

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF REGULAR MEETING  
THURSDAY, OCTOBER 15, 2020  
CONDUCTED VIA REMOTE PARTICIPATION**

<b>REGENTS - PARTICIPATING (Y = yes / N = no)</b>	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	N
Holly Howery	Y
David R. Jimenez	N
JoAnn Ryan	Y
Ari Santiago	Y
Elese 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
<i>*ex-officio, non-voting member</i>	

**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 10:05 a.m. and, following roll call, declared a quorum present.

**ADOPTION OF AGENDA**

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

### **OPPORTUNITY TO ADDRESS THE BOARD**

The following individuals addressed the Board:

<b><u>Name</u></b>	<b><u>Dept./Group</u></b>	<b><u>Topic/Issue</u></b>
Dr. Lauren Doninger	Gateway Community College	TAP
Dr. Louise Williams	Central Connecticut State Univ.	Revised Spending Plans
Dr. Meredith Sinclair	Southern Connecticut State Univ.	State Funding Requests
Jamil Harp	Student	BLM and COVID-19 Challenges

### **BOR CHAIR MATT FLEURY'S REMARKS**

- Regents David Jimenez and Felice Gray-Kemp will be members of a Special Committee on Collective Bargaining that will work with the staff on contract renewal negotiations with our labor union leadership.
- Chair Fleury provided an update on the President search process:
  - The BOR search committee has been identified - Co-Chairs Fleury and Wright, along with Regents Jimenez, Balducci, and Ryan. Regent Cohen will sit as an ex officio member of the committee.
  - A message has gone out to the CSCU community to begin the nomination process for the Search Advisory Committee. Chair Fleury is taking recommendations for external stakeholders.
  - Search firms are being interviewed to assist and will be selected by the end of October.
  - Kickoff event with Search Advisory Committee and BOR Committee will be held on November 13th.

### **CSCU PRESIDENT OJAKIAN'S REMARKS**

- COVID Update
  - Last week the universities tested 1369 students with 4 positive cases (all at ECSU which has the greatest number of students living in residence halls). Our positivity rate was .3%. This round of tests included 217 off-campus students with 0 positive cases. Thanks to everyone on the campuses, the presidents, their cabinets, and faculty and staff who have followed all the protocols and encouraged our students to follow protocols. They have worked tirelessly to ensure a safe and complete fall semester.
  - Since the beginning of the semester, we have had 49 resident student cases who have tested positive and been isolated. We still have ample space to manage quarantine and isolating students should the need arise.
  - The community colleges have seen an uptick in positive cases among students, but also faculty and staff. The campuses are working with local public health to support robust contact tracing. We are also reminding everyone that we must adhere to our virus mitigation strategies of mask wearing and physical distancing. All classrooms meet the social distancing requirements.
  - Our institutions are supporting the state's efforts for testing, as well. Both CCSU and Three Rivers have served as testing sites for community outbreaks in New Britain and Norwich. We recently received a request for a pop-up site at Norwalk Community College to support the local community.

