no way to address the needs of our least prepared students.

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Despite having withdrawn, faculty names have been included in System office reports that they had no opportunity to vet before they became public documents. Given that faculty in our system question the legitimacy of the scholarship in these reports, names should not be included unless members have had an opportunity to review the reports to which their names are attached, since their association with these documents could be damaging to their professional reputations. So far, requests to have names removed have been denied.

## Moving Forward

Three years on, we see that we are where the FAC predicted we would be: Millions of dollars and years behind schedule.

Some of these issues were easily foreseen - it should have been obvious that the labor cost of the alignment of hundreds of programs and courses could never be zero. Others were not as easy - it is not obvious that highly paid administrators would be on the payroll years before the college had achieved any indication that it would be accredited.

At the same time that these investments are made in an entity that serves no students, cuts and hiring freezes (<u>10-07-2020 F&I agenda p.25 of 105</u>) are being applied at the colleges. Faculty and staff work time is being assessed in the hope that we could squeeze even more work out of a staff already overextended in addressing the pandemic. A priority for that extra work is directed toward consolidation at a time when our current students, dealing with the stresses of this unprecedented year, require more support than ever before. In our public comment to NECHE earlier this year, the FAC noted that the accreditations of our colleges were in jeopardy as more and more resources were directed away from our colleges and our students- even before the additional stresses of the pandemic. Progress on our Transfer Articulation Pathways -- a faculty-led initiative—has stalled while, again, as David Blitz has noted, the expenditures at the system office exceed that of any of our community colleges.

The transition is not the only thing that is more expensive than anticipated. The proposed administrative structure of CSCC increases levels of bureaucracy and is unlikely to result in savings.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each headed by a President	Presidents replaced by CEOs	Reduced status; some powers of previous Presidents assumed by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to CSCC President	New level of administration; interim President David Levinson
4	President, CSCU	CSCC President reports to CSCU president	Mark Ojakian to retire Dec. 31, interim President Jane Gates during search for replacement

# Students First Organizational Chart, comparison chart from Blitz Critique Dec 2020

Having run significantly over cost, and unlikely to meet the projected timelines, we ask that you allow us to start putting our colleges back together again. We are fully aware that the plan always required the elimination of our colleges, but we are not convinced that what will replace it

Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

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is a viable institution of higher education: An institution that does not have faculty in control of the curriculum is not a college. A bureaucracy built on a portrayal of reality that is unsupported by evidence is bound to fail. It is unacceptable to concede that we cannot provide Connecticut with adequate public colleges, so we will offer *something else*.

The Dec F&I report includes the following:

"This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students."

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It is ironic that the consolidation effort now stands as a challenge to preserving locations and student services when it was introduced as the *means by which* those things would be achieved.

It is also striking that the appeal is for additional funding so that we can follow through on a restructure that is premised upon accommodating the continued underfunding of the system. That is not an acceptable choice for a state with so much wealth. This is not the first disastrous attempt to overhaul the public colleges and universities and by now it should be evident that no restructure, no matter how dramatic, can compensate for the harm of underfunding.

It is time for the board to defend our public college and university system against the austerity narrative that threatens our existence, rather than protect the state from the cost of providing this public good by attempting to replace it with a poor substitute. This should be a priority for any system of education that is committed to the demands of equity and justice

While there are legitimate areas of concern and potential for improvement at the colleges, as David Blitz has noted, the Students First plan provided no real analysis of, or engagement with, how to address those issues. As a result, years of careful, faculty-driven work to address the areas of struggle that we readily acknowledge has been undone, stalled (TAP), or, in places, dangerously misused (CCET and CMAC).

Public education is always a worthwhile investment in our state- one that fundamentally shapes the quality of all our lives. Many of your faculty and staff have been advocating for new sources of revenue to support this system that will be the driver of our post-pandemic recovery. We ask you to do the same. It's time to:

- return to a commitment to the values that underwrite public higher education. Any plan for our system should be fueled by a vision for Connecticut and the ideals of public education, not a concession to the inevitability of the continued defunding of our system. Funding per student has steadily decreased in just the last decade or so
- critically assess the costs and benefits of our current path- It is not obvious that the path we are on *is* the Students First plan. Does the Board approve of a plan that includes tens of millions in transition costs and an increase in operating costs to support Guided Pathways advising in the absence of any account of how that cost will be covered? Is there reason to reconsider its viability when the curricular process that should have been

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complete today has not yet begun? Three years ago, you approved a plan that had negligible transition costs and would save millions each year in response to financial pressures that - it was claimed - threatened the existence of colleges with budgets smaller than the annual cost of GP.

- The FAC requests a full revised accounting for the cost of the transition and a responsible timeline and recommends that the board declare its level of commitment to the plan in light of this information.
- Recognize that you cannot build a college without your faculty and staff, and you have lost them somewhere along the way. It is no accident that the FAC predicted we'd be here three years ago. Section 185 of the Statutes of the State of Connecticut describes the FAC as assisting the Board of Regents in governance and it is important that we reestablish - or, perhaps, establish - that relationship.

## III: Resolution on normalizing the relation between the FAC and the BOR [Sept. 2020]

#### 1..Background

1/ Section 185: 10a-1 to 10a-6 (attached to this resolution) established the State System of Higher Education, including its Board of Regents of Higher Education, the President of Connecticut State Colleges and Universities (CSCU), the Distinct Missions of CSCU, the Office of Higher Education, the Student Advisory Committee to the Board of Regents, and the Faculty Advisory Committee to the Board of Regents

2/Section 10a-3a (a) established the FAC: to advise and assist the Board: "There shall be a faculty advisory committee to the Board of Regents for Higher Education to assist the board in performing its statutory functions."

3/ 10a-3a (d) states that there shall be at least a biannual joint meeting of the Board and the FAC: "The committee [FAC], established pursuant to subsection (a) of this section, shall meet at least biannually with the Board of Regents for Higher Education. Agendas shall be prepared for such meetings and shall be distributed by the board prior thereto and shall consist of matters recommended for inclusion by the chairperson of the Board of Regents for Higher Education and the committee. Such meetings shall be chaired by the chairperson of the Board of Regents for Higher Education and the committee members shall have the right to participate in all discussions and deliberations, but shall not have the right to vote at such meetings."

4/ The Governor's directive on online meetings states: "any exhibits to be submitted by members of the public shall, to the extent feasible, also be submitted to the agency a minimum of twenty-four (24) hours prior to the meeting and posted to the agency's website for public inspection prior to, during, and after the meeting."

#### 2..Issues

1/ There has not been a joint meeting of the BOR and the FAC this year, and apparently, for a number of years preceding.

2/ Reports from the FAC, which is a committee "for" the Board duly established along with the Board by state statute have been limited in the recent past to two reports per year. Chairs of committees "of" the Board can present, if they have material to present, at every meeting of the Board.

3/ Opportunities to Address the Board by the public, including FAC members, have been limited to a written communication sent by email 24 hours prior to the start of a meeting, which has reduced presentations to near zero (only 1 in recent meetings). [Note added Dec. 2020 – this issue has now been resolved]

#### 3..Solutions

1/ The FAC requests a joint meeting with the BOR during the Fall 2020 term, as required by section 185, 10a-3a (d) of the Statutes of the State of Connecticut. The agenda would include items recommended by the Chair of the BOR and the FAC and be chaired by the Chair of the BOR. It is understood that members of the FAC would not vote at such a meeting.

2/ The FAC requests that the Chair and/or the Vice-Chair of the FAC report resolutions and other major decisions of the FAC on a regular basis at Board meetings, that is to say, at each meeting, unless there is no material to report, and that "Report by the FAC" be included in each

agenda. This is consistent with Roberts Rules of Orders which specifies that ex-officio members of the Board, unless expressly prohibited by the statutes of the organization, have all the rights of members of the Board; in this case, to regularly present reports from their Committee, the FAC.

3/ The FAC considers that statements by the public, including FAC members in the "Opportunity to Address the Board" constitute testimony by the public, , and do not constitute an "exhibit" in the sense of the Governor's directive, and requests that the antecedent procedure of the Board be restored: that members of the public can give notice in advance to orally address the Board, with no requirement of a written statement to be posted 24 hours preceding the meeting. [Note added Dec. 2020 – this issue has now been resolved]

#### 4..Supplemental

1/ With the appointment of new Executive Director of the Board (concurrently Assistant Secretary to the Board), it is important to review methods of communication between the FAC and the Board. We propose that:

a/ Resolutions of the FAC relevant to the activity of the Board or one of its committees should be communicated, except in emergency situations, to the Board within 72 hours of the FAC meeting which passes them - in practice, by the Monday following the Friday meeting of the FAC.

b/ Minutes of the FAC, except in emergency situations, should be communicated to the appropriate Board personnel for posting on the Board website as soon as possible after the FAC meeting, even if still in draft format.

c/ Matters relevant to the BOR raised by the FAC should be communicated to chairs of the appropriate Board committees in advance of meetings of the Board whenever possible.

## IV: Our Basic Principles

to defend and promote the colleges and universities in all three sectors: the Connecticut State University system, Charter Oak State College, and the regional community-technical college system.

Public Higher Education in the state of Connecticut is an under-resourced and under-funded essential sector, whose faculty and staff are determined to educate all students, overcome any obstacles of preparedness or achievement gaps students face, and help them to become productive, engaged citizens. To achieve that goal, we propose the following principles:

- 1. Provide all students with the knowledge and skills for completion of their higher education in a timely fashion and their entry into successful careers;
- 2. Build colleges and universities from the bottom up based on shared governance and respect for all participants, not top down through command and control;
- 3. Build public higher education institutions on the foundation of the knowledge and the skills of the faculty and staff who design programs and courses, teach classes and support students;
- 4. Respect the distinct missions of the universities and of the colleges, which feature a mix of teaching, research and service components appropriate to each type;
- 5. Respect the autonomy and integrity of the constituent institutions, in particular, maintain local control along with regional and state-wide cooperation and only on that basis, further sharing of resources;
- 6. Respect shared governance, which ranges from faculty control of curriculum to administrative control of executive appointments, with appropriate consultation at all levels, including budgets;
- 7. Support research and creative activity by faculty and staff in both theoretical and applied fields, and community outreach and engagement in both the public and private sectors;
- 8. Share best practices and where appropriate services between and among institutions, based on bilateral and multilateral agreements for reciprocal benefits; not bureaucratic directives;
- 9. Review and revise strategic plans for system and sector wide projects, identifying strengths and weaknesses, and applying correctives when and where they are needed;
- 10. Promote fiscal responsibility to ensure equity and social justice, so that all residents of the state can avail themselves of affordable, quality public higher education.

#### V. Appendices

#### 1..Negative Effects of the Budget Amendment at a University

The Budget Amendment designated three groups for directed dollar sum cuts: Part Time Lecturers, University Assistants and Graduate Assistants (see table, p. 7 above):

Consider the case of graduate assistants at one university: CCSU as an example. A graduate assistant earns \$3,280 per term, or a total of \$6,560 for the academic year. There are 32 at CCSU, assisting areas such as the Learning Center, Career Success Center, the Africana Center, as well as a number of academic departments. Their total cost to the university is \$209,920, of which \$128,133 is mandated as a cut. That amounts to a 67% cut of the total income for CCSU's own graduate students, a massive reduction.

The situation of the university assistants is less dramatic but still severe. UA's earn an average of \$22.73 hour for a maximum of 19 hours per week. That makes for an income of \$431 per week at most, which annualized would be under the poverty line at \$22,412. In fact, they do not work a full 52 weeks. There are 82 UAs at CCSU, including many who work for user support at Information Technology, emergency preparedness at Facilities Management, the LBGTQ Center, the Office of Equity and Inclusion and others. Assuming 20 weeks per academic term, that makes for a total budget of \$1,416,533, of which the mandated cut of \$114,108 represents an 8% reduction – a still significant amount (and perhaps 2% more if they work fewer weeks, and 2% less if they work more).

Finally, cuts to "Lecturers (PTL)" – Part Time Lecturers -- is in the amount of \$612,844. Assuming an average of \$6,000 per lecturer per section, that means a cut of 102 sections. Assuming that these are cuts to the courses typically taught by PTL faculty – general education classes with an average of 35 students per class (maximum class size is 42), that amounts to 3570 seats cut. Assuming 5 classes per full time student per term, or 10 per academic year, that works out to cutting classes for the equivalent of 357 full time students – a greater number than the reduction of enrollment due to Covid-19. This will reduce seats for General Education courses taught by part time faculty. If full time faculty are called on to replace them, they would have to give up upper division classes they teach in their major. In other cases, especially in business and professional areas, part time faculty are brought in because they have real-world experience and specialized skills complementary to those of full time faculty. In all cases of precipitous reduction in part time faculty as mandated by the Board, students would suffer by having fewer available courses in their major or General Education, thereby decreasing their course options and increasing their time to graduate.

Under pressure from critics at the university level the System Office staff report accompanying the December Finance and Infrastructure Committee report admitted a degree of flexibility, as requested, though in a manner insufficient to offset all of the damage done: "Both the Colleges and the Universities have been given flexibility to identify savings outside the originally identified budget lines in order to avoid harming students, including graduate assistants. However, declining enrollment across CSCU should allow for these reductions. Any alternatives will be identified during the mid-year budget review, along with other new COVID-related spending requirements." (p. 7) Identifying alternatives in a mid-year review is too late, when in fact cuts are taking place now for the upcoming spring term.

Further, the claim is made that the cuts to Lecturers (PTL) can be in large part met by reducing full time faculty teaching on a part time basis. This is in error if it implies that full time faculty earn extra money teaching on a part time basis during the academic year (fall and spring)– they are explicitly prevented from doing this by the collective agreement. The claim is counter-productive if it means that cuts can be made by reducing the number of sections taught by full time faculty in winter and summer sessions, sessions which are not part of the academic year. As a matter of convenience and to avoid multiple line items, all courses taught in winter/summer sessions are included in the part time budget, which, however, does not make full time faculty teaching in those sessions into "Lecturers (PTL)" as specified in the amendment.

Moreover, if these sections were to be cut, the effect would not constitute a budgetary savings for stipends not paid, but rather a significant revenue loss. Winter/summer session courses are taught on a revenue-positive basis: they are run only if student fees exceed the stipend paid to the faculty member (whether full or part time). Currently, the cost per credit for these courses is \$567 for in-state residents, or \$1701 per 3 credit course. Let's use again the \$6,000 average stipend per instructor (full or part time), and assume an average enrollment of 10 per section (minimum 6, but some have 20 or more). In this case, cancelling that class would lead to a loss of \$17,100 fees - \$6,000 stipend, or \$11,100 per course, mitigated in part by the fact that some students, but not all, might migrate to another section being offered. But even on that scenario there will still be a loss of revenue to the university, and of course, loss of stipend to the faculty, a doubly negative consequence of an ill-thought out directive.