- Finance/Budget Updates

- CFO Barnes and Chairman Balducci will provide a detailed presentation outlining our \$69M budget deficit and strategies to address. The schools worked hard to reduce the deficit from the original \$90M and will operate this year on very lean budgets and significant (40% combined) draw down on reserves.
- On the college side, there are substantial cuts to the colleges and CT State Community College totaling nearly \$19M. Though we've made substantial cuts to the budget, we are still building the future college and making investments in Guided Pathways, curriculum alignment and enrollment management at the colleges per our plan submitted to NECHE. President Ojakian stressed the importance of continuing the consolidation efforts.
- In terms of the Connecticut State Community College, the Board has been very clear that this is not the time to halt the consolidation, especially when it comes to efforts around equity and outcomes for students of color. We've had a piecemeal approach in the past that has put us behind all other New England states and among the lowest performing systems nationwide. We need to have a more systemic approach to these efforts. These investments are key to closing the equity gap.
- We are looking at longer term strategies to reduce costs and create efficiencies in the college system. As the Board said at the last meeting, everything is on the table. We have made cuts at the CSCC, but stopping the consolidation efforts is not something that will be entertained.
- At the universities, with a deficit of \$58M, driven by drops in occupancy of \$31M and nearly \$10M in spending in response to the pandemic, \$3.3M in net cuts was identified by the 4 universities. Today, additional cuts will be proposed to operating expenses to diminish the drawdown on reserves to cover the losses related to the residence halls experienced by our campuses.
- We are not just dealing with a short-term issue. The implications of the pandemic will extend into the future and will affect CSCU for the next 3 - 5 years. We're looking for longer term strategies to make sure that all of our campuses remain financially viable.
- We look forward to participating with the Governor and his team as they analyze the employment and retirement projections for state. It will impact our system.
- A hiring freeze has been implemented, and Ben Barnes will get into the details during his presentation. Despite things that may have been articulated, every institution, including CSCC, are subject to this. As is always the case, the hiring freeze does allow some critical positions to be filled under certain circumstances.
- We continue to advocate strongly and tirelessly with the legislature, the Governor and his administration to assist us in addressing not only this budget deficit, but also in understanding the value that the system provides to our students and all Connecticut communities.

- Collective Bargaining

- Very pleased that David Jimenez and Felice Gray-Kemp have agreed to serve on the Special Committee on Collective Bargaining to support the upcoming negotiations.
- We have already started to communicate our needs to the bargaining units as evidenced by the CFO's email to the unions about our budget situation and Andy Kripp's regular meetings with the statewide union leaders. We are also in regular conversations with the administration to understand their bargaining strategy and actions.

- Other items
  - We have been actively engaged with the Governor's Workforce Council, especially the Education Subcommittee. Because of our involvement and strong advocacy, strong recommendations will be made to the Governor and legislature on the value of our institutions and the critical importance of consolidation of our community colleges to the state's workforce efforts, the necessary critical investments in Guided Pathways advising, dual enrollment, and industry partnerships to ensure our institutions are preparing the state's future workforce. The final report will be shared with the BOR and CSCU community. Thanks to Garrett Moran and his team for their partnership and support. We look forward to working together to implement the strategies outlined in their plan.
  - Lastly I want to comment on the President's recent executive order limiting diversity training to entities - like CSCU - that receive federal funding. While we are still working through the legal ramifications and considering our options in response, this is wrong. At a time when our nation is going through a reckoning and many are just beginning to understand the impact of structural racism on the lives of minoritized people and communities, racial sensitivity training is an important tool to look ourselves in the mirror and become better, more understanding people. Embracing our diversity helps our organizations thrive. Recently, the 17 institutions in CSCU were called on to take a hard look at our record on diversity and equity, to showcase the areas of significant progress, and to identify actions to be taken to improve our campus cultures, policies and practices to promote better experiences for our students and employees. Further updates will be provided as the legal ramifications are understood and all options are explored.

#### **APPROVAL OF PREVIOUS MEETING MINUTES**

On a motion by Regent Santiago, seconded by Regent Howery, the September 17, 2020 meeting minutes were unanimously approved as submitted.

#### **CONSENT AGENDA**

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

#### **A. ACADEMIC PROGRAMS**

##### **Discontinuations**

CT Parenting Educator Credential (all 4 levels) - C1 Certificate - Charter Oak State College

Certificate in Paraprofessional Studies - C2 Certificate - Charter Oak State College

After School Education Credential - C2 Certificate - Charter Oak State College

##### **Modifications**

Instructional Technology Option - MS Education - Western CT State University  
[Modification of Instructional Delivery]

Appointment of CSU Professor - Raouf Mama - Eastern CT State University

CSCU Accessibility Policy for Electronic Information and Technology

Gateway Community College - Acceptance of Gifts (General Motors Corporation)

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**RESOLUTIONS APPROVED ON CONSENT**

**Discontinuations**

CT Parenting Educator Credential (all 4 levels) - C1 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Connecticut Parenting Education Credential Levels 1-4 (CIP Code: 19.0799 / OHE #s 018092, 018093, 018094, 018095) leading to a C1 Certificate at Charter Oak State College.

Certificate in Paraprofessional Studies - C2 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Paraprofessional Studies (CIP Code: 13.1501 / OHE #16817) leading to a C2 Certificate at Charter Oak State College, effective September 2021.

After School Education Credential - C2 Certificate - Charter Oak State College

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in After School Education (CIP Code: 13.9999 / OHE #15443) leading to a C2 Certificate at Charter Oak State College.

**Modifications**

Instructional Technology Option - MS Education - Western CT State University  
[Modification of Instructional Delivery]

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program - Education: Instructional Technology Option (CIP Code: 13.0101 / OHE# TBD), specifically the replacement of the existing on ground modality with online modality - leading to a Master of Science at Western Connecticut State University.

**Appointment of CSU Professor - Raouf Mama - Eastern CT State University**

WHEREAS, the faculty at Eastern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Raouf Mama for the title of Connecticut State University Professor; and

WHEREAS, The President of Eastern Connecticut State University, Elsa Nunez, has endorsed the committee's recommendation to award the title to Professor Mama and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS, Professor Mama, a highly distinguished teacher, prolific scholar and renowned academic with an international reputation, has served Eastern Connecticut State University since 1990 and is currently a tenured Professor of English; and

WHEREAS, Professor Mama has been recognized as a Distinguished Professor at Eastern Connecticut State University and has received international awards for his storytelling of African and Caribbean oral traditions and publications that sustain the cultural heritage of Benin; and

WHEREAS, Professor Mama has published seven books with leading university presses as well as fourteen articles; and

WHEREAS, Professor Mama has been recognized by the Connecticut Commission of the Arts as a Master Teaching Artist; and

WHEREAS, Professor Mama has served as a consultant to the U.S. State Department as a Senior English Specialist; and

WHEREAS, Professor Mama received Benin's Kwabo Trophy of Excellence and Merit in Literature in 2009; and

WHEREAS, Professor Mama in 2019 received the Benin National Teachers of English Association Outstanding Storytelling and Service to English Teaching Award; therefore, be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Raouf Mama of Eastern Connecticut State University effective October 15, 2020, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

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

#### **CSCU Accessibility Policy for Electronic Information and Technology**

WHEREAS Connecticut State Colleges and Universities (CSCU) provides equal opportunity to its educational and administrative services, programs and activities in accordance with federal and state law;

WHEREAS CSCU is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources ("electronic information and technology" or "EIT");

WHEREAS Digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Section 508 of the 1973 Rehabilitation Act as amended and the State of Connecticut's Universal Website Accessibility Policy for state websites; and

WHEREAS The purpose of this policy is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws;

NOW, THEREFORE, BE IT RESOLVED: That the Board of Regents for Higher Education approves the CSCU Accessibility Policy for Electronic Information and Technology.

**Gateway Community College - Acceptance of Gifts (General Motors Corporation)**

WHEREAS, Gateway Community College is the recipient of a generous donation of six (6) General Motors (GM) vehicles for laboratory and experiential instruction in the college's Automotive Technology Program; and

WHEREAS, the donation will allow Gateway Community College to include the latest diesel technology in the automotive technology curriculum and provide the students with learning and career opportunities that they previously did not have; now, therefore, be it

RESOLVED THAT, the Board of Regents accepts and acknowledges with appreciation the following gifts from General Motors:

Description:

- 2018 Cadillac CTS, VIN: IG6AXX5SX2J0104503, Donation No: GM VEH2020-087, Value \$7,752.06
- 2019 GMC Sierra Denali 1500 4 WD Crew Cab, VIN: IGTU9FET9KZ351422, Donation No: GM VEH2020-140, Value \$20,870.94
- 2019 GMC Sierra 1500 2WD Crew Cab SLE, VIN: 3GTP8BET4KG100333, Donation No: GM VEH2020-141, Value \$20,870.94
- 2019 GMC Sierra 1500 4WD BDL Elevation, VIN: IGTV9CET00KZ343924, Donation No: GM VEH2020-142, Value \$20,870.94
- 2019 Chevrolet Silverado 4WD LT DBL, VIN: IGCVYDET8KZ35430, GM VEH2020-143, Value \$20,870.94
- 2019 Chevrolet Silverado 4WD RST Crew, VIN: 3 GCUYEET4KG100322, GM VEH2020-144, Value \$20,870.94