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES
State Universities					
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36.347,779	136,479,064
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,37
Western Connecticut State University	127,370,540	60,940,425	40.852.753	30,495,280	132,288,45
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,35
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,250
Community Colleges					
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,80
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,78
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,49
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,39
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,37
Middlesex Community College	24,746,862	13,156,091	8,931,749	5,577,217	25,665,05
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,92
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,23
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,66
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,99
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,67
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,52
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,76
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,73
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,33
System-wide Additional Reductions					
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,76
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,99
Board of Regents	762,329	404,258	358, <b>071</b>	-	762,32
	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,34

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2.85 million CCC System Office 38.64 million CSCC "one" college			CCC System Shared Servi	
38.04 11111011 0300	one conege		CSCC ("one"	· · ·
41.49 million Subtota 12.76 million CSU Sy	, ,		Subtotal com CSU System	munity college Office
54.25 million Total - S	69.06 million	Total - Syster	n Office	
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	14.01			
	14.81 million T	0tal – SO+SS II rom 06/18 to 10		

14.81 million Total – SO+SS iNCREASE Added from 06/18 to 10/07 27.29 % INCREASE

Total - SO larger than ANY Community College

CC Portion of SO larger than 10 of 12 Community Colleges highlighting and comments in red boxes added by DBlitz

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10/15/2020
Amendment
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Whereas, the Board of Regents is considering budget revisions to address a revenue shortfall of about \$25 million within the State University system; and

Whereas, the revisions proposed for consideration would still leave the universities with an operating deficit of more than \$50 million, and could reduce university reserves from \$139 million to \$86 million by the end of the year; and

Whereas the Board of Regents is concerned that additional cuts to the university budgets maybe necessary to ensure that the system returns to sustainable financial footing as soon as possible; now therefor

Be it enacted that the budget revisions being considered by the Board of Regents be amended by reducing the following budget lines by the following amounts:

	Revised	CSU Total	%
	Budget Amt (\$)	Reduction (\$)	Reduction
Reduction to Expenditures:			
Reduction \$2M from Lecturers (PTLs)	35,168,054	2,000,000	5.7%
Reduction \$0.5M University Assistants	4,206,543	500,000	11.9%
Reduction \$0.5M Graduate Assistants	2,189,189	500,000	22.8%
Reduction \$5M from other OE	105,418,706	5,000,000	4.7%
	146,982,492	8,000,000	5.4%

Further, these reductions should be applied across the universities and system office proportionate to the budgeted amounts, as follows:

	Central	Eastern	Southern	Western	System Office
Reduction to Expenditures:					
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

And further may it be enacted that the resolution adopting the budget revisions be amended to include the following requirements:

- That the system will continue efforts to identify opportunities within our collective bargaining
  agreements to provide additional services on a contracted basis with outside vendors;
- That the system will seek further assistance from the State of Connecticut in paying debt service on auxiliary facilities given the reduction in fees associated with these facilities -- residence halls, dining facilities, and student centers -- as a result of the pandemic; and
- That the system will evaluate other ways to reduce costs, including consolidation or renegotiation of food service agreements held by the individual universities;

Note: Distributed by Board Executive Director from email from Ben Barnes at 5:17 PM the evening before the Board meeting

Not discussed by Finance and Infrastructure Committee of the Board

Not submitted for consultation to Presidents or Provosts of the CSU universities

4..Resolution in Opposition to BOR Budget Amendment by CCSU Faculty Senate

#### Resolution on the Board of Regents Amendment to the Financial Report of Oct. 15, 2020

Whereas faculty, including part time faculty, as well as graduate and university assistants have made significant efforts and sacrifices to adapt to remote learning in Spring 2020 and hyflex and online learning in Fall 2020, in order to better serve our students during the COVID-19 pandemic;

Whereas part time faculty, graduate assistants and university assistants are targeted for arbitrary reductions in the amendment to the Financial report approved by the Board of Regents at their last meeting on Thursday, Oct. 15;

Whereas the figures for cuts at CCSU are based on an arbitrary \$3 million reduction to the above groups across the four universities, as well as \$5 million cut to OE, with CCSU's share prorated as follows:

Part time lecturers	612,844
University assisstants	114,108
Graduate assistants	138,133
OE reduction	1,726,246

Whereas a reduction of over \$600,000 to part time lecturers means cutting some 100 sections (based on an estimate of \$6,000 salary per class), which leads to reduction of 3500 seats (based on estimate of 35 students per class), or the equivalent of 700 full time student equivalents (based on an average of 5 classes per student) if implemented over one term, and 350 full time student equivalents per term if implemented over two terms;

Whereas this reduction, made as classes for Spring 2021 have already been determined, significantly reduces the classes available to students, thereby increasing their time to graduation at a time of financial difficulties for all;

Whereas the targeting of graduate students reduces wages available to our graduate students, many of whom have no other source of income, and the reduction of university assistants targets the least paid and therefore most economically vulnerable of our staff;

Whereas the amendment was not submitted in advance to the Finance and Infrastructure Committee of the Board for vetting and was only presented to members of the Board the evening before the Board's meeting;

Whereas the Presidents and Provosts of the four universities were not consulted, forestalling any efforts, in conjunction with shared governance and university structures, to provide parameters for cuts less injurious to our students, faculty, and staff;

Whereas the System Office holds in reserve \$22.42 million that it could release in part to cover additional revenue shortfalls;

Therefore be it Resolved:

•That the CCSU Faculty Senate requests that application of this amendment be suspended for Spring 2021 term while the amendment is submitted to the Board's Finance and Infrastructure Committee and as well be the subject of consultation with university Presidents, Provosts, and shared governance structures to determine measures not injurious to our students, faculty and staff;

•That the CCSU Faculty Senate requests that its FAC ex-officio member of the Board request a special meeting of the Finance Committee to modify the amendment in order to respect our commitment to providing courses to our students, and supporting our graduate and university assistants;

•That the CCSU Faculty Senate, in the absence of any corrective measures by the Board, authorizes a direct appeal to the Higher Education committee of the legislature, the New Britain delegation to the legislature, and the Governor of the state.

Approved by the CCSU faculty Senate, Oct. 19, by a vote of 46-1,

#### David Blitz, Chair and Colena Sesanka, Vice-Chair

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#### I: Report of the Chair, FAC to the BOR

#### 1..Background to the BOR and the CSCU

# a/ The *Connecticut State Colleges and Universities* (CSCU) was established by the legislature in 2011, as Part (2) of Public Higher Education, consisting of three "constituent units" -

"There shall be a state system of public higher education to consist of (1) The University of Connecticut and all campuses thereof, and (2) the Connecticut State Colleges and Universities, which include (A) the state universities, which shall be known collectively as the Connecticut State University System, (B) the regional community-technical colleges, which shall be known collectively as the regional community-technical college system, and (C) Charter Oak State College. "Constituent units" as used in the general statutes means those units in subdivisions (1) and (2) of this section." (Chapt. 185 – Administration of State System; Part 1 – General Provisions; sect. 10a-1 – Definition of State System of Higher Education)

b/ The *Board of Regents* (BOR) *of Public Higher Education* was initially to include all of public higher education in the state, but as UConn withdrew almost immediately, that left Part (2): the community-technical college system, Charter Oak State College, and the four universities of the Connecticut State University System (along with the Dept. of Higher Ed. which was subsequently removed, and then made into a vestigial Office). What also remained was talk of a "merged" system with no planning respecting the distinct missions of the remaining three component sectors, or due consideration for the autonomy and integrity of the constituent institutions, each of which have longer histories than the CSCU along with real local and regional community links. What followed was a series of missteps taken by the Board and System Office in order to centralize power and strip the authority of faculty, all in the

fallacious name of "Students First", which after three years of implementation (with at least two more to go) has accomplished little other than to create conflict and crisis.

#### 2..Failure of Transform 2020 and its Replacement by "Students First"

With the merging of the community colleges, state universities and Charter Oak under one Board of Regents the goal became creation of a centralized system where in fact none existed or should exist, with the first failed effort being Transform 2020. The plan for the project, for which up to \$20 million had been allocated, was outsourced to the Boston Consulting Group (BCG), a group with no previous experience or knowledge of public higher education in Connecticut. At a cost of more than \$1.9 million the BCG produced a total of 36 "Road Maps", incorporating 743 "Milestones", most of which were imaginary without any consultation with faculty and staff at the campuses. At least 12 of the constituent units of CSCU) voted nonconfidence. The plan was scrapped and the President of CSCU and the Chair of the Board replaced.

"Students First" filled the vacuum once Transform 2020 had been abandoned. There remained significant problems to be solved in public higher education, of which the most important were obstacles to transferring credits from community colleges to state universities (one of the motivations, along with cost savings, for the original merger of the community colleges and the state universities under one governing board), and the fiscal health of the community colleges, or at least some of them. The former is a very real and important problem, for which Transfer Articulation Plans (TAPs) and college level "Guided Pathways" were developed for most, but not all majors, to ensure seamless transition for college graduates to the universities. This was done by faculty committees largely independent of System Office staff, though publishing the many PDF documents for the various pathways and majors by college and university has been done centrally (a technical task). Work on transfer articulation began before "Students First" and is independent of it; it remains to be fully implemented, and in fact was neglected in the past two years as the System Office and BOR focused almost exclusively on "Students First."

Part of "Students First" essential goals was to save money by the consolidation of "back office" functions of the universities, in addition to the consolidation (merger) of the 12 community colleges into a single institution. Over a previous summer a series of planning teams examined facilities management, financial aid, fiscal affairs, human resources, information technology, and institutional research. The expected tens of millions in savings (originally stated as \$48 million) were not found. Moreover, by including the university "back offices" the scope of "Students First" was extended beyond the community colleges to the four universities. Though this aspect remains secondary, it had the further consequence of mobilizing university faculty opposition to Students First, as what were termed "back office" or "non-student facing" personnel to be "consolidated" are as far as we are concerned essential support staff, needed for local help. This aspect of the project has not been discontinued, and some elements continue in the background.

That left the merger of the community colleges as the heart of "Students First". The original argument for the proposed merger was the precarious and even failing financial viability of at least some of the colleges. This was largely based on spreadsheet projections that college reserve funds would be expended by the mid 2020s, presumably due to a combination of increased costs and reduced enrollment. But "Students First" has not solved the budget crisis, far from it, it has aggravated that crisis by a bulging of the central System Office budget. While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

#### 3..Centralization of Control and Doubling the Budget of the System Office

While budgets of the constituent colleges and universities are decreasing, largely due to the effects of the coronavirus pandemic, the size of the System Office budget is increasing, largely due to Students First, and has in fact doubled compared to a base line of 2017, when "Students First" began.

Up to the 2020-21 budget, the System Office budget was divided into two categories: CCC (support for the community colleges), and CSU (support for the four universities) – Charter Oak State College, the third "sector" of public higher education in the state (exclusive of UConn) is self-supporting and involves minor sums in comparison. The 2019-20 budget for the System Office (SO) contained the two line items CCC and CSU, as follows:

Item	Amount	
CCC (community colleges)	35.25 million	
CSU (universities)	13.31 million	
Total, SO	48.56 million	

Table 2: 2020 Community Colleges and CSU Portions of SO Budget Source: Finance Packet 06-10-2020, p. 31 (PDF 32)

In June 2020 the proposed SO budget saw a third category added: CSCC, for the recently named, though still non-existent "one" community college. The three budget items were as follows:

Item	Amount	Comment (added)
CCC System Office	2.85 million	Residual from CSCC budget
CSCC "one: College	38.64 million	New line item
Total community college(s)	41.49 million	This is larger than the budget of
		7 of the 12 community colleges
CSU System Office	12.76 million	Not further analyzed
Grand Total	54.25 million	11,7% increase over 2019-20

Source: Finance Committee Budget Packet of June 2020

Note 1: Part of the CSCC budget covered the "hires" for the yet non-existent CSCC: an interim President, interim Provost, interim CFO, and three interim Vice-Presidents, along with earlier hires of three regional Presidents.

Note 2: In the June budget, as approved by the BOR a possible reduction of \$2.9 million in the CSCC budget was foreseen if a further revenue shortfalls occurred, due in large part to reduced registrations as a result of the Covid-10 pandemic. This \$2.9 million would be from deferred hiring of 52 of 80 planned CSCC staff.

The reduced CSCU ("one" community college) System Office budget would be, if approved at the October BOR meeting, \$35.74 million, for a total System Office Budget (all three line items) of \$51.35 million, a 5% reduction in the overall SO budget.

Yet, without any further explanation, the revised budget presented to the October BOR called for a total SO budget of \$69.06 million, an increase of 27% ! This was accomplished by adding yet a fourth line item to the System Office budget, as follows (see p. 11 of this document for the full spreadsheet):

Item	Total	Comment (added)
CCC System Office	2.85 million	Unchanged from June budget
CSCC "one" college	16.52 million	Reduced from 38.64 million, by, more than half – the difference and more moved to "Shared Services" (below)
"Shared Services"	37.13 million	New line item, not further specified
Total System Office for	56.50 million	This is larger than the budget of 9
Community Colleges		of the 12 community colleges
CSU university SO	12.73 million	Same as June budget, - 0.3 million
Grand Total	69.23 million	27% increase from June budget

Source: Budget packet of Oct. 2020

In comparison, the System Office budget for 2017, the year that "Students First" began was \$30,330,990, so that the proposed 2020-21 budget has more than doubled. As noted above, the community college component of the System Office is now larger than that of 9 of the 12 community colleges. In effect, "Students First" has produced a 13th community college – albeit one without faculty or for that matter, students. This increase of budget is part of a centralization of control over constituent units of public higher education which is neither cost saving nor academically justified, as it removes essential control over curriculum from that group most able to formulate and closest to the students: the faculty.

4..Doubling of the Levels of Administration of the Community Colleges

Currently there are 12 community colleges, the outcome of a merger of the Boards of the technical and community colleges (PA 89-260). Previous to the "Students First" initiative, each was headed by a President, who reported to the President of the CSCU and thence to the Board of Regents. With Students First, the Presidents of the community colleges have been replaced by Chief Executive Officers (CEOs), with reduced authority relative to that of the previous presidents.

In addition, two further levels of executive administration have been added: three regional Presidents (hired in 2019), and six members of an interim executive for the still non-existent CSCC (consolidated community college): an interim President, interim Provost, interim CFO and three interim Vice-Presidents (teaching and learning, programs and curriculum, and higher education transition). It should be noted that other than the name Connecticut State Community College, interim officers and regional presidents, and a System Office level budget, the CSCC does not exist – its accreditation not yet approved by NESCHE, the regional accrediting agency - nor does it have any students or faculty.

Level	Pre-Students First	Students First	Comment
1	12 Community Colleges, each	Presidents replaced by CEOs	Reduced status; some powers
	headed by a President		of previous Presidents assumed
			by System Office
2		Three regional Presidents	New level of administration
3		Regional Presidents report to	New level of administration;
		CSCC President	interim President David
			Levinson
4	President, CSCU	CSCC President reports to	Mark Ojakian to retire Dec. 31,
		CSCU president	interim President Jane Gates
			during search for replacement

Presumably, the regional Presidents coordinate with the CEOs, and in turn report to the CSCC President, though specifics of duties and responsibilities are not spelled out in the organizational charts that have been distributed. Finally the CSCC President will report to the CSCU President – a total of 4 levels of administration (and associated support staff), where previously there were only 2. This adds levels of bureaucracy and is hardly a cost-saving measure.

#### 5..Problems with Curriculum Development at the Community Colleges

One academic argument for the consolidation is the need for the "alignment" (uniformization) of programs. This meant the creation of various work groups and higher level committees by the System Office to align specific disciplinary programs and create a common general education core. This means reorganizing many hundreds of programs in a short time span, when the programs are already functional in their current format. An additional problem that arose was due to the participation of System Office staff who pushed their own agenda, more often than not in opposition to or disregarding of faculty input. This was complicated by a "dual power" situation, with the working groups and related committees bypassing or supplanting existing college structures of shared governance, particularly as concerns curriculum. The net result has been the recent movement for college senates to recall faculty from these groups. With the more experienced faculty removed, the working groups now have to rely on volunteer part time and junior faculty lacking the experience of those they replace.

The case of the recently Board approved general education core is illustrative of the problem. 9 of 12 colleges refused to participate, considering that the process was illegitimate; 2 voted in favor (one of which had previously voted no confidence in Students First) and one voted in opposition. The matter was presented to the Board as if a majority had voted in favor (2 - 1)! even though the resolutions opposing the whole process by 9 others were included in the agenda package for the Board meeting. The disrespect for the majority (in fact 10 of 12 or more than 80%) of the colleges sent a clear negative message.

To this must be added that the approved core included reference to a diversity requirement for which no learning objectives, sample syllabus, or faculty requirements were provided. The faculty part of the committee that developed the course College Career and Student Success 101 had objected to "parachuting" an undefined diversity requirement into this course, not because of opposition to diversity – to the contrary they felt that it would not be adequately treated in this fashion. Yet at a Board meeting an amendment to a curriculum proposal did just that – added a diversity requirement, with no further indication of how it was to be satisfied or integrated into the course.

There are real and pressing problems at the level of the community colleges – which also exist at the universities in somewhat modified form, such as low rates of graduation (3 year figures for community colleges, 6 year figures for universities) and the achievement gap of reduced enrollment and graduation rates for minority students. The response of the consolidation leadership has been to simply claim that consolidation and alignment will somehow accomplish these ends. Reading the many pages of documentation for "Students First" one finds no analysis of these problems or specific proposals to deal with them, other than administrative positions to be filled, general statements about aligned programs, and proposed courses that have not be adequately thought out. To the external observer, the claims that consolidation will increase the percentage of graduates and reduce the achievement gap appear to be no more than ad-hoc justifications for a plan which really does not address those issues.