Total Current Market Value: \$112,106.76

**ACADEMIC & STUDENT AFFAIRS COMMITTEE**

BOR Vice Chair Harris commented that the CSCU Accessibility Policy for Electronic Information and Technology has been put in place to comply with federal and state mandates. She noted that the Committee recognized that any costs associated with implementing the policy will be constrained and will need to be monitored by the institutions. During COVID-19, it will be key to ensure accessibility to all programs and services regardless of disability (vision/hearing).

**AUDIT COMMITTEE**

Regent Wright reported that Committee members met on September 29, 2020 and received an update from management on the status of the audits conducted by the State Auditors of Public Accounts. The Connecticut Community College System audit performed by the Auditors of Public Accounts for the Fiscal Years 2016 and 2017 was issued on October 1, 2020.



The content of the report was covered in prior Audit Committee meetings but just recently has been released to the public.

The Audit Committee was then presented with the audit report on expenditures paid under CSCU 2020 capital projects program during the year ended June 30, 2020. The work performed by the firm of CohnReznick resulted in an unmodified opinion. The CSCU 2020 program has been audited annually since its inception in fiscal year 2009 and each audit has resulted in an unmodified opinion.

The Audit Committee also received an update from management and from the firm of Grant Thornton on the status of fieldwork performed on the financial statement audits of the Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2020. There are no issues to report to date and management believes they are on track for all draft financial statements to be presented at the December 16th audit committee meeting for review and recommendation to the Board.

Management then gave an update on the Audit, Accounting, and Management Advisory Services RFP that is underway. Prospective firms responded to the RFP on October 5th, and the RFP Committee is currently reviewing each proposal. That Committee expects to recommend a firm for the audit services for fiscal years 2021 through 2026 at the December 16th audit committee meeting.

No other matters were discussed.

#### **FINANCE & INFRASTRUTURE COMMITTEE**

Regent Balducci reported that the Finance and Infrastructure Committee met on Wednesday October 7th. The agenda included two action items, one of which was on the consent agenda (accepting gifts from GM for Gateway CC). The other item was proposed budget revisions for the FY21 budget.

Shortfalls in enrollment at the colleges and in residence hall occupancy at the universities have led to steep revenue drops for CSCU. Without revisions to our budget, CSCU faced a deficit this year of about \$90 million. The administration, working with the community college regions and the individual universities, have proposed revisions that are intended to reduce the potential deficit. These revisions would lead to an overall spending deficit of \$68 million, including \$52 million at the universities and \$16 million at the community colleges. Charter Oak has experienced an increase in enrollment and is not impacted by these revenue concerns. In addition to reducing the deficit, the revisions clarify how we present the budgets for the Connecticut State Community College, the system office, and for Shared Services that are provided for the colleges or the universities.

The staff recommendation included some additional across-the-board cuts to the community colleges, recognizing that the colleges have nearly exhausted their reserves. These additional \$4.4 million in cuts are on top of the \$7 million in cuts that were developed by the regional budget staff working with individual campuses and \$12.2 million in federal CARES Act funding that is available to reduce the shortfalls.



The recommended revisions also include a 30% reduction in staff costs for CSCC, cutting \$4.4 million from this part of the budget. This revised budget still includes funding for the roll-out of Guided Pathways, and will put us on a path to meet the accreditation standards for the single college. Of the staff already hired for CSCC, only 3 out of 30 are new hires from outside the system. The remainder are our existing employees, reassigned to the single college.

The resolution presented to the Board requires the administration to seek concessions from our bargaining units and to seek additional support for CSCU from the State of Connecticut. It was noted that unless we take proactive steps to reduce the debt service, the State will be hard-pressed to provide additional support. The resolution also requires that administration undertake a review of academic and student support programs and staffing levels and organization. These efforts will guide any further reductions we need to implement if necessary, and help direct the changes needed to implement the CSCC by the fall of 2023.

The university cuts recommended were less aggressive than those for the colleges because the universities have larger reserves and are able to absorb larger losses this year. However, our universities should preserve as much as possible. Recovery of the demand for residence halls is unknown. The system must be prepared for more COVID-related expenses. The cost to close all four universities for one week is \$4 million.

An amendment to the budget revision was offered by Chairman Balducci. That amendment, which was distributed to the Regents, would reduce the university spending by an additional \$8 million. It would also require the administration to identify areas for privatization, to seek state assistance with our debt service costs during this pandemic, and to examine the University food service agreements for savings throughout consolidation. An additional \$10 million is due from the federal government - \$1.5 million for community college debt service assistance, the remainder will be used to further reduce the \$69 million shortfall. The amendment will limit the use of total university reserves to less than \$45 million. Everyone - faculty, staff, and the Board - will need to work together to find a path through this difficult budget year. The goal remains the same - to provide a top notch education at a reasonable cost to our students. Slashing programs and services is not being considered, just the careful analysis to ensure that the direction we take is a positive one.

Regent Balducci made a motion to adopt the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities. The motion was seconded by Regent Cohen.

Discussion continued.

- President Ojakian recognized the effort of everyone to bring forth the difficult recommendations. The stage needs to be set for future budget deficits given the length and impact the pandemic will have on the State. He will continue to work with the legislature and the Governor's Office to provide bridge funding for CSCU in the short-term. This is a very different dynamic that we are living in. With deaths across the country, unemployment filing in Connecticut, and long lines at food distribution sites, we are acutely aware of the impact of our choices and this budget shortfall on our families and the competing demands for support from the state.
- Ben Barnes presented his Budget Revision PowerPoint (Exhibit C). Since the creation of this presentation, letters have been received from several unions which will hopefully be the basis for meaningful discussions concerning concessions.

- Prof. Sesanker expressed concerns about investment in course redesign for single accreditation.
- Prof. Blitz expressed concerns about the budget for the CSCU System Office and Shared Services. Ben Barnes explained that the Shared Services items reflect the movement/reassignment from individual community college budgets into a centralized budget. Analysis can now be done about the level of efficiency and effectiveness of the non-student facing services.
- A proposal was made by Prof. Blitz to return the budget amendment for discussion at the Finance and Infrastructure Committee. Chair Fleury indicated that as a non-voting member of the Board, Prof. Blitz is unable to bring forth a motion for consideration. No voting members expressed interest in moving Prof. Blitz's proposal. Regent Balducci noted the urgency to move on any and all budget reductions and stressed the Board's fiduciary responsibility to students, faculty, staff, and the system. These actions when enacted would present the State Legislature with evidence of our actions to close the budget gap.
- At Chair Fleury's request, Ben Barnes discussed the CSCU FY21 Revised Budget included in the Board Packet as Attachment A and appears with these minutes as Exhibit D.
- Chair Fleury referenced recent articles in the press echoing what the CSCU team is hearing about concerns and conditions of students and CSCU's need for additional funding from the State. He stressed the need for the Board to take action on all aspects of CSCU's cost structure over which the Board has purview.
- President Ojakian gave an update on advocacy efforts with leaders, appropriations chairs, and members of the Governors administration. He voiced his opposition to delaying the enactment of the Revised Spending Plan and its Amendment.
- Regents Wright and Harris cautioned that if we do not take action, we may lose some of the control over the decisions we make and shorten the time available to implement changes. Regent Harris encouraged administration to move forward with exploration of union concessions alongside budgetary cuts.

Regent Balducci made a motion to adopt the Amendment to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities. The motion was seconded by Regent Cohen.