Faculty, and in particular full time faculty are the backbone of any college or university. The fact that they are so obviously disregarded in the organizational chart is indicative of a deep-seated problem in "Students First", which might as a result of the above be termed "Faculty Last". We have seen over the last 3 years of the rolling out of college consolidation that faculty have been viewed as appendages to the plan, and now as hindrances as their opposition grows. There was no doubt a time when faculty could have contributed to a joint plan to deal with the real problems in the colleges – whether fiscal, academic or administrative. But that time would seem to have passed as far as "Students First" is concerned, as it turns out to be more and more centrally directed, to the exclusion of meaningful faculty input. Perhaps a different plan would help, one based on real faculty input. Difficult as such a plan would be to produce at this time, there may be sufficient good will left to attempt this.

In the course of the controversy over Students First, community college faculty have come to feel a greater sense of attachment to their local college and heightened concern that the "community" is being taken out of the community colleges. In addition community college faculty have developed links with university faculty who both sympathize with their critiques and are concerned that they are next for "consolidation". All four university senates have passed motions of opposition and/or non-confidence in "Students First". These are unlikely to go away; though mobilization has been reduced during the pandemic, a movement of criticism now exists.

#### 6..Compromising Shared Governance at the Community Colleges

The CSCC interim President recently forwarded a "shared governance proposal" (Nov. 23, 2020). This proposal is anything but that – it eliminates department chairs, who are normally elected by faculty and liaise between them and the administration, and replaces them by Deans and Associate Deans selected by the administration and reporting to it.

a/ In the organization chart circulated, 6 Deans for academic areas report to the Vice President for Academic Programs and Curriculum, and from 2 to 4 Associate Deans report to each Vice President for 17 subordinate academic sectors. Under each Associate Dean are full time faculty in that area, represented by at most "faculty leads" in each discipline (responsibilities not further defined) and program coordinators (presumably for interdisciplinary or special programs), along with adjunct faculty and any lab technicians (as appropriate). The elimination of department chairs is part of a process of centralization of control which is contrary to the role of faculty in public higher education.

b/ Faculty in disciplines within an area (eg history within humanities, or chemistry within natural science) are to meet at least once a semester to prepare curriculum proposals and modifications, though their deliberations will not be determinative and they do not form a department. Proposals will be forwarded to a "Curriculum Congress", of 18 faculty – 3 from each of the 6 areas of study, with no more than one per discipline, along with 5 professional staff, 2 nonvoting administrators and 3 students. This is an extraordinarily small group to deliberate on matters arising from hundreds of academic programs.

c/ Proposals from this Congress would then go for approval to a College Senate where faculty would be at a distinct disadvantage: 12 faculty (one each from each campus that was formerly a separate college), 12 professional/classified staff, and 3 students. Teaching faculty, who formulate academic programs and teach the courses, would thus be a minority of the College Senate – just barely over 1/3 at 37%, whereas it is normal in higher education for faculty to

constitute the vast majority of an institutional Senate. Moreover, with only one faculty representative per campus, larger campuses would be sorely underrepresented compared to smaller ones.

This is not anything like "shared governance", where as a baseline faculty control curriculum based on their expertise and education. Instead, by eliminating department chairs, placing academic disciplines under the control of Associate Deans and Deans who report directly to the central authority, and making faculty a minority in the Senate governing body, "Students First" violates a basic principle of higher education: colleges (and even more so universities) are built bottom-up, based on faculty knowledge and know-how, not top-down, directed by administrators and their associated deans.

#### 7..Micromanaging the Universities and Negative Effects

"Students First" has as its primary aim the consolidation of the community colleges – both their integration into one college accreditation, and the "alignment" of academic programs and courses to render them uniform from campus to campus. It has a secondary aim to consolidate the "back offices" of the universities as well, under the slogan of "shared services". This has been opposed by the university leadership on the grounds that it will reduce services to each campus, both in terms of timeliness and in terms of quality.

The four CSUs are already regional in scope, as their names clearly imply. Two are larger than the others (Central, Southern), with over 10,000 full time equivalent student enrollments, and two are smaller (Eastern, Western), with about half that number. The larger universities are comprehensive, with separate departments for each discipline, and graduate programs up to and including doctoral level ones (EdD in education leadership and DNA in nursing anesthesia). The demands and requirements on support services (termed "back office" by Students First) vary from campus to campus, and need to take into account local conditions – for example specific equipment needs for science labs depending on faculty specialties – and timeliness – for example, the need for immediate action on information technology repairs for remote learning during the pandemic.

It is a false economy to argue that centralizing functions in an already overly expanded System Office would either save money or improve service – to the contrary it would likely delay service as requests que up at the central office, and lead to inappropriate purchases that do not meet local and varied requirements. This is not to deny the advisability of sharing services where appropriate. But this should be done based on mutual advantage on a bilateral or multilateral basis, from the ground up rather than from the central office down.

A recent example of system interference in the universities is the Oct. budget amendment approved by the Board of Regents mandating an additional \$8 million budget cut for the four CSUs. This occurred in the context of already reduced university budgets, largely due to significant shortfalls not in enrollment, but in residence hall occupancy, which as a result of concerns about the coronavirus fell below 50%, with associated declines in returns from food plans. Without consideration or vetting by the Board's own Finance Committee, an amendment was presented to Board members less than 24 hours before the Board meeting (and approved over faculty objections), which not only specified the amount per university to be cut, but also directed that these cuts be made in four specific areas: part time lecturers, university assistants, graduate assistants and "other OE" (operating expenses), as follows (see p. 12 for the full document):

Reduction to Expenditures	Central	Eastern	Southern	Western	System Office
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	-
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

Source: Amendment to the BOR budget plan, 10/15/2020

The problem of micromanaging and its adverse effects concerns the first three items, which direct layoffs of specific needed personnel, when other means could have been found to meet the overall dollar reduction without the negative consequences entailed by last minute staffing reductions. These three directed cuts affect the least paid and most vulnerable members of the university community.

Moreover, in addition to a last minute presentation to the Board, university leaders (Presidents, Provosts, CFOs, and Planning and Budget Committees) were not consulted about the directed cuts. Had they been, the negative effects of the directed cuts would have been readily identified, and other means proposed to meet the overall \$8 million cuts. One proposal made by campus leaders to the system CFO was to issue written guidance modifying the categories of cuts from mandatory to suggested, allowing for local adjustments to mitigate the overall effect of the cuts, while meeting the overall dollar amount. The response of the System Office was contained in a staff report in the Dec. Finance Committee report to the BOR, which allowed for some flexibility in the application of the directed cuts, especially as concerns graduate assistants, but only after a mid year assessment – too late for cuts for the Spring term already being put in place. A detailed analysis of the negative effects are provided in appendix 1 to this document.

#### 8..Conclusions and Prospects

1/ Public higher education, both at the college and university level is a bottom-up, not a topdown process, under the guidance of "shared governance" with differential levels of control. In particular, faculty exercise control over curriculum (subject to approval by administration) and administration exercise control over budget (subject to consultation with faculty). Any reorganization – especially one as vast as proposed by "Students First" -- must be a collaborative effort (balanced role for administration and faculty), not one of command and control by the central authority as is currently the case. In particular, micro-managing of the colleges and universities, as demonstrated by the curriculum amendment for the colleges and budget amendment for the universities should end, as the Board has insufficient access to the specifics of local conditions and the details of the negative effects generated by their actions.

2/ The three sectors of public higher education (state universities, community colleges, and Charter Oak) in part (2) of Section 185 of the Statutes of the State of Connecticut, now part of CSCU have distinct missions in terms of how teaching, research and outreach are coordinated and conducted. The autonomy and integrity of each institution has to be respected, with shared services and programs established on the basis of mutual consent, not centralized command and control. "Distinct missions" of the three different sectors, and "autonomy and integrity" of individual institutions within each sector are essential watchwords, along with "institutional cooperation" and "shared services" which are also desiderata – on a model of local and perhaps regional institutional control with shared services where appropriate.

3/ A key to solving the current crisis – and it is that – is recognition that neither the status quo

of isolated institutions nor the proposed one community college are viable. It remains to be seen what forms of regional cooperation and shared services on the basis of mutual consent can be achieved, but forcing consolidation cannot result in buy-in by faculty and community stakeholders, and as a direct consequence cannot contribute to more favorable conditions for the success of students. The federated model already at the heart of the constitution of this country should be examined and its principles applied in a flexible way, taking into account the conditions of public higher education in our state, the distinct missions of different types of institutions, and the autonomy and integrity of each. The current merger of community colleges, Charter Oak and the state universities under a single board should itself be reexamined as to its cost (financial and academic) relative to benefits (such as transfer articulation agreements) since 2011.

4/ An effort should be made to "de-personalize" the conflict and avoid the "blame game", giving up the pretense (made by some on all sides) that only one side has the interests of students at heart. It's more complicated than that: involving students, faculty, administrators, staff, community, business and government. What is needed is a critical review and substantial revision of the current plan or its outright rejection and replacement by a better one. At the very least, the planned transitional merger of the community colleges into the accreditation of one currently existing college (to maintain eligibility for federal grants), a "work around" to precede the creation of the "one" community college, should be suspended, as should the bloated "organization chart" for the proposed one college and any further hiring or appointments based on it. It is time to review and revise the project.

5/ Other areas for cost savings should be examined, including the following as suggestions made by the author of this text to the Board at public comment (and ignored):

Significant reduction (perhaps 1/3) in the size of "combined" system office, currently at \$60+ million a year - savings in millions to tens of millions;

Use of open source software for savings from millions to tens of millions (just as Apache is now used as a server in replacement of proprietary internet servers);

□ Reduction of inter-mural sports at the university level (over \$10 million at CCSU alone, much of it for football) while maintaining on campus and system-wide intra-mural sports – potential savings in the millions;

□ Raising revenue by individual foundations (assisted by a state-wide campaign) from private sector businesses that benefit from hiring our students – potential donations in the millions.

6/ Any new plan should be based on a clear presentation of problems to be solved, both those pre-existing in the colleges and universities, and new ones created by "Students First's spiraling costs, bloated bureaucracy, and failure to implement shared governance. These have all contributed to growing opposition to "Students First" which has now become a movement. More listening is needed by all, followed by constructive proposals taking into account lessons learned from the failure of Transform 2020 and the crisis affecting "Students First". Hopefully such a debate can occur at the BOR, and this is a challenge for both the voting members and those ex-officio members representing faculty and those representing students. If this is impossible, serious consideration should be given to reorganizing the Board, perhaps dividing it into two, one each for the colleges and universities, with a coordinating mechanism for transfer articulation and other inter-system exchanges.

#### Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education December 2020

Three years ago, in December 2017, the FAC report to the board ended with the following warning about the prospect of consolidation:

#### We believe that there is a risk, which is greater than zero, that the effort to

work through the transition will result in such dysfunction and cost overruns that, several years from now, we will be tasked with putting the 12 institutions back together again....

The FAC believes the decision to consolidate the 12 community colleges into a single community college is the most consequential matter that has come before the Board of Regents. The FAC calls on the Board to meet its fiduciary responsibility and to develop a process of fact finding and further inquiry to interrogate vigorously the relative benefits and costs of the proposal prior to voting.

Specifically, the FAC recommends:

1. If the BOR does elect to pursue the consolidation, it should at least acknowledge the loss of the institutional accreditation of each community college as a diminishment of value for each community and the students that it serves.

2. The Board actively consider alternatives to the consolidation including the suggestion that the integration of key operational functions be built from the "bottom up," and prior to the creation of a centralized administration.

3. The Board hold a public hearing prior to a vote to permit multiple constituencies an opportunity to have their voices heard.

FAC Remarks to the BOR 12-14-17 March 2018 SCR, Appendix O

The Board did not follow these recommendations before moving forward with the plan and it has not followed those recommendations since.

One year ago, even though 12 CSCU institutions voted No Confidence in the plan and in the leadership provided by this board and Mr.Ojakian, you reaffirmed your commitment to Students First (<u>December 19, 2019 - BOR Agenda Packet Page # 77 of 81</u>). A review of board agendas leading up to that recommitment shows no evidence that the board received any official updates on the progress of the plan, after approving a revised timeline in June 2018, before reaffirming its support<sup>1</sup>.

<sup>&</sup>lt;sup>1</sup> In June 2019, an analysis of SF projections from OFA was shared with the board as an information item. The analysis seemed to show that 'cost savings were supported by the data'.

## Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education December 2020

#### **Delays and Cost Overruns**

When the SF plan was approved, it was expected that the college catalog would be complete and that students would have started enrolling in programs in the Consolidated College catalog in fall of 2020 [March 2018 SCR, Appendix U].

Spring 2018	Common General Education proposal	Develop parameters for program consolidation	Finalize first round of programs and assemble work groups
Fall 2018	General Education to local governance General Education finalized	First round of program consolidation with membership from TAP work groups	Finalize second round of programs and assemble any work groups
Spring 2019		First round of programs to governance Begin second round of program consolidation	Finalize third round of programs and assemble work groups
Fall 2019	First round programs built in Banner/Degreeworks/ACALOG	Second round of programs to governance Begin third round of program consolidation Begin fourth and final round of programs	
Spring 2020	Second round programs built in Banner/Degreeworks/ACALOG Summer 2020 Third round programs built in Banner/Degreeworks/ACALOG Fourth round programs built in Banner/Degreeworks/ACALOG	Fourth and final round of programs to governance Fourth and final round of programs to governance	
Fall 2020	Full Curriculum Implementation		

#### Overview Timeline for One College Consolidation: Academic Programs

When the SF timeline was revised in June of 2018, in response to NECHE's observation that the original plan was unrealistic, the expectation was that the last of three rounds of aligned programs and courses – several hundred in total -- would have begun the process of being

- Finalized
- sent to the colleges for review and comments,
- made its way through the SFASACC's program review group,
- [returned to workgroups and recirculated at colleges for review, if necessary,]
- then approved by SFASACC,
- CCIC,
- BOR ASA,
- BOR.

by the end of 2020. That process has not yet begun for even a single program. Because of the volume of programs and the meeting schedules, the review process alone would take many months.

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# Report on CT Community Colleges and Students First Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

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D	Task Name	Start	Finish	2019         2020         2021         2022         2023         2023           18         Halfr, 2019         Halfr, 2019         Halfr, 2010         Halfr, 2020         Halfr, 2021         Halfr, 2022         Halfr, 2023         Halfr, 2024	
1	Academic Affairs: Building the Curriculum			M / / 3 N / / M / M / / 3 N / M / M / / 3 N / M / M / M / / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / 3 N / M / M / M / M / M / M / M / M / M /	
2	General Education Work Group completes common Gen Ed proposal	Tue 5/1/18	Tue 4/30/19		
3	Program/course consolidation round one	Thu 11/1/18	Fri 5/31/19		
4	Round one governance/approval	Sun 9/1/19	Tue 12/31/19		
5	Program/course consolidation round two	Fri 2/1/19	Tue 12/31/19		
6	Round two governance/approval	Wed 1/1/20	Sun 5/31/20		
7	Program/course consolidation round three	Sun 9/1/19	Sun 5/31/20		
8	Round three governance/approval	Tue 9/1/20	Thu 12/31/20		
9	U.S. Department of Education Program Approval (for programs not at chosen consolidation college)	Wed 1/1/20	Mon 5/31/21		
10	Business Information Systems Build (Banner, myCommNet, Degree Works, etc.	Wed 1/1/20	Tue 5/31/22		
11	Single Application Available for Student Use	Sat 10/1/22	Wed 8/30/23		
12	Course catalog open and single college registration	Sat 4/1/23	Fri 9/15/23		
13	Could mark first day of new college	Wed 8/30/23	Wed 8/30/23	x	
14	Student Success Initiatives				
15	Establishment of Student Success Key Performance Indicators (KPIs)	Sat 9/1/18	Tue 10/30/18		
16	VP of Enrollment Management Hiring	Sat 9/1/18	Mon 12/31/18		
17	Guided Pathways development of single student application and associated paperwork.	Sat 9/1/18	Tue 12/31/19		
18	Guided Pathways policy recommendations to inform consolidation	Sat 9/1/18	Mon 5/31/21		
19	Guided Pathways rolled out at 12 colleges	Sat 9/1/18	Mon 1/30/23		
20	Continue call center services for colleges with opportunity for expansion to universities and Charter Oak	Sat 9/1/18	Wed 8/30/23		
21	Create a student communications plan across all campuses including modernization of contact formats	Tue 1/1/19	Fri 5/31/19		
22	Reorganize campus structure and delivery of strategic enrollment management	Tue 1/1/19	Fri 5/31/19		
23	New College Leadershin/Regional Reorganization				

The projected transition cost of labor for consolidation of hundreds of programs was \$0 and total transition costs were described as 'negligible' at the time that the consolidation plan was approved. At the time of the Substantive Change Request, transition costs were estimated at just over \$2M <u>March 2018 SCR, Appendix LL.</u>

The actual cost of transition for <u>FY21 alone</u> is at least \$16.5 million. Of that, only a little over a million represents the cost of advisors who will staff our colleges. (10/07/2020 Finance & Infrastructure Agenda Packet Page 60 of 75) The rest is devoted to administrative costs necessary in anticipation of the consolidated college which has yet to be approved by our accreditor.

In the initial quantification of SF in December 2017, the projections for total expenditures for FY 2021 for the CCs "without SF" (the if we do nothing scenario) was \$490.9 million, with "Students First" the projection was \$444.9 million. (<u>March 2018 SCR, Appendix HH</u>) In the most recent figures from the October finance committee report, the total expenditures for FY 2021 for the CCs is \$516.6 million. (<u>10/07/2020 Finance & Infrastructure Agenda Packet Page 21 of 75</u>)

We are spending \$71.7 million more than what was forecasted 3 years ago. Meanwhile the total FTE number of students for the CCs declined from 27,755 to 22,683. Per FTE, the increase in per capita cost at the community college has risen by more than 35 percent, and we know none of that increase has gone out to the colleges where the students actually are.

Costs for FY22 and 23, if the hiring roster is followed, will be much higher. An additional \$3 million is scheduled for design and construction of a separate set of offices for CSCC staff that would be necessary if it does succeed in achieving accreditation.(<u>12/02/2020 Finance & Infrastructure Agenda Packet Page 26 of 63</u>)

Each year of delay comes with a cost. At this rate, it is not unreasonable to worry that the actual cost of transition may be something close to 50 times as much as was projected.

While an extended transition has a cost, the cost of haste can be more serious and permanent.

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## Consequences of Haste

As the consolidation has fallen further and further behind on its projected timeline, we have already seen some sloppy efforts to get things done in haste. The final form of the CCS101 policy, for example. included a last-minute change that fundamentally revised the nature of the course and resulted in such a flawed document that authors whose research was cited in support of its approach wrote to the board to make note of the misappropriation of their work. In addition to the poor scholarship, they warn that the resulting document advocates an approach to issues of 'diversity' that is more appropriate to a 1950's assimilationist approach. This is particularly uncomfortable given that it is the sole course in the catalog of a college with *antiracist* aspirations.

The final proposal was not reviewed by any curricular or governance groups. In fact, not even the workgroup that developed the proposal – and whose names are included in the staff report-vetted its final form before it was approved by the board.

There are many in our CSCU community who are well placed to shape our path in the direction of greater justice, but no such conversation has been initiated. In fact, the faculty and staff who would constitute this college only know of this goal of antiracism if they happened to read the <u>CTMirror article</u> that declared it and have not yet been made aware of how we are to conceive of this goal as applied to our system. Given that those ultimately responsible for the CCS101 course, described *by the very experts they cite* as advocating an outdated assimilationist approach, are the authors of this declaration of antiracism, and that the course is the foundation of the CCSC curriculum, there is cause for real concern.

This is the only course that has been approved for the new college- CCS101. The outcomes for the outcomes-based General Education Core, approved earlier this year, are under revision -- it is still incomplete -- and no other courses have been vetted for it. How much more will fall through the cracks when hundreds of programs are reviewed simultaneously while years behind schedule?

As in the case of the October Budget amendment, just a little time and consultation could have saved us from a serious misstep. David Blitz has outlined the budget amendment's unintended costs to equity and to student completion. It is worth noting that the proponents of *Student First* chose to fire their own students first in the middle of a pandemic. Given that this amendment was circulated to board members the night before the 10am meeting at which it was adopted, the most generous interpretation of that contradiction is that it was a product of haste.

#### **Governance and Leadership**

Other blunders are not just a matter of haste: the absence of true shared governance as the consolidated college is developed was built into the plan in the pursuit of efficiency. The model of governance that will be in place until 2023 requires no input on or endorsement of curriculum from college faculty and staff. (5-1-2020 BOR ASA minutes, p.11) This has allowed for system-level administrators to purposefully undo the work of the faculty-led groups who contributed to the General Education Core, the CCS101 course and, most recently, the ACME draft proposal. As noted above, failing to aspire to NECHE's standard 3.15 has had tangible results.

Faculty and staff who, initially, sought to help build and refine the plan have resigned and eleven colleges have <u>passed resolutions</u> to withdraw all college representatives from consolidation

Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

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workgroups. The FAC has passed its own resolution in support of those withdrawals. Having participated in good faith, they discovered that not only would their decisions be subverted but that they might be <u>asked to resign</u> if they aimed to contribute to any meaningful modification of the design. <u>All five unions stand in support</u> of their members' withdrawal from participation in the creation of an entity they believe will harm students, with no power to address the problems they see. With that loss of participation came the loss of the opportunity to draw on the experience of veteran program coordinators, senate chairs, content experts, practitioners and other experienced and involved members of our community with the requisite resources to salvage the plan.

## Use of Evidence

The matters of haste and the governance structure are not the only hurdles. We also, increasingly, lack a shared account of reality. Differences between the direction endorsed by system office staff and those at the colleges are not simply differences of opinion about how to deal with the facts. The *facts* are in dispute. Time and time again, documents produced by the system office make claims that are unsupported by the documents referenced as evidence.

-- The only committee report that provided some information about consolidation, prior to the board's reaffirmation, was to the finance committee- it included a projection that the \$25 million dollar a year cost of Guided Pathways advising would pay for itself in the form of credit attempts. (<u>10-09-2019 Finance and Infrastructure Agenda Packet Page 28 of 51</u>)

The projection that guided Pathways will pay for itself is significant, but the assumptions that make such a claim reasonable have not been vetted. Two documents were referenced in the vicinity of that projection. Neither of them contained anything that would support that claim. The assumptions are premised upon the expectation of a significant jump in student success due to advising. When FAC followed up with a request for support for that claim, we were provided with a <u>four-page pamphlet</u>, produced by the National Center for Inquiry and Improvement sketching out possible "back of the envelope style" calculations that colleges might use.

-- The CCS101 proposal boasts ten pages of references but, when we investigated cited sources to understand the evidence in support of its most contentious elements, no such evidence was found. As noted above, one set of authors wrote to the board to make it clear that their research was misused. The FAC's <u>Case Study on CCS101</u> goes into more detail.

-- Feedback is currently being collected for the ACME draft proposal but, once again, a number of faulty citations have been identified. For example, the very articles cited in support of the corequisite model that it aims to apply to *all* students in gateway math and English courses, do not, in fact support such an application. The article cited in support of using self-reported high school GPAs is not scholarly article, and the peer reviewed sources from which it draws seem to suggest that, at best, that the use of self-reported GPAs is an idea worthy of some investigation- Adopting it for CSCC would set up one of the largest community colleges in the country as an experiment.

These are just a few examples- several thorough analyses of the flawed scholarship in the draft proposal have been produced across the system. The consequences of a misstep at the level of gateway courses could be catastrophic- and the viability of this reform is relevant to financial projections premised upon a resulting jump in retention. Our open enrollment policy is rendered meaningless if we have no way to address the needs of our least prepared students.

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Despite having withdrawn, faculty names have been included in System office reports that they had no opportunity to vet before they became public documents. Given that faculty in our system question the legitimacy of the scholarship in these reports, names should not be included unless members have had an opportunity to review the reports to which their names are attached, since their association with these documents could be damaging to their professional reputations. So far, requests to have names removed have been denied.

## Moving Forward

Three years on, we see that we are where the FAC predicted we would be: Millions of dollars and years behind schedule.

Some of these issues were easily foreseen - it should have been obvious that the labor cost of the alignment of hundreds of programs and courses could never be zero. Others were not as easy - it is not obvious that highly paid administrators would be on the payroll years before the college had achieved any indication that it would be accredited.

At the same time that these investments are made in an entity that serves no students, cuts and hiring freezes (<u>10-07-2020 F&I agenda p.25 of 105</u>) are being applied at the colleges. Faculty and staff work time is being assessed in the hope that we could squeeze even more work out of a staff already overextended in addressing the pandemic. A priority for that extra work is directed toward consolidation at a time when our current students, dealing with the stresses of this unprecedented year, require more support than ever before. In our public comment to NECHE earlier this year, the FAC noted that the accreditations of our colleges were in jeopardy as more and more resources were directed away from our colleges and our students- even before the additional stresses of the pandemic. Progress on our Transfer Articulation Pathways -- a faculty-led initiative—has stalled while, again, as David Blitz has noted, the expenditures at the system office exceed that of any of our community colleges.

The transition is not the only thing that is more expensive than anticipated. The proposed administrative structure of CSCC increases levels of bureaucracy and is unlikely to result in savings.

Level	Pre-Students First	Students First	Comment		
1	12 Community Colleges, each headed by a President	Presidents replaced by CEOs	Reduced status; some powers of previous Presidents assumed by System Office		
2		Three regional Presidents	New level of administration		
3		Regional Presidents report to CSCC President	New level of administration; interim President David Levinson		
4	President, CSCU	CSCC President reports to CSCU president	Mark Ojakian to retire Dec. 31, interim President Jane Gates during search for replacement		

# Students First Organizational Chart, comparison chart from Blitz Critique Dec 2020

Having run significantly over cost, and unlikely to meet the projected timelines, we ask that you allow us to start putting our colleges back together again. We are fully aware that the plan always required the elimination of our colleges, but we are not convinced that what will replace it

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is a viable institution of higher education: An institution that does not have faculty in control of the curriculum is not a college. A bureaucracy built on a portrayal of reality that is unsupported by evidence is bound to fail. It is unacceptable to concede that we cannot provide Connecticut with adequate public colleges, so we will offer *something else*.

The Dec F&I report includes the following:

"This request for additional, recurring support through the General Fund block grant, would enable CSCU to continue its reform efforts leading to community college consolidation by Fall 2023, without simultaneously having to curtail offerings, locations and services to students."

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It is ironic that the consolidation effort now stands as a challenge to preserving locations and student services when it was introduced as the *means by which* those things would be achieved.

It is also striking that the appeal is for additional funding so that we can follow through on a restructure that is premised upon accommodating the continued underfunding of the system. That is not an acceptable choice for a state with so much wealth. This is not the first disastrous attempt to overhaul the public colleges and universities and by now it should be evident that no restructure, no matter how dramatic, can compensate for the harm of underfunding.

It is time for the board to defend our public college and university system against the austerity narrative that threatens our existence, rather than protect the state from the cost of providing this public good by attempting to replace it with a poor substitute. This should be a priority for any system of education that is committed to the demands of equity and justice

While there are legitimate areas of concern and potential for improvement at the colleges, as David Blitz has noted, the Students First plan provided no real analysis of, or engagement with, how to address those issues. As a result, years of careful, faculty-driven work to address the areas of struggle that we readily acknowledge has been undone, stalled (TAP), or, in places, dangerously misused (CCET and CMAC).

Public education is always a worthwhile investment in our state- one that fundamentally shapes the quality of all our lives. Many of your faculty and staff have been advocating for new sources of revenue to support this system that will be the driver of our post-pandemic recovery. We ask you to do the same. It's time to:

- return to a commitment to the values that underwrite public higher education. Any plan for our system should be fueled by a vision for Connecticut and the ideals of public education, not a concession to the inevitability of the continued defunding of our system. Funding per student has steadily decreased in just the last decade or so
- critically assess the costs and benefits of our current path- It is not obvious that the path we are on *is* the Students First plan. Does the Board approve of a plan that includes tens of millions in transition costs and an increase in operating costs to support Guided Pathways advising in the absence of any account of how that cost will be covered? Is there reason to reconsider its viability when the curricular process that should have been

Colena Sesanker, Vice Chair, Faculty Advisory Committee to the Board of Regents (CC) and ex-officio member of the Board of Regents for Public Higher Education

## December 2020

complete today has not yet begun? Three years ago, you approved a plan that had negligible transition costs and would save millions each year in response to financial pressures that - it was claimed - threatened the existence of colleges with budgets smaller than the annual cost of GP.

- The FAC requests a full revised accounting for the cost of the transition and a responsible timeline and recommends that the board declare its level of commitment to the plan in light of this information.
- Recognize that you cannot build a college without your faculty and staff, and you have lost them somewhere along the way. It is no accident that the FAC predicted we'd be here three years ago. Section 185 of the Statutes of the State of Connecticut describes the FAC as assisting the Board of Regents in governance and it is important that we reestablish - or, perhaps, establish - that relationship.

#### III: Resolution on normalizing the relation between the FAC and the BOR [Sept. 2020]

#### 1..Background

1/ Section 185: 10a-1 to 10a-6 (attached to this resolution) established the State System of Higher Education, including its Board of Regents of Higher Education, the President of Connecticut State Colleges and Universities (CSCU), the Distinct Missions of CSCU, the Office of Higher Education, the Student Advisory Committee to the Board of Regents, and the Faculty Advisory Committee to the Board of Regents

2/Section 10a-3a (a) established the FAC: to advise and assist the Board: "There shall be a faculty advisory committee to the Board of Regents for Higher Education to assist the board in performing its statutory functions."

3/ 10a-3a (d) states that there shall be at least a biannual joint meeting of the Board and the FAC: "The committee [FAC], established pursuant to subsection (a) of this section, shall meet at least biannually with the Board of Regents for Higher Education. Agendas shall be prepared for such meetings and shall be distributed by the board prior thereto and shall consist of matters recommended for inclusion by the chairperson of the Board of Regents for Higher Education and the committee. Such meetings shall be chaired by the chairperson of the Board of Regents for Higher Education and the committee members shall have the right to participate in all discussions and deliberations, but shall not have the right to vote at such meetings."

4/ The Governor's directive on online meetings states: "any exhibits to be submitted by members of the public shall, to the extent feasible, also be submitted to the agency a minimum of twenty-four (24) hours prior to the meeting and posted to the agency's website for public inspection prior to, during, and after the meeting."

#### 2..Issues

1/ There has not been a joint meeting of the BOR and the FAC this year, and apparently, for a number of years preceding.

2/ Reports from the FAC, which is a committee "for" the Board duly established along with the Board by state statute have been limited in the recent past to two reports per year. Chairs of committees "of" the Board can present, if they have material to present, at every meeting of the Board.

3/ Opportunities to Address the Board by the public, including FAC members, have been limited to a written communication sent by email 24 hours prior to the start of a meeting, which has reduced presentations to near zero (only 1 in recent meetings). [Note added Dec. 2020 – this issue has now been resolved]

#### 3..Solutions

1/ The FAC requests a joint meeting with the BOR during the Fall 2020 term, as required by section 185, 10a-3a (d) of the Statutes of the State of Connecticut. The agenda would include items recommended by the Chair of the BOR and the FAC and be chaired by the Chair of the BOR. It is understood that members of the FAC would not vote at such a meeting.

2/ The FAC requests that the Chair and/or the Vice-Chair of the FAC report resolutions and other major decisions of the FAC on a regular basis at Board meetings, that is to say, at each meeting, unless there is no material to report, and that "Report by the FAC" be included in each

agenda. This is consistent with Roberts Rules of Orders which specifies that ex-officio members of the Board, unless expressly prohibited by the statutes of the organization, have all the rights of members of the Board; in this case, to regularly present reports from their Committee, the FAC.

3/ The FAC considers that statements by the public, including FAC members in the "Opportunity to Address the Board" constitute testimony by the public, , and do not constitute an "exhibit" in the sense of the Governor's directive, and requests that the antecedent procedure of the Board be restored: that members of the public can give notice in advance to orally address the Board, with no requirement of a written statement to be posted 24 hours preceding the meeting. [Note added Dec. 2020 – this issue has now been resolved]

#### 4..Supplemental

1/ With the appointment of new Executive Director of the Board (concurrently Assistant Secretary to the Board), it is important to review methods of communication between the FAC and the Board. We propose that:

a/ Resolutions of the FAC relevant to the activity of the Board or one of its committees should be communicated, except in emergency situations, to the Board within 72 hours of the FAC meeting which passes them - in practice, by the Monday following the Friday meeting of the FAC.

b/ Minutes of the FAC, except in emergency situations, should be communicated to the appropriate Board personnel for posting on the Board website as soon as possible after the FAC meeting, even if still in draft format.

c/ Matters relevant to the BOR raised by the FAC should be communicated to chairs of the appropriate Board committees in advance of meetings of the Board whenever possible.