The amendment was read into the record by Assistant Secretary to the Board of Regents:

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 THEREFORE 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 Budget Amt (\$)	CSU Total Reduction (\$)	% Reduction
<b>Reduction to Expenditures:</b>			
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	System Western Office
<b>Reduction to Expenditures:</b>				
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
<b>Total Reduction</b>	<b>2,591,331</b>	<b>1,400,411</b>	<b>2,336,443</b>	<b>1,460,165 211,651</b>

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.
- Regent Balducci stated that additional review may take place in January when the mid-year budget is examined. Ben Barnes indicated that if shortfalls exist in January, administrative budget transfers can take place to address them and provide flexibility.
  - Regent Ryan agreed that we must move forward knowing there will be an opportunity for review in January. She congratulated Prof. Blitz on his research and concern for the System. Regent Cohen reinforced Pres. Ojakian's message that we will not be going to the State Legislature in a vacuum; others are asking for assistance at the same time.
  - Prof. Sesanker encouraged a less prescriptive approach rather than the line item approach outlined in the Amendment.
  - Pres. Ojakian indicated that any other proposed savings will likely adjust reserves and not replace line item reductions. Ben Barnes indicated that the use of reserves and where they are applied will be determined at Audit. It is the purview of the Board to transfer reserves among any CSCU entity as it sees fit.

- In response to a question by Prof. Sesanker about why continue with the college consolidation, Pres. Ojakian commented that the Students First initiative has been a Board directive since April 2017. The consolidation of community colleges is designed to improve students' success rates, to close the equity gap, and to ensure the financial sustainability of all the community colleges. This is not the time to delay or derail the work being done to ensure single accreditation in 2 years. The investment is designed to create a long-term model of sustainability.
- Chair Fleury stated that we are bounded by obligations, contracts and a cultural tradition that inhibits our ability to adjust for the durational aspect of this crisis. Debt service and staffing levels are two basic elements of a cost structure that we cannot impact or change. He suggested that we need to ask for relief on the debt service associated with CSCU dormitories.

The motion to adopt the Amendment to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities was carried following a unanimous voice vote.

The motion to adopt the Resolution as amended to the Revised FY2021 Spending Plan for the Connecticut State Colleges and Universities was carried following a unanimous voice vote.

#### **HUMAN RESOURCES & ADMINISTRATION COMMITTEE**

No Report, No Exhibits

#### **EXECUTIVE COMMITTEE**

No Report, No Exhibits

#### **EXECUTIVE SESSION**

On a motion by Regent Cohen, seconded by Regent Harris, the Board voted unanimously to go into Executive Session at 12:36 p.m. for discussion concerning the appointment or evaluation of a public officer or employee.

At the request of Chair Fleury, Alice Pritchard and President Ojakian remained with the Board.

The Board came out of Executive Session at 1:32 p.m. at which time Chair Fleury noted there were no votes taken in executive session and that discussion was limited to the appointment of a public officer or employee.

#### **ADJOURNMENT**

Chair Fleury declared the meeting adjourned at 1:32 p.m.

Submitted,

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

## EXHIBIT A

### ACCESSIBILITY POLICY

# CSCU Accessibility Policy for Electronic Information and Technology

## Background and rationale

The Connecticut State Colleges and Universities (“CSCU”) provides equal opportunity to its educational and administrative services, programs and activities in accordance with federal and state law. CSCU is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources (“electronic information and technology” or “EIT”). Therefore, digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way. This is in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Section 508 of the 1973 Rehabilitation Act as amended and the State of Connecticut’s Universal Website Accessibility Policy for state websites.

## Purpose of the Policy

The purpose of the CSCU Accessibility Policy for EIT (“CSCU Accessibility Policy” or “Policy”) is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws. CSCU is committed to designing, developing, and procuring EIT that is accessible to all individuals with disabilities.

## Implementation of the Policy

CSCU Institutions are required to develop local procedures to implement, monitor and ensure compliance to the established standards in this Policy.

## Enforcement of the Policy

Enforcement of this Policy is the responsibility of institutional and system leadership.

## Compliance of the Policy

All CSCU administrators, faculty, staff, and students are responsible for fulfilling the requirements of the Policy.