#### IV: Our Basic Principles

to defend and promote the colleges and universities in all three sectors: the Connecticut State University system, Charter Oak State College, and the regional community-technical college system.

Public Higher Education in the state of Connecticut is an under-resourced and under-funded essential sector, whose faculty and staff are determined to educate all students, overcome any obstacles of preparedness or achievement gaps students face, and help them to become productive, engaged citizens. To achieve that goal, we propose the following principles:

- 1. Provide all students with the knowledge and skills for completion of their higher education in a timely fashion and their entry into successful careers;
- 2. Build colleges and universities from the bottom up based on shared governance and respect for all participants, not top down through command and control;
- 3. Build public higher education institutions on the foundation of the knowledge and the skills of the faculty and staff who design programs and courses, teach classes and support students;
- 4. Respect the distinct missions of the universities and of the colleges, which feature a mix of teaching, research and service components appropriate to each type;
- 5. Respect the autonomy and integrity of the constituent institutions, in particular, maintain local control along with regional and state-wide cooperation and only on that basis, further sharing of resources;
- 6. Respect shared governance, which ranges from faculty control of curriculum to administrative control of executive appointments, with appropriate consultation at all levels, including budgets;
- 7. Support research and creative activity by faculty and staff in both theoretical and applied fields, and community outreach and engagement in both the public and private sectors;
- 8. Share best practices and where appropriate services between and among institutions, based on bilateral and multilateral agreements for reciprocal benefits; not bureaucratic directives;
- 9. Review and revise strategic plans for system and sector wide projects, identifying strengths and weaknesses, and applying correctives when and where they are needed;
- 10. Promote fiscal responsibility to ensure equity and social justice, so that all residents of the state can avail themselves of affordable, quality public higher education.

#### V. Appendices

#### 1..Negative Effects of the Budget Amendment at a University

The Budget Amendment designated three groups for directed dollar sum cuts: Part Time Lecturers, University Assistants and Graduate Assistants (see table, p. 7 above):

Consider the case of graduate assistants at one university: CCSU as an example. A graduate assistant earns \$3,280 per term, or a total of \$6,560 for the academic year. There are 32 at CCSU, assisting areas such as the Learning Center, Career Success Center, the Africana Center, as well as a number of academic departments. Their total cost to the university is \$209,920, of which \$128,133 is mandated as a cut. That amounts to a 67% cut of the total income for CCSU's own graduate students, a massive reduction.

The situation of the university assistants is less dramatic but still severe. UA's earn an average of \$22.73 hour for a maximum of 19 hours per week. That makes for an income of \$431 per week at most, which annualized would be under the poverty line at \$22,412. In fact, they do not work a full 52 weeks. There are 82 UAs at CCSU, including many who work for user support at Information Technology, emergency preparedness at Facilities Management, the LBGTQ Center, the Office of Equity and Inclusion and others. Assuming 20 weeks per academic term, that makes for a total budget of \$1,416,533, of which the mandated cut of \$114,108 represents an 8% reduction – a still significant amount (and perhaps 2% more if they work fewer weeks, and 2% less if they work more).

Finally, cuts to "Lecturers (PTL)" – Part Time Lecturers -- is in the amount of \$612,844. Assuming an average of \$6,000 per lecturer per section, that means a cut of 102 sections. Assuming that these are cuts to the courses typically taught by PTL faculty – general education classes with an average of 35 students per class (maximum class size is 42), that amounts to 3570 seats cut. Assuming 5 classes per full time student per term, or 10 per academic year, that works out to cutting classes for the equivalent of 357 full time students – a greater number than the reduction of enrollment due to Covid-19. This will reduce seats for General Education courses taught by part time faculty. If full time faculty are called on to replace them, they would have to give up upper division classes they teach in their major. In other cases, especially in business and professional areas, part time faculty are brought in because they have real-world experience and specialized skills complementary to those of full time faculty. In all cases of precipitous reduction in part time faculty as mandated by the Board, students would suffer by having fewer available courses in their major or General Education, thereby decreasing their course options and increasing their time to graduate.

Under pressure from critics at the university level the System Office staff report accompanying the December Finance and Infrastructure Committee report admitted a degree of flexibility, as requested, though in a manner insufficient to offset all of the damage done: "Both the Colleges and the Universities have been given flexibility to identify savings outside the originally identified budget lines in order to avoid harming students, including graduate assistants. However, declining enrollment across CSCU should allow for these reductions. Any alternatives will be identified during the mid-year budget review, along with other new COVID-related spending requirements." (p. 7) Identifying alternatives in a mid-year review is too late, when in fact cuts are taking place now for the upcoming spring term.

Further, the claim is made that the cuts to Lecturers (PTL) can be in large part met by reducing full time faculty teaching on a part time basis. This is in error if it implies that full time faculty earn extra money teaching on a part time basis during the academic year (fall and spring)– they are explicitly prevented from doing this by the collective agreement. The claim is counter-productive if it means that cuts can be made by reducing the number of sections taught by full time faculty in winter and summer sessions, sessions which are not part of the academic year. As a matter of convenience and to avoid multiple line items, all courses taught in winter/summer sessions are included in the part time budget, which, however, does not make full time faculty teaching in those sessions into "Lecturers (PTL)" as specified in the amendment.

Moreover, if these sections were to be cut, the effect would not constitute a budgetary savings for stipends not paid, but rather a significant revenue loss. Winter/summer session courses are taught on a revenue-positive basis: they are run only if student fees exceed the stipend paid to the faculty member (whether full or part time). Currently, the cost per credit for these courses is \$567 for in-state residents, or \$1701 per 3 credit course. Let's use again the \$6,000 average stipend per instructor (full or part time), and assume an average enrollment of 10 per section (minimum 6, but some have 20 or more). In this case, cancelling that class would lead to a loss of \$17,100 fees - \$6,000 stipend, or \$11,100 per course, mitigated in part by the fact that some students, but not all, might migrate to another section being offered. But even on that scenario there will still be a loss of revenue to the university, and of course, loss of stipend to the faculty, a doubly negative consequence of an ill-thought out directive.

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES
State Universities					
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36.347,779	136,479,064
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,37
Western Connecticut State University	127,370,540	60.940.425	40.852.753	30,495,280	132,288,45
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,35
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,250
Community Colleges					
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,80
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,78
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,49
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,39
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,37
Middlesex Community College	24,746,862	13,156,091	8,931,749	5,577,217	25,665,05
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,92
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,23
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,66
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,99
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,67
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,52
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,76
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,73
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,33
System-wide Additional Reductions					
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,76
Charter Oak State College	18,247,785	8,708,895	6,154,622	3,397,476	18,260,99
Board of Regents	762,329	404,258	358, <b>071</b>	-	762,32
	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,34

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14.81 million Total – SO+SS iNCREASE Added from 06/18 to 10/07 27.29 % INCREASE

Total - SO larger than ANY Community College

CC Portion of SO larger than 10 of 12 Community Colleges highlighting and comments in red boxes added by DBlitz

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10/15/2020
Amendment
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Whereas, the Board of Regents is considering budget revisions to address a revenue shortfall of about \$25 million within the State University system; and

Whereas, the revisions proposed for consideration would still leave the universities with an operating deficit of more than \$50 million, and could reduce university reserves from \$139 million to \$86 million by the end of the year; and

Whereas the Board of Regents is concerned that additional cuts to the university budgets maybe necessary to ensure that the system returns to sustainable financial footing as soon as possible; now therefor

Be it enacted that the budget revisions being considered by the Board of Regents be amended by reducing the following budget lines by the following amounts:

	Revised	CSU Total	%
	Budget Amt (\$)	Reduction (\$)	Reduction
Reduction to Expenditures:			
Reduction \$2M from Lecturers (PTLs)	35,168,054	2,000,000	5.7%
Reduction \$0.5M University Assistants	4,206,543	500,000	11.9%
Reduction \$0.5M Graduate Assistants	2,189,189	500,000	22.8%
Reduction \$5M from other OE	105,418,706	5,000,000	4.7%
	146,982,492	8,000,000	5.4%

Further, these reductions should be applied across the universities and system office proportionate to the budgeted amounts, as follows:

	Central	Eastern	Southern	Western	System Office
Reduction to Expenditures:					
Reduction \$2M from Lecturers (PTLs)	612,844	309,469	678,287	399,400	-
Reduction \$0.5M University Assistants	114,108	158,109	135,215	90,992	1,576
Reduction \$0.5M Graduate Assistants	138,133	57,099	259,817	44,951	
Reduction \$5M from other OE	1,726,246	875,734	1,263,123	924,822	210,075
Total Reduction	2,591,331	1,400,411	2,336,443	1,460,165	211,651

And further may it be enacted that the resolution adopting the budget revisions be amended to include the following requirements:

- That the system will continue efforts to identify opportunities within our collective bargaining
  agreements to provide additional services on a contracted basis with outside vendors;
- That the system will seek further assistance from the State of Connecticut in paying debt service on auxiliary facilities given the reduction in fees associated with these facilities – residence halls, dining facilities, and student centers – as a result of the pandemic; and
- That the system will evaluate other ways to reduce costs, including consolidation or renegotiation of food service agreements held by the individual universities;

Note: Distributed by Board Executive Director from email from Ben Barnes at 5:17 PM the evening before the Board meeting

Not discussed by Finance and Infrastructure Committee of the Board

Not submitted for consultation to Presidents or Provosts of the CSU universities

4..Resolution in Opposition to BOR Budget Amendment by CCSU Faculty Senate

#### Resolution on the Board of Regents Amendment to the Financial Report of Oct. 15, 2020

Whereas faculty, including part time faculty, as well as graduate and university assistants have made significant efforts and sacrifices to adapt to remote learning in Spring 2020 and hyflex and online learning in Fall 2020, in order to better serve our students during the COVID-19 pandemic;

Whereas part time faculty, graduate assistants and university assistants are targeted for arbitrary reductions in the amendment to the Financial report approved by the Board of Regents at their last meeting on Thursday, Oct. 15;

Whereas the figures for cuts at CCSU are based on an arbitrary \$3 million reduction to the above groups across the four universities, as well as \$5 million cut to OE, with CCSU's share prorated as follows:

Part time lecturers	612,844
University assisstants	114,108
Graduate assistants	138,133
OE reduction	1,726,246

Whereas a reduction of over \$600,000 to part time lecturers means cutting some 100 sections (based on an estimate of \$6,000 salary per class), which leads to reduction of 3500 seats (based on estimate of 35 students per class), or the equivalent of 700 full time student equivalents (based on an average of 5 classes per student) if implemented over one term, and 350 full time student equivalents per term if implemented over two terms;

Whereas this reduction, made as classes for Spring 2021 have already been determined, significantly reduces the classes available to students, thereby increasing their time to graduation at a time of financial difficulties for all;

Whereas the targeting of graduate students reduces wages available to our graduate students, many of whom have no other source of income, and the reduction of university assistants targets the least paid and therefore most economically vulnerable of our staff;

Whereas the amendment was not submitted in advance to the Finance and Infrastructure Committee of the Board for vetting and was only presented to members of the Board the evening before the Board's meeting;

Whereas the Presidents and Provosts of the four universities were not consulted, forestalling any efforts, in conjunction with shared governance and university structures, to provide parameters for cuts less injurious to our students, faculty, and staff;

Whereas the System Office holds in reserve \$22.42 million that it could release in part to cover additional revenue shortfalls;

Therefore be it Resolved:

•That the CCSU Faculty Senate requests that application of this amendment be suspended for Spring 2021 term while the amendment is submitted to the Board's Finance and Infrastructure Committee and as well be the subject of consultation with university Presidents, Provosts, and shared governance structures to determine measures not injurious to our students, faculty and staff;

•That the CCSU Faculty Senate requests that its FAC ex-officio member of the Board request a special meeting of the Finance Committee to modify the amendment in order to respect our commitment to providing courses to our students, and supporting our graduate and university assistants;

•That the CCSU Faculty Senate, in the absence of any corrective measures by the Board, authorizes a direct appeal to the Higher Education committee of the legislature, the New Britain delegation to the legislature, and the Governor of the state.

Approved by the CCSU faculty Senate, Oct. 19, by a vote of 46-1,



May 29, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for her exemplary service to Southern Connecticut State University:

Dr. Deborah Carroll – Professor, Department of Psychology

Sincerely,

Joe Bertolino President

JB/meh



April 5, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Mr. Jerry Dunkley – Professor, Department of Journalism

Sincerely,

Joe Bertolino President

JB/meh



September 30, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Staff member, for his exemplary service to Southern Connecticut State University:

Dr. Paul Holmer – Librarian

Sincerely,

Joe Bertolino President

JB/meh



October 7, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Gregory Kowalczyk – Professor of Chemistry

Sincerely,

Joe Bertolino President

JB/meh



September 23, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I wish to inform you that I have awarded the designation of Emeritus status to the following Faculty member, for his exemplary service to Southern Connecticut State University:

Dr. Kevin McNamara – Clinical Director, Department of Communication Disorders

Sincerely,

Joe Bertolino President

JB/meh



Middlesex Community College 100 Training Hill Road Middletown, CT 06457 1.800.818.5501 toll free 860.343.5800 phone 860.344.7488 fax

October 30, 2020

Mr. Matt Fleury, Chair of the Board of Regents for Higher Education Mr. Mark Ojakian, President of the Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105 Sent only via email to <u>mfleury@ctsciencecenter.org</u>, <u>ojakianm@ct.edu</u>, and <u>cconnor@commnet.edu</u>

Dear Chairman Fleury and President Ojakian:

It is my distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to Judy Mazgulski, with the title Student Services Professional Emerita. I offer this nomination under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

Judy retired on August 1, 2020, after 25 years of service to Middlesex Community College. During that time, she held multiple roles, some of them concurrently: Brownfields Grant Coordinator, Job Placement Assistant, Coordinator of Student Activities & Admissions Process, Math Academy Coordinator (in partnership with the Middletown Public Schools), Student Activities Director, New Student Orientation Coordinator, and since June 2014, Retention Specialist.

I worked with Judy for 8<sup>1</sup>/<sub>2</sub> years in my positions of Dean of Academic Affairs and Campus CEO. I found Judy to be a supportive colleague who was passionate about her work and fully dedicated to serving students with compassion, honesty, and empathy. Just prior to her retirement, she left an enduring legacy to the college and its students by writing and producing a library of multimedia materials designed to support new students in their transition to college and in their journey through higher education.

Dr. Adrienne Maslin, Dean of Students Emerita and Judy's supervisor for many years, wrote:

Judy Mazgulski is one of the most knowledgeable, versatile, and caring student services professionals we have ever had at Middlesex Community College and, I have to believe, throughout the CSCU system. Let me focus on the last descriptor – caring – as I believe it is the driver of everything else.

Judy cares about our students. She always has and I expect that, even in retirement, she will continue to worry about this student's transportation issues or that student's fear of math. It is because she cares so deeply about the success of our students that she has worked long hours on a daily basis, giving the mental and emotional energy required to help students individually and collectively. Throughout her time at MxCC, no matter the job title, she has met individually with student after student to help them sort through their problems in very meticulous ways. Yet, she has also been concerned about policies and procedures that help

the student body as a whole. She has been a great contributor to the data collecting process and has been at the forefront of this process, discussing the need for data with her supervisor and other faculty and staff and taking it upon herself to collect it and analyze it long before it was "popular" to do so.

She rose to the challenge time and time again when we needed someone to fill a gap at our college. In whatever capacity she filled, she relied upon her knowledge of students and of the college, and her deep caring to advance the function of her office and serve our students to the best of her ability.

Annie Scott, Director of Information Technology, wrote:

I have witnessed Judy completely reinvent our new student orientation program, incorporating an introduction to the technology that would be needed in the initial days of student life. The introductory workshops and new student onboarding have taken on a professionalism and completeness that only Judy could bring to helping new, often first generation and students from under resourced backgrounds find their footing and thrive. She cared a whole lot about how students can get off on the right foot.

And finally, Kim Hogan, Dean of Administration and liaison to the MxCC Foundation, wrote:

She was an integral part in the creation of the MxCC Foundation Golf Tournament, bringing it from a one-time small memorial event to honor Edie Fuld (former Director of Student Activities) into an annual event that raised thousands of dollars. Several scholarships were awarded from the tournament proceeds directly. Overall, Judy was an incredible part of our college, an advocate for our students and a trusted colleague to many.

In conclusion, I am delighted to nominate Judy Mazgulski for emeritus status. If you need any additional information, please let me know.

Sincerely,

leverauntel

Steven Minkler, Ed.D. Chief Executive Officer <u>sminkler@mxcc.edu</u> • 860-343-5706



Central Connecticut State University

#### **MEMORANDUM**

 To:
 Mark E. Ojakian

 President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro

Date: December 7, 2020

Re: Sabbatical Leaves for 2021-2022

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2021-2022 academic year:

First Name	Last Name	Department	Project Title	Requested Time Period
Helen	Abadiano	Literacy, Elementary, and Early Childhood Education	A Compendium of Quality Practicum Experiences in Reading/Literacy Specialist Programs That Align With the 2017 International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals	Fall 2021
Stephen	Adair	Sociology	Labor and Value in an Age of Growing Inequality	AY 2021-2022
Marian	Anton	Mathematical Sciences	Math Foundations - Algebra with Arithmetic Models	Fall 2021
David	Blitz	Philosophy	Bertrand Russell: The Unity of His Thought in Philosophy and in Practice	Spring 2022
Daniel	Broyld	History	A New Lens for Black Diaspora Studies: Fashion, Futurism, and Graffiti	Fall 2021 and Spring 2022
Sourav	Chakraborty	Chemistry and Biochemistry	Phytochemical profiling of nectar and fruit from <i>Jaltomata</i> species using Matrix Assisted Laser Desorption lonization - Time of Flight mass Spectrometry (MALDI - TOF MS)	Fall 2021
Sixia	Chen	Computer Science	An Open Problem in the Applications of CRDTs to Collaborative Text Editing	Fall 2021
Diana	Cohen	Political Science	Crashing the Boards: The Politics of Professional Women's Ice Hockey	AY 2021-2022
Cheryl S.	Crespi	Accounting	Closing a gap in community engagement: Consideration for the Volunteer Income Tax Assistance Program	Spring 2022

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Darius	Dziuda	Mathematical Sciences	Writing the book entitled "Multivariate Biomarker Discovery: Efficient Analysis of High-dimensional Biomedial Data" for Cambridge University Press	Spring 2022
Theodore	Efremoff	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	Fall 2021
Bob	Emiliani	Manufacturing and Construction Management	Analysis of Data collected from TM590 (Decision Failure Analysis in Technology Management)	Spring 2022
Timothy	Garceau	Geography	The Diffusion of Roundabouts as Intersection Treatments: Seeking an Understanding of Their Resistance and Implementation	Spring 2022
Vicente	Garcia	Art	Going for the Gold (and Silver)	Fall 2021
lvan	Gotchev	Mathematical Sciences	Cardinal Functions on Topological Spaces	Fall 2021
Drew L.	Harris	Management & Organization	An Introduction to Formal Privilege and the structural foundations governing fair and sustainable organization and economies	Fall 2021
Michelle M.	Kusaila	Accounting	Certified Fraud Examiner designation and the issue of corporate social responsibility and juror auditor liability decisions	Fall 2021
John	Mitrano	Sociology	An Examination of Heritage Tourism's Role in the Ethnic Identity Formation Process	Spring 2022
Barbara	Nicholson	Biology	Below the Trees: Broadening the Farmington Land Trust Database to include Mosses and Lichens	Fall 2021
Elizabeth	Olson	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	Fall 2021
Oscar	Perdomo	Mathematical Sciences	Quantum state preparation	Fall 2021
Linda	Reeder	Manufacturing and Construction Management	Mary E. J. Colter's Design Processes and Construction Methods	AY 2021-2022
Louise	Williams	History	Our Voice as in a Dream: An Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920	Fall 2021
Leanne	Zalewski	Art	American Women Shaping Art History: Late Nineteenth- Century Authors, Clara Erskine Clement and Clara Stranahan	Spring 2022

/sm



#### EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

November 5, 2020

Mr. Mark Ojakian President Connecticut State Colleges & Universities 61 Woodland Street Hartford, CT 06105

Dear President Ojakian:

Attached are my recommendations for the 2021 - 2022 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty and enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,

Elsa Núñez President

Attachment

- cc: Dr. Jane McBride Gates, Provost & Senior VP Academic & Student Affairs, BOR Mr. Andrew Kripp, Vice President for Human Resources, BOR
  - Ms. Erin Fitzgerald, Associate for Board Affairs, BOR
  - Dr. William M Salka, Provost and Vice President for Academic Affairs
  - Dr. Carmen Cid, Dean, School of Arts and Sciences
  - Dr. Elizabeth Scott, Dean, School of Education and Professional Studies

#### Eastern Connecticut State University Sabbatical Recommendations for Instructional Faculty For Academic year 2021 – 2022

#### Dr. Sarah Baires Sociology, Anthropology, Criminology, and Social Work Department Fall 2021

This sabbatical will allow Dr. Baires to analyze ceramics obtained from her excavations at Cahokia, which is Native North America's first city. Her analysis will explore the multiple uses of ceramics, as functional or ritual, and how objects convey cultural ideas through their design. Eastern will benefit through the undergraduate research opportunities provided by this research, and the publications that result.

#### Dr. Thomas Balcerski History Department 2021-2022 Academic Year

Dr. Balcerski will use this sabbatical to examine the history of the U.S. Democratic Party from its creation in the 1790s through modern times. The study will seek to refute the common assumption that the party has historically lacked a coherent political ideology, arguing instead that it has consistently held a core set of values that have stood in opposition to change on many critical issues of the day. Particular attention will be given to race, which remains the Party's most controversial legacy. The resulting book manuscript will provide new insights into social movements and cultural forces that continue to evolve in the United States.

#### Dr. Caitlin Carenen History Department Fall 2021

Dr. Carenen will examine primary and secondary sources to explore the history of terrorism in the U.S., with the goal of completing a book entitled: *An Introductory History of Terrorism in America*. This sabbatical will provide time to visit archives and complete the writing. The project will benefit the University given the expected wide appeal of the completed work.

#### Dr. Timothy Cochran Performing Arts Department Fall 2021

During this sabbatical, Dr. Cochran will examine the musical experience and biographical significance of Bernard Herrmann's recordings of his film's music. Archival materials, primary sources, film scores, and audiovisual items will be analyzed through various critical perspectives to explore how Herrmann's music has been decontextualized and reinterpreted in media beyond his lifetime. This research is expected to lead to a peer-reviewed publication and provide new material for musicology classes at Eastern.

#### Dr. Okon Hwang Performing Arts Department Spring 2022

This sabbatical will allow Dr. Hwang to produce the first academic study of *nanta*, a new genre of Korean percussion music that has emerged from the popular *Nanta*, which is the longest-running theatre production in Korea. The genre of *nanta* utilizes rhythmic patterns featured in the popular theatrical performance. The product of this study will fill a gap in Korean cultural studies and enhance ethnomusicology courses at Eastern.

#### Dr. Mary Kenny Sociology, Anthropology, Criminology, and Social Work Department 2021-2022 Academic Year

Dr. Kenny will use her sabbatical to study transnational legacies of slavery by examining the more than 8,000 confederates who emigrated to Brazil after the U.S. Civil War, where slavery was still legal. This project will examine the legacies of slavery on contemporary populations and suggest new insights about international linkages among Black activists in the 21<sup>st</sup> Century.

#### Dr. W. Brett Mattingly Biology Department Fall 2021

Dr. Mattingly will establish an experimental framework at Eastern's Church Farm Center for Arts and Sciences that combines field and greenhouse research to collect baseline data to evaluate the effects of white-tailed deer on understory plant and seed bank structure in a temperate deciduous forest. The project will provide novel insight into plant-consumer interactions, support student research, and provide future grant funding opportunities for research at the Church Farm Center.

#### Dr. Tanya Moorehead Education Department Fall 2021

The study conducted during this sabbatical will seek to uncover the root cause for a lack of racial diversity in K-12 public education. Research will be conducted in three Connecticut school districts with relatively high proportions of students of color and will use qualitative research methodologies. The findings will be used to develop a scholarly action plan for a sustainable mentorship and recruiting program to serve high school students of color interested in teaching.

#### Dr. Yaw Nsiah Health Sciences Department Spring 2022

Dr. Nsiah will use his sabbatical to explore the anti-infective agents in plants from Ghana, seeking to extract and purify pharmaco-active compounds. Using multiple laboratory techniques, plant extracts will be further screened for anti-microbial properties. Those agents that seem promising will be synthesized for further drug discovery screening and analysis. This project will utilize undergraduate research assistants, giving those students invaluable laboratory and analytical experience.

#### Dr. Fatma Pakdil Management and Marketing Department Spring 2022

During this sabbatical, Dr. Pakdil will analyze the relationships among hospital charges, length of stay, and readmissions to explore correlations between length of stay and unplanned readmissions for a host of conditions. This study will utilize the Nationwide Readmissions Database and will likely result in several publications and conference presentations.

#### Dr. Jenna Scisco Psychological Science Department Fall 2021

Dr. Scisco will examine how working from home is associated with physical activity in a pandemic, and how using active workstations such as treadmill desks is associated with employee outcomes. She hopes to complete one journal article and collect additional data for a second. Aside from the publication of this research, Eastern students will benefit through work as research assistants.

#### Southern Connecticut State University Office of the President

December 18, 2020

Mr. Mark Ojakian President, Board of Regents for Higher Education Connecticut State Colleges & Universities 39 Woodland Street Hartford, CT 06105

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2021–2022 academic year.

1. Elliott Horch	Physics	18. Darcy Kern	History
2.Susan Westrick	Nursing	19. Armen Marsoobian	Philosophy
3.T. Wiley Carr	Art	20. Yan Wei	Special Education
4. Heather Warner	Communication Disorder	rs 21. Marian Evans	Public Health
5.Robert McEachern	English	22. Xiaomei Yang	Philosophy
6.Thuan Vu	Art	23. Jesse Gleason	World Languages &
7. Andrew Smyth	English		Literatures
8.Elizabeth Keenan	Social Work		
9.Amy Smoyer	Social Work		3 Sabbatical Leaves for the
10.Kenneth McGill	Anthropology	AY 2021-22	
11.Meghan Barboza	Biology		
12.Costel Calin	Political Science		
13.Resha Cardone	World Languages & Lite	ratures	
14.Jooyoun Hong	Mathematics		
15.Nicholas Edgington	Biology		
16. Matthew Enjalran	Physics		
17.Todd Ryder	Chemistry		

Dr. Calin's sabbatical will examine the appointment of white versus minority career diplomats to ambassadorial posts. First, I will assess the role played by ambassadors' individual characteristics (education, marital status, and number of children) and host countries' characteristics (quality of life. domestic stability. regime type) in determining if a white or minority diplomat is appointed to ambassadorial positions. Second, I will empirically investigate if there are any differences between Democratic and Republican administrations in terms of the minority representation in ambassadorial appointments and also in terms of the quality of the ambassadorial posts where different race groups are appointed to.

#### Nicholas Edgington, Associate Professor, Biology

*C. elegans* is a tiny worm that is a model organism for the study of multicellular life, development, and ancestral innate immunity responses. A natural bacterial pathogen discovered to be infecting lab cultures of *C. elegans* was characterized twenty years ago, and was named *Microbacterium nematophilum*. This bacteria was found to contain a virus (a prophage) in its genome, named Min1. The same lab identified mutants of *M. nematophilum* was had lost their pathogenicity, however, they were not further characterized. I propose to sequence two of these avirulent strains in order to identify the mutations that result in a loss of pathogenicity.

#### Marian Evans, Assistant Professor, Public Health

Dr. Evans' sabbatical leave will be used to complete a scholarship that was started prior to taking on department and university leadership activities (graduate coordinator of the Master of Public Health Program). Specifically, finishing an incomplete methods manuscript (CKASS) and results manuscript for peer-reviewed publication submissions. Lastly, to complete the data analysis and writing/ manuscript phases of a qualitative collaborative research project (Marijuana Use in BSF Study). A sabbatical leave award will assist me with finishing these scholarship endeavors and enable me to further my professional scholarly pursuits.

#### Jesse Gleason, Associate Professor, World Languages & Literatures Rank 23

Authentic cultural materials are the gold standard for Spanish language learning (NSFELP, 2015). These materials include the products, practices, and perspectives of Spanish-speaking cultural communities. Despite their benefits, Spanish teachers may struggle to find such materials and tailor them appropriately for their learners at the novice level of language proficiency. This project addresses this need by first identifying rich cultural content from three Spanish-speaking cultural communities (the Atacama Desert of northern Chile, the Peruvian Andes, and the highland flats of Bolivia), and next by developing the authentic products, practices, and perspectives contained therein into tasks that build students' intercultural competence.

#### Elliott Horch, CSU Professor, Physics

Significant resources for astronomy exist at SCSU, including the under-utilized 16-inch telescope in the Morrill Hall dome. This project will create a unique testbed for ultra-high-resolution astronomical imaging by using these resources in concert. I will develop instrumentation and software, and take data that will demonstrate cutting-edge astronomical imaging capabilities on our campus. Some of the work will be transferred immediately to the Gemini Observatory, providing a new capability there that can be used by many astronomers. The existence of the testbed will power student research in the future, as well as outreach and recruiting in the sciences.

#### Rank 12

**August 2021 – December 2021** 

#### Rank 15

Rank 21

#### Rank 1

#### Half Year at Full Pay

Fall Semester

#### Darcy Kern, Associate Professor, History

Language is a sensitive indicator of historical change, though it is so commonplace that it is often overlooked. It facilitates certain modes of thought while excluding others. Politics is construed within a field of discourse as well as within a particular territory or society. Words are often used subconsciously, but there are moments when they are chosen consciously, most obviously in translation, particularly in written texts. During my sabbatical, I will complete a book about politically and culturally influential texts in translation. My project will demonstrate how translated texts conveyed knowledge beyond linguistic boundaries and impacted political development.

#### Armen Marsoobian, Professor, Philosophy

For my sabbatical, I propose drafting two chapters of a four-chapter book and beginning the preparatory work for two major archival photography exhibitions. My project focuses on the moral obligations of bearing witness to past historical injustices, in particular, the consequences of crimes against humanity and genocide. My book is a philosophical reflection upon the related concepts of bearing witness, memorialization, and dialogue for recognition and reconciliation. The exhibitions will be mounted at the Ryerson Image Centre in Toronto, Canada and the Museum of Photography in Thessaloniki, Greece.

#### Kenneth McGill, Professor, Anthropology

My proposed sabbatical leave would provide for the completion of a manuscript entitled "Value and Representation: A New Pragmatic Approach." This manuscript is currently under contract with Routledge, with a completion date of January 1, 2022. The book deals with economic value as a phenomenon interpreted in situated social interactions, and thus broadly in social context. It provides a new model of how economic signs make sense not just as a selfcontained economic system, but within real social circumstances.

#### Andrew Smyth, Professor, English

This proposal combines two components: 1) a literary analysis of the intertextual relationships between contemporary novelist Philip Pullman and his three main precursors-the sixteenth-, seventeenth- and eighteenthcentury poets Edmund Spenser, John Milton, and William Blake -examining how Pullman blends longstanding theological and ecclesiastical conflicts into a fantasy environment that appeals to today's more secular audiences. and 2) a pedagogical article about teaching Pullman's fiction to Secondary English Education majors, including guidance for current as well as future teachers. The article will be submitted to preeminent scholarly journals Studies in the Novel and English Journal, respectively.

#### Heather Warner, Associate Professor, Communication Disorders Rank 4

Swallowing difficulty, or dysphagia, is a symptom of patients with Amyotrophic Lateral Sclerosis. Results from the dysphagia evaluation determine if a patient can continue to eat by mouth or if the patient should be fed via tube, which has significant implications for diminished quality of life. Clinically, there is a shift in care toward a more palliative approach for these patients (Luchesi, et al. 2018), however the impact is unknown. This study investigates the impact of two distinct approaches to assessment in the ALS veteran population. There is a paucity of literature on this topic to guide this clinical practice.