Non-compliance may result in barriers that impact students’ ability to succeed within our institutions as well as faculty or staff members’ ability to successfully complete their duties. If those actions are deemed in violation of applicable laws, the responsible individual, institution, or system may be at risk for litigation or loss of federal funding.

## Policy Statement

This Policy extends to the electronic information and technologies used in administrative services and in and out of the classroom, and applies to their procurement, design, development, implementation, ongoing maintenance and use. Providing equal and effective electronic information and technology access is the responsibility of all CSCU administrators, faculty, staff and students.

*The review of this Policy will occur biennially.*

## Definitions

"Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

"Archived EIT" refers to EIT developed, maintained, procured, materially revised, or hosted by the institution before this Policy's effective date and is retained by the institution solely for informational or regulatory purposes.

"CSCU" or "CSCU institution(s)" includes the CSCU System Office, the four constituent Connecticut State Universities, Charter Oak State College, and twelve Connecticut State Community Colleges.

"Disability" means a physical or mental impairment that substantially limits one or more major life activities.

"Electronic information and technology" or "EIT" includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term includes, but is not limited to, the internet and intranet websites, content delivered in digital form; including, but not limited to, word processing documents, PDFs, presentations, publications, and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, and personal response systems ("clickers"). It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunication products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources. In cases where multiple telecommunication devices exist within the same location (and it is not reasonable to ensure all devices meet Policy standards), at least one telecommunication device must be accessible. Experimental electronic information and technology in a production environment are not exempt from this Policy.

"Equally effective" means that the alternative format or medium communicates the same information in as timely a fashion as does the original format or medium.

"Legacy EIT" refers to EIT developed, maintained, procured, materially revised, or hosted by the institution before this Policy's effective date and that remains in active use. Legacy EIT must be updated to be in compliance with the applicable standards and guidelines described in the Procedures section of this Policy, or the content must otherwise be made available in an equally effective accessible format and in a timely manner to any individual requesting access. The unit responsible for its maintenance must make it compliant with the applicable standards or provide an equally effective accommodation.

Each college, department, program, or unit must establish its own priorities and timetables for updating legacy EIT; or plan for its transition to archival status or its removal. Priority must be given to creating accessible EIT for core institutional information such as course work, registration, advising, admission, and catalogs; and student, faculty, and staff information.



“New EIT” refers to EIT developed, maintained, procured, materially revised, or hosted by the institution after this Policy’s effective date.

## Responsible Persons

CSCU Executive Leadership has overall responsibility for the implementation of this Policy. CSCU faculty, staff, and administrators all share in the CSCU responsibility for accessible EIT. Each shall execute this Policy and undertake reasonable efforts to bring EIT developed, maintained, revised, procured, or hosted within their purview into compliance with applicable state and federal law and the technical standards specified above as well as outlined within the procedures section. Creators of any digital content are responsible for meeting accessibility standards.

## Technical Standards

CSCU’s technical standards for measuring accessibility are those published by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C). CSCU will endeavor to follow the most current published version of the Web Content Accessibility Guidelines (WCAG), however, the minimum technical standards are (a) [WCAG 2.1 Level AA for Web-based EIT](#) and (b) [Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies](#) (WCAG2ICT). These technical standards may be updated as needed to remain current with the most recent WCAG guidelines or compliant with applicable law. CSCU will also look for guidance to applicable provisions of the United States Access Board’s Electronic and Information Technology Accessibility Standards under Section 508 of the Rehabilitation Act of 1973 as well as State of Connecticut’s Universal Website Accessibility Policy for State Websites.

## Standards

### 1. Standards: Document and Media Accessibility

#### 1.1 Electronic Documents

##### *1.1.1 Scope*

These standards apply to all electronic documents produced and maintained by all CSCU institutions as well as documents and media produced by third parties. Electronic documents include, but are not limited to, word processing documents, PDFs, presentations, publications and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically. Documents not currently in use must be made accessible when used or upon request, if the document sought is not currently accessible.