#### Yan Wei, Associate Professor, Special Education

Transition services have been required by IDEA since its 2004 reauthorization. Delivering such services to students with disabilities has always presented a challenge. Reports from the National Longitudinal Transition Studies found that one-fourth of high school students with disabilities dropped out of school annually, and only 46% transitioned to post-secondary education after high school graduation. Previous research has consistently shown that students with disabilities experience difficulty in college and career readiness and transition planning compared to students without disabilities. To promote successful transition services, this project integrates multiple research projects and manuscripts to improve transition outcomes for students with disabilities.

#### Rank 18

## Rank 19

#### Rank 7

Rank 10

#### Rank 20

#### Susan Westrick, Professor, Nursing

My sabbatical leave will be used to publish as the sole author, the 3rd edition of a well -respected and authoritative textbook, "Essentials of Nursing Law and Ethics", 2nd edition, 388 pages, (2014). A contract from Jones and Bartlett Learning has a manuscript due date of December 2021. The revision will retain concise vet scholarly chapters with case law involving nurses, covering traditional legal and ethical issues, and also cutting edge topics such as moral courage and advocacy, disclosure of errors and apology, and online professionalism. Online resources, review questions for students and a test bank for faculty will be included.

	Half Year at Full Pay	Spring Semester	January 2022 – May 2022
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#### Meghan Barboza, Assistant Professor, Biology

From 2003 through 2012 samples of manatee tissue were collected and stored in an archive at the University of Florida. The purpose of this project is to use that tissue to stain for the presence of specialized immune cells of the respiratory system called solitary chemosensory cells. The archive will provide a relatively large sample size, something difficult to obtain in marine mammal research. This will allow for comparison between sex, age, and cause of death. Recommendations can then be made on treatment of respiratory illness as well as inform management decisions related to the threatened Florida manatee.

#### Resha Cardone, Professor, World Languages & Literatures

I will use my sabbatical leave to write two articles interpreting the contribution of feminist cultural agentsspecifically, rappers, graffiti artists, performance artists, makers of artisan protest pieces (like weavings) and writers' collectives-to the current feminist uprising that began in Chile in 2018 and continues today. The first article will focus on performative interventions created to fuel the protests, and the second will analyze three women writers' collectives that-aligned with the feminist movement-are striving to make literary production and consumption more egalitarian and accessible through the strategic use of digital books, Zoom, Facebook and Twitter.

#### T. Wiley Carr, Professor, Art

My proposal for this sabbatical is to create a meaningful interconnected suite of multimedia paintings inspired by specific geographical locations within the continental United States. This is a research project as well a production of new innovative creative work. The multimedia artworks combine painting and elements of photographic manipulation, collage, paper-staining, illumination and inclusion of handmade water-based paint of minerals and pigments indigenous to subject locations. The original artworks have final destinations determined by the origin of their visual, organic and geologic source materials.

#### Matthew Enjalran, Professor, Physics

Strongly correlated many-body systems is an important topic of research in condensed matter physics because it is where the search for new and fundamental physics could also lead to new advanced applications. Many theoretical methods that attempt to capture the mutual interactions of many-body systems have a limited parameter space where they can be used effectively. Standard mean field theory works in most cases but at the cost of averaging the interactions. I propose to develop the analytic and computer skills to apply the extended Thouless-Anderson-Palmer and Variational Monte Carlo methods to the study of magnetic and electron many-body models.

#### Jooyoun Hong, Professor, Mathematics

My objective is to pursue a better understanding of normal Hilbert coefficients in terms of how they are related to algebraic properties of an ideal. My project during the sabbatical leave is based on three main themes: (1) to study the interplay between normal Hilbert coefficients and normal reduction numbers, (2) to examine normal Sally modules to find depth of a normal associated graded ring, and (3) to find the consequences of the vanishing normal Hilbert coefficients.

#### Rank 2

Rank 3

Rank 13

#### Rank 16

# Rank 14

Rank 11

#### Elizabeth Keenan, Professor, Social Work

Disruptions and uncertainties connected with pandemics, economic recessions, continued systemic injustices and other human-made problems can challenge social workers and impact the well-being of individual and communities. Drawing on knowledge examining embodied well-being and various forms of power dynamics, this author developed the RE/UN/DIScover heuristic to guide social workers' responses to practice uncertainties. (Heuristics are guides that sort, order and inform decisions and actions.) Using case study methods, this project will further develop and apply the RE/UN/DIScover heuristic in three social work settings: clinical practice, community practice, and social work education.

#### **Robert McEachern, Professor, English**

Metaphors are frequently used by cancer patients, particularly those related to violence (a "warrior" fights cancer) and to journeys (the patient walks a path to health). While positive and negative effects of these metaphors are commonly researched, less studied is the use of these metaphors by doctors. Building on my current work I will use the sabbatical to expand and examine a corpus of 1 million words written by oncologists to catalogue and analyze their metaphor use. The results will have important implications for the way doctors talk to and about their patients in ways that affect patients' treatment.

#### Todd Ryder, Associate Professor, Chemistry

Amy Smoyer, Associate Professor, Social Work

The sabbatical activities proposed in this application are focused on two projects. The first involves the isolation and characterization of novel antibiotics from soil bacteria. The second involves virtual screening using an open-source application called Dock Blaster to rapidly screen large libraries of organic compounds against a biological target and identify novel inhibitors as potential drug candidates. Both projects have been incorporated into the chemistry curriculum at SCSU and both are active areas of research in my lab. The sabbatical will result in two publications and set the stage for new avenues of research going forward.

# The proposed project builds on my existing research about women's lived experience of incarceration by conducting focus groups with formerly incarcerated women living in Birmingham, AL. I will collaborate with communitybased agencies, corrections professionals, and colleagues at the University of Alabama at Birmingham to conduct this research and engage in dialogue about the implications of my findings. I will also use this stay in Alabama to deepen my understanding of the US civil rights history and contemporary anti-racism organizing. Taken together, this sabbatical opportunity will expand and diversify my knowledge about incarceration, strengthen my scholarship, and invigorate my social work teaching.

#### Thuan Vu, Professor, Art

I will use my sabbatical leave to produce 7 large scale flower paintings that will continue my exploration of the Japanese philosophy of Kintsugi. Having recently produced a series of oil paintings on this theme, I wish to fully realize their artistic and conceptual potential through a month-long research trip to Japan and Vietnam and by increasing the scale of the paintings. This body of work will be exhibited at my solo exhibition at the Cole Pratt Gallery in New Orleans (2023) and in local, national, and international art venues.

#### Xiaomei Yang, Professor, Philosophy

The proposed project is intended to be an article and the completed product will be submitted to a blind peer reviewed journal for publication. The project focuses on a heated debate over the passage 13.18 (the sheep case) in the *Analects of Confucius*. I will give a new interpretation of the Confucian view on the case and other similar cases, offer a justification for the Confucian view, and argue that the Confucian insight in passage 13.18 is still relevant and valuable to today's society. A sabbatical leave will give me the time needed to concentrate on research and to develop this project.

#### Rank 8

#### Rank 5

### Rank 17

#### Rank 9

#### Rank 6

#### Rank 22

Sincerely,

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Joe Bertolino President

cc: R. Prezant, Provost and Vice President of Academic AffairsM. Rozewski, Executive Vice President, Finance and AdministrationS. Weinberg, Director, Human Resources



#### OFFICE OF THE PRESIDENT DR. JOHN B. CLARK

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

From: Dr. John B. Clark

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Date: December 22, 2020

**Re:** Sabbatical Leaves 2021-2022

Below you will find my recommendations for the 2021-2022 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

#### Dr. Maya Aloni, Associate Professor, Psychology, Spring 2022

Dr. Aloni will be expanding her research on perceptions of dietary restrictions and relationship formation. Having co-authored an initial study, "Too picky for my taste: The effect of gluten-free dietary restrictions on impressions of romantic partners" (2019), Dr. Aloni plans to expand this work, through a thorough literature review, additional data collection, and analysis. In particular, Dr. Aloni is responding to the "replication crisis" in the field of social psychology, where it has become necessary to develop multiple data sets before meriting publication of new research. This project will help expand her work so that it merits further review in this context.

#### Dr. MaryEllen Doherty, Professor, Nursing, Spring 2022

Dr. Doherty will be completing her third monograph, *Exemplars of Posttraumatic Growth for Health Care Providers*. This book is the culmination of four research studies, conducted from 2018-2021. These studies focus on women who have experienced the loss of a spouse, the loss of a child, had a near death experience, or experienced emotional/physical abuse. Dr. Doherty and her co-author, Dr. Elizabeth Scannell-Desch, have successfully published two prior books focused, most recently, Nurses after War: the Reintegration Experiences of Nurses Returning from Iraq and Afghanistan. They have a secured a commitment from Springer Publishing Company for this third project. Mark E. Ojakian December 22, 2020 Page 2

## Dr. Mohinder Dugal, Professor, Management, Spring 2022

Dr. Dugal will be reviewing and evaluating the success and challenges of public private partnerships in India. There is currently a dearth of literature available on this project, even as these partnerships appear to be expanding. Dr. Mohinder plans to conduct a thorough analysis of the public private partnerships thus far, and potentially suggest a framework for their construction and evaluation. He plans to present this research at the Annual Academy of Management Conference, and submit it for publication.

### Dr. Mary Nelson, Professor, Psychology, Spring 2022

Building on over ten years of research into teaching practices that improve the performance of students in Psychological Statistics courses, Dr. Nelson will be examining the impact of retrieval exercises on exam scores. In prior research, Dr. Nelson has examined the role of exam-wrappers on student performance, and she has done initial research on retrieval exercises. In the most recent work, there were differences in the timing of the impact for typically high performing students and those who are typically lower performing. This study seeks to evaluate that time line differences and explore variables that may be contributing to them. Dr. Nelson will present the resulting research at teaching conference and seek publication in the *Scholarship of Teaching and Learning* or the *Teaching of Psychology*.

#### Dr. Shouha Qi, Professor, English, Fall 2021

Dr. Qi will be conducting research for the monograph, *Culture, History, and the Reception of Tennessee Williams in China.* This will be Dr. Qi's third book focusing on how Western literature is received by Chinese audiences, the most recently of which is, *Adapting Western Classics for the Chinese Stage* (2018). Research for this project is already underway, and Palgrave Macmillan has expressed interest in publishing the final project. Dr. Qi's expertise in this area is widely recognized, and this project will contribute to greater understanding of how Tennessee Williams's work interacts with Chinese culture.

## Dr. Lai Van Vo, Associate Professor, Finance, Fall 2021

Dr. Vo will spend his sabbatical working on two separate goals. The first will be completing an academic program data analytics, to support the launch of a new data analytics course for business majors at WCSU. Dr. Vo has been granted faculty retraining funds for this program, which represents an important new focus in our business program. The second project will be to conduct research on the impact of COVID-19 on stock markets. In particular, Dr. Vo will explore which industries experienced the highest drop in stock returns and which industries were the riskiest. Dr. Vo plans to present this research at a relevant conference and then move toward publication. Dr. Vo has a strong publication record in top-tier journals, and this is project likely to yield a similar result. Mark E. Ojakian December 22, 2020 Page 3

### Dr. Kevin Gutzman, Professor, History, Fall 2021

Dr. Gutzman will conduct research for monograph describing Virginia's Revolutionary Revisal of the Laws. This will be the first book-length account of these reforms, and the University of Virginia Press has expressed interest in publishing the results. Dr. Gutzman has successfully completed seven previous books the American Constitution and Jeffersonian Virginia, expanding both knowledge of the field and enhancing his teaching at WCSU, which focuses on these points in history. Dr. Gutzman is a highly productive scholar, and a sought after speaker. This project will continue this already impressive record of scholarship.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs

F. Cratty, WCSU Chief Human Resources Officer

J. Gates, CSCU Provost & Senior V.P. for Academic & Student Affairs

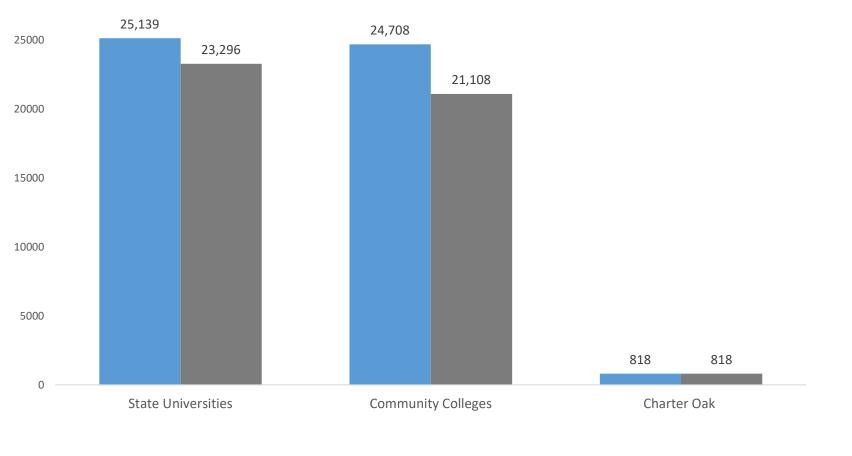
P. Heleen, CSCU Associate Director of BOR Affairs

A. Kripp, CSCU V.P. for Human Resources

T. Schmiedel, WCSU Academic Leave Committee Chair

### FTE Enrollment

30000



FY2020 Actual

FY2021 Projection



rojected Reserves	CSUs	CCs	COSC
Actual adjusted UNP as of 6/30/2020*	118,628,150	32,647,687	5,996,432
Mid-year projected results for FY 2021**	(36,106,966)	(22,032,612)	(117,635)
(includes HEERF I funds for lost revenue replacement in FY 2021)		13,386,176	
HEERF II funds for lost revenue replacement			
(preliminary)	29,638,860	27,995,881	-
Projected Reserves at 6/30/21	112,160,044	38,610,956	5,878,797
dditional HEERF funds not included above			
dditional HEERF funds not included above			
HEERF I funds for student financial			
assistance, awarded during 2020 HEERF II funds for student financial	13,044,651	14,246,438	
assistance, Spring 2021	13,044,651	14,246,438	284,861
Additional HEERF II funds available for supplemental student assistance or future			

\* UNP, Unrestricted Net Position, includes designated and undesignated portions. CSCU uses an adjusted UNP as a measure of reserves.

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\*\* Includes HEERF I, CRF contributions through 12/31/2020

CT State Community College Curriculum Alignment: Scope, Goals, & Guiding Principles

#### Scope & Goals

We currently have 12 colleges, each with its own catalog and approximately...

- 650 associate degrees & 350 certificates, including programs with the same name, but different requirements
- 4000+ courses, including courses with the same number, but different names, descriptions, pre-requisites, and/or outcomes
- 12 different versions of General Education Requirements (1000+ courses)
- Differing Academic Policies

Our goal is *One College, One Catalog.* All curriculum is CT State curriculum. With a single college and a single catalog, we will have...

- Singular versions of all degree and certificate programs
  - Programs & Certificates with the same name have the same requirements for all students
  - Each program has a single graduation audit
  - Options within programs allow for specialized training
  - All degree programs include the common general education core and student success course approved by the Board
- One single list of courses statewide
  - Eliminates duplicate courses, prerequisite differences, credit and transfer issues
  - Courses with the same number have the same name, description, pre-requisites, contact/credit hours, learning outcomes
- A common 21-credit General Education core for all degree programs
  - Competency based requirements embedded in a discipline framework
  - Aligned with Framework30 for CSCU (TAP) transfer programs
- Consistent Academic Policies

#### **Guiding Principles**

- CT State Catalog must be live no later than Fall 2022
- Backend technology builds begin as early as Summer 2021
- Faculty are at the center of the work; they assume responsibility to maintain the integrity of their curriculum by working with colleagues across all campuses to align degrees, certificates, and courses within their discipline/program
- Aligned curricula "provide a common and consistent high-quality higher education, enabling students to take courses on different campuses without concerns about course transfer or conflicting program requirements (BOR, June 2018)"
- Recognizing that curriculum may have impacts beyond the immediate program/discipline in which it was aligned, the alignment protocol includes an endorsement process that allows all faculty to have a voice in determining the curriculum for CT State
- All CT State degree programs and certificates must be approved by the Board of Regents

#### **CT State Curriculum Alignment: Process Flow**

#### Stage 1: Faculty Preparation

• Program coordinators and full-time faculty align existing degree and certificate programs into single versions

#### Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

#### Stage 3: Campus Endorsement

• APRC representatives bring programs to their campus for endorsement

Stage 4: Follow-up by CT State Transitional Committees

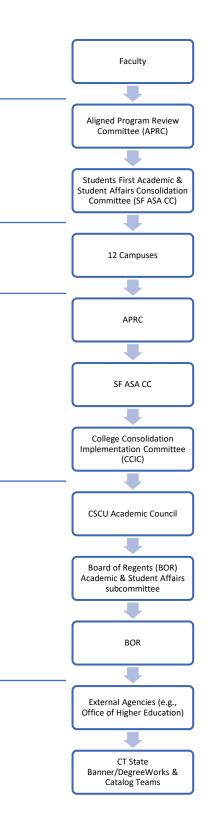
- The APRC, based on a thorough review of the votes and the feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Board or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

- APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs subcommittee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of ASA, BOR approves programs to be offered at CT State

#### Stage 6: Implementation

• Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds





# The Benefits of Regionalization: Regional Presidents, Workforce Development and Finance

CSCU BOR HR AND FINANCE COMMITTEES

FEBRUARY 16, 2021



# **REGIONAL STRUCTURE AND OVERALL IMPACT**



# **Proven Benefits of Regionalization**

- REGIONAL STRUCTURE
  - IMPROVED STUDENT EXPERIENCE THROUGH PROGRAM ALIGNMENT, REPLICATION OF BEST PRACTICES AND A STREAMLINED ENROLLMENT PROCESS.
  - ACCELERATED COLLABORATION WITH INTERNAL CONSTITUENTS/EXTERNAL ORGANIZATIONS.
- REGIONAL WORKFORCE DEVELOPMENT STRUCTURE
  - INCREASED GRANT FUNDING MORE THAN \$6 MILLION IN SIX MONTHS.
  - EXPANDED OPPORTUNITIES FOR CSCU ON THE STATE AND NATIONAL STAGE.
- REGIONAL FINANCE STRUCTURE
  - ACHIEVED EFFECTIVE USE OF RESOURCES BY INCREASED EFFICIENCIES AND REDUCED EXPENSES ACROSS EACH REGION.
  - COORDINATED A COLLABORATIVE AND INNOVATIVE APPROACH TO REGIONAL BUDGETING.



#### **Regional Structure (as of January 2021)**

Regional

Presidents (3)

3 Regions

V

<u>Campus CEOs</u> Capital-East (5) North-West (4) Shoreline-West (3)

<u>Chief Regional</u> <u>Workforce</u> <u>Development</u> <u>Officers</u> North-West (1) Capital-East (1) Shoreline-West (1) <u>Chief Regional Fiscal</u> <u>Officers</u> North-West (1) Capital-East (1) Shoreline-West (1)



## THE ROLE OF THE REGIONAL PRESIDENT

- SUPPORT IMPROVING STUDENT ACCESS AND SUCCESS
- PROVIDE LEADERSHIP AND SUPPORT FOR CAMPUSES AND CEOS
- WORK WITH CAMPUS LEADERS AND FOUNDATIONS TO SECURE ADDITIONAL FUNDING
- SUPPORT CHANGE MANAGEMENT RELATED TO STUDENTS FIRST
- ENGAGE WITH LOCAL, STATE AND NATIONAL STAKEHOLDERS TO INCREASE
   SUPPORT FOR CAMPUSES, REGIONS, CT STATE, AND CSCU
- ADVANCE WORKFORCE DEVELOPMENT EFFORTS
- DRIVE OPPORTUNITIES FOR GREATER FISCAL SUSTAINABILITY



# EXAMPLES OF REGIONAL ENGAGEMENT AND INNOVATION

### **INTERNAL CONSTITUENTS**

- FALL REOPENING PLAN
- ENROLLMENT MANAGEMENT
- CT STATE PLANNING
- FOUNDATION REGIONAL BEST-PRACTICE SHARING

### **EXTERNAL ORGANIZATIONS**

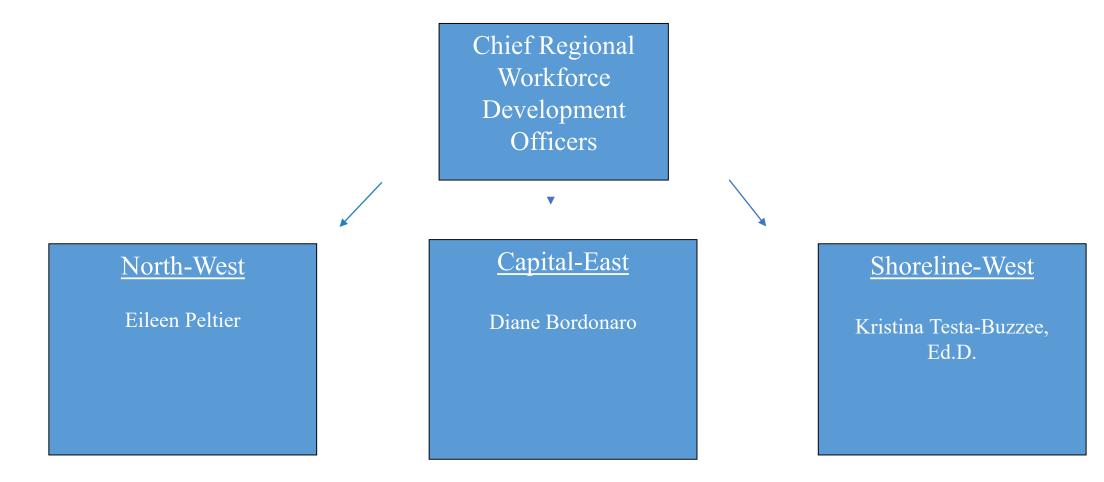
- WORKFORCE INVESTMENT BOARDS
- GOVERNOR'S WORKFORCE COUNCIL
- FEMA COVID COMMITTEES



## **REGIONAL WORKFORCE DEVELOPMENT OFFICER STRUCTURE AND BENEFITS**

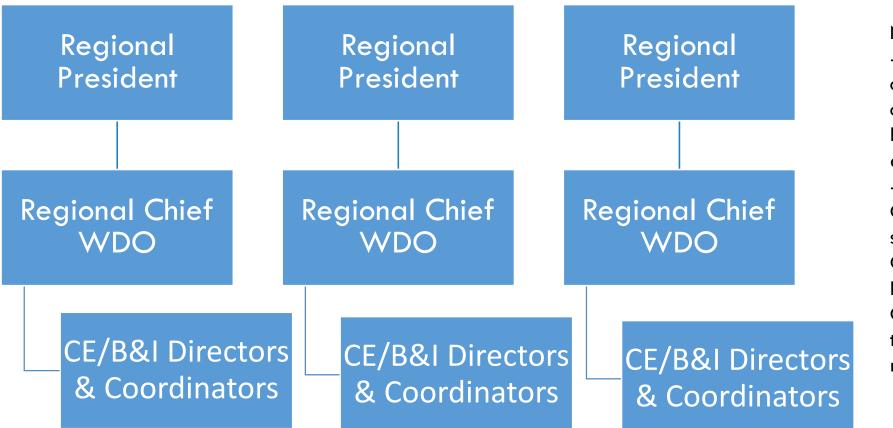


### Workforce Regional Officer Structure





### **Regional Workforce/CE Construct**



Notes: -Vertical management construct allows consistency, sharing of best practices, and collaboration. -CE/B&I Directors and Coordinators have a solid line to WD Officers and a dotted line to campus CEOs/Presidents through different local reporting lines.



### THE ROLE OF THE CHIEF REGIONAL WORKFORCE DEVELOPMENT OFFICERS

- EXPAND STUDENT ACCESS TO WORKFORCE DEVELOPMENT PROGRAMS
- PROVIDE STRATEGIC LEADERSHIP TO CAMPUS WORKFORCE DEVELOPMENT AND CONTINUING EDUCATION DEPARTMENTS, INCLUDING BUSINESS AND INDUSTRY TRAINING
- WORK COLLABORATIVELY AND SHARE RESOURCES AND BEST PRACTICES ACROSS REGIONS
- CREATE NEW PARTNERSHIPS AND GROW IN DEMAND WORKFORCE PROGRAMS
- IDENTIFY OPPORTUNITIES TO STRENGTHEN PROGRAMMING ACROSS REGIONS
   AND PROVIDE SUPPORT TO STAFF ACROSS CAMPUSES
- SECURE GRANT FUNDING



## EXAMPLES OF REGIONAL WORKFORCE DEVELOPMENT INNOVATIONS

- STANDARDIZING REGISTRATION PROCESSES FOR SNAP STUDENTS AND OFFERING
  JOINT SNAP ORIENTATIONS ACROSS CAMPUSES
- SHARING CLASSES AND OPEN SEATS BETWEEN CAMPUSES
- ALIGNING PROGRAMMATIC LICENSURE / ACCREDITING BODIES TO CREATE CONSISTENCY FOR STUDENTS
- EXPANDING COLLABORATION BETWEEN CREDIT AND NON-CREDIT PROGRAMS
- CREATING OPPORTUNITIES FOR NON-CREDIT INSTRUCTORS TO MORE SEAMLESSLY TEACH AT MULTIPLE CAMPUSES



Feedback from Partners and Funders! "The Chief Regional Workforce Officers have significantly streamlined the contracting process between Capital Workforce Partners and the community colleges in our service area, where MOAs with the North-West and Capital-East regions are able to replace numerous MOAs with individual colleges. This further increases consistency and accountability in the non-credit, credential-based training programs we facilitate to support un/under-employed individuals in the North Central region, such as the recent Workforce Training Innovation Fund Statewide Healthcare Training effort." Alex Johnson – President -Capital Workforce Partners (CWP)

"The CARES Allied Healthcare training program was an example of a successful statewide effort to quickly retrain displaced workers for employer identified in-demand allied health roles during COVID-19. This was a regional sector partnership using a regional training approach to offer certificate level educational programs offered through the CSCU system. The three Regional Workforce Development Officers (WDOs) for the CSCU system played a critical role in the success of this initiative. They were able to quickly redesign programs and turn around proposals. In a very tight timeframe, they helped secure \$1.3 million in CARES Act funding and the initiative successfully trained over 300 displaced workers within 3 months. Having the three WD Officers in place allowed for a nimble, fast response to the demands of this fast-moving project. Had we needed to work with 12 individual campuses, I am confident we would not have met with the same level of success. The efficiency and flexibility of working with just 3 key point people makes CSCU an attractive partner to work with on future projects. By collaborating with regional workforce development boards, educators, employers, state agencies, and community partners, they are creating lasting partnerships that will improve the outcomes of Connecticut's workforce." Bernadette Park RN,DNP SVP-CT partner,

Governor's Workforce Council (GWC)



GRANT AWARD	PURPOSE	AMOUNT
Hartford Foundation for Public Giving Grant	Relief Funding for Non-Credit Students	\$40,000
Capital Workforce Partners (CWP Grant)	CARES Act funds to provide accelerated short-term training to Connecticut residents displaced by COVID. Capital Workforce Partners awarded the CSCU	\$594,559
GWC CARES Grant to CC's	Governor's Workforce Council. This proposal allows CSCU to serve 100 students. A total of 7 colleges received funding. Funding included \$1,000 in support funds for each student and \$7,000 for equipment per program	\$762,663
State of CT Apprenticeship Initiative	Spring 2021- Capital Workforce Partners has awarded CSCU grant under the Apprenticeship Connecticut Initiative to provide short-term training in healthcare and manufacturing.	\$725,000
Strengthening Community Colleges Training Grant	Gateway, Housatonic, Middlesex, Norwalk and Tunxis are partnering colleges, along with the College of Technology, in a multi-year proposal for a "Strengthening Community Colleges Training Grant."	\$3,400,000



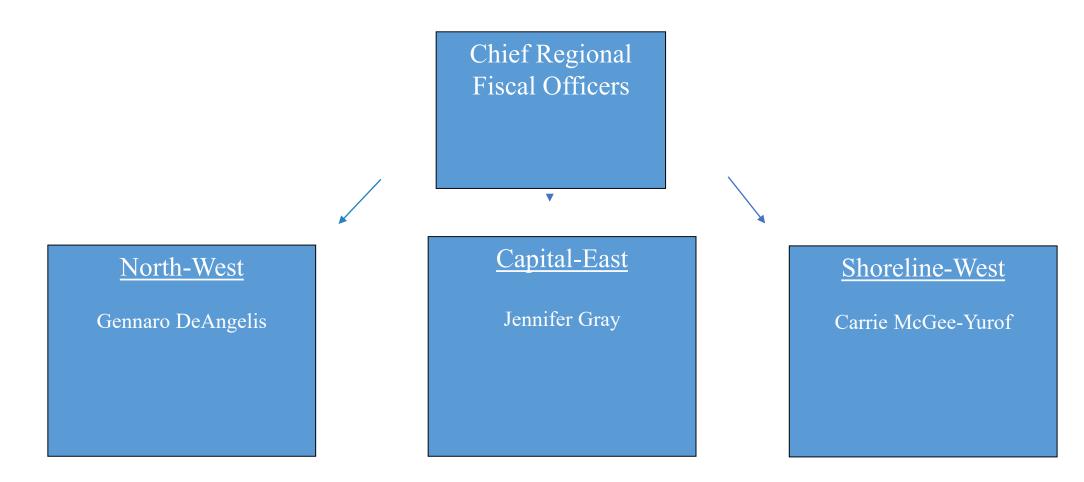
GRANT AWARD	PURPOSE	AMOUNT
DOL Grant ADA Award	Department of Labor grant to provide support staffing and equipment for use by and with students with disabilities.	\$212,000
Bank of America Grant	Working with Norwalk and Housatonic Community Colleges, Bank of America awarded this grant for accelerated Health Care workforce training for dislocated Hospitality and Retail employees.	\$200,000
Wells Fargo Foundation Grant	Grant is for the three schools in the Shoreline-West Region to provide emergency support for students.	\$75,000
Office of Early Childhood Grant	Grant will provide Child Care support to students enrolled in SNAP Employment and Training programs.	\$600,000
Workforce Regional Structure	TOTAL Regional (3) Grant Revenue 2019 - 2020	\$6,609,222



## **REGIONAL FISCAL OFFICER STRUCTURE AND BENEFITS**



### **Regional Fiscal Officer Structure**





#### **Regional Finance/Budget Construct**



#### Notes:

-Directors of finance currently have dotted line to Regional CFOs (with a solid line to campus CEOs/Presidents). -Regional CFOs have dotted line to CSCC CFO.

-Vertical management construct allows consistency, sharing of best practices, and collaboration.



## THE ROLE OF THE CHIEF REGIONAL FISCAL OFFICERS

- PROVIDE STRATEGIC FINANCIAL ANALYSIS AND SUPPORT FOR REGIONAL AND CAMPUS
   LEADERSHIP
- FORMULATE LONG-TERM STRATEGIC PLANNING FOR FINANCIAL AND PHYSICAL RESOURCES
- WORK WITH LEADERSHIP AT ALL LEVELS OF THE ORGANIZATION TO DEVELOP BUDGET
   PROPOSALS
- UTILIZE BUSINESS ANALYTICS AND DATABASE RESOURCES TO PREPARE BUDGET
   PERFORMANCE REPORTS/DASHBOARDS FOR SENIOR AND CAMPUS MANAGEMENT
- PERFORM BUDGET ANALYSIS & PROJECTION AND IDENTIFY DEVELOPING AREAS



## **EXAMPLES OF REGIONAL FINANCIAL INNOVATION**

- ANALYZED COSTING WITH IR RELATED TO ADVANCED MANUFACTURING TECHNOLOGY
   PROGRAMS
- CREATED EFFICIENT AND CONSISTENT COMMUNICATION BETWEEN CAMPUSES, REGIONS, AND SENIOR MANAGEMENT
- ESTABLISHED A SHARED TOP-PRIORITY GOAL OF SYSTEMIC FINANCIAL STABILITY
- ACHIEVED SIGNIFICANT SAVINGS VIA SHARED POSITIONS AND SERVICES
- SCALED HIGHLY COMPLEX BUDGETING AND ACCOUNTING SOLUTIONS
- CREATED GREATER AGILITY IN RESPONDING TO BUDGET NEEDS



## **QUESTIONS AND DISCUSSION**