##### *1.1.2 Standards*

Electronic documents, optional and required, must be accessible. Electronic interaction with CSCU policies, procedures, notifications, and other documents must be as effective and usable for persons

with disabilities as it is for persons without disabilities. Electronic documents must meet the standards outlined in the WCAG Guidelines (as defined in the **Technical Standards** section).

#### *1.1.3 Roles*

##### **All Faculty, Staff, Administrators, Contractors, and Vendors:**

- Implement procedures for ensuring that electronic documents produced, maintained or distributed by the department are accessible to individuals with disabilities.

##### **Libraries:**

- Implement procedures for ensuring that materials digitized or hosted by the library are accessible to individuals with disabilities.

#### *1.1.4 Resources*

##### **Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:**

- Provide accessible document instruction and support for campus community members.

## *1.2. Digital Media Accessibility and Captioning*

#### *1.2.1 Scope*

Media resources used in all CSCU programs and activities must be accessible. This includes, but is not limited to, media that is instructional, informational, marketing, and promotional as well as institution-wide, live-streaming events. CSCU events that are live streamed through third party platforms are not subject to this Policy. However, events streamed on a third-party platform but embedded within a CSCU website are within the scope of the Policy.

#### *1.2.2 Standards*

All video content created and produced by CSCU and posted on an external-facing CSCU website must provide, at the time of posting, captioning that is 99% accurate, synchronous, complete, and properly placed, or is otherwise consistent with industry standards. Audio resources must be transcribed and be 99% accurate. This includes any CSCU Massive Open Online Courses (MOOCs).

Upon request from any member of the public, all audio or video content created and produced at CSCU and posted on a CSCU website prior to the effective date of this Policy must be captioned within five business days of the request.

All such requests are encouraged to be submitted via the “Report a Web Accessibility Concern” form (See Section 6.3). Any such requests received through another channel should be entered into this form by a member of the CSCU community upon receipt.

#### *1.2.3 Roles*

##### **All Faculty, Staff, Administrators, Contractors, and Vendors:**

- Purchase only captioned versions of audio/visual media whenever possible. Caption all other media that will be used on the web or in instruction.
- Purchase only transcribed versions of audio media whenever possible.
- Update any non-transcribed audio and any non-captioned video upon use.

##### **Libraries:**

- Maintain collections that include transcribed audio and captioned video resources.
- Obtain collections that include transcriptions/captioning. In instances where collections consist of non-transcribed audio and non-captioned media, seek out accessible alternatives for transcription and captioning.

**IT:**

- Continuously assess classroom and presentation equipment to ensure caption-compatibility.

**Communications/Marketing:**

- Produce all multimedia communications and promotional materials that are captioned or transcribed.
- Produce all digital communications including emails, newsletters, social media posts and website announcements that meet accessibility standards.
- Assess and update existing inaccessible communications and promotional materials upon use.

#### *1.2.4 Resources*

**Libraries:**

- Serve as a resource for faculty seeking to identify materials that are captioned prior to purchase.

**Centers for Teaching/Faculty Development:**

- Incorporate captioning and media accessibility information into training.
- Provide assistance in creating videos and coordinating captioning services.

**Accessibility/Disability Services:**

- Coordinate captioning services on behalf of students registered with Accessibility/Disability Services.
- Provide guidance for establishing account(s) with third-party captioning vendors.
- Provide assistance to faculty who have students registered with Accessibility/Disability Services in their classes.

**Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters**

- Maintain and continue to provide instructions on media accessibility (such as captioning media and transcribing audio) as well as how to show captioned media in classrooms.
- Incorporate accessibility into faculty training on AV equipment.
- Ensure digital media services provide for closed captioning and audio description services.

## *2. Standards: External-Facing EIT*

### *2.1 Web Accessibility*

#### *2.1.1 Scope*

These standards apply to all Connecticut State College and University (CSCU) institution web pages and programs in digital format, including all digital instructional material, made publicly available. The scope covers all content produced internally or through a 3rd party.

A “CSCU website” has four elements:

1. It is a “website or web-based application;”
2. It is “external-facing;”
3. It resides “within a CSCU-controlled domain;”
4. It is “used to conduct CSCU business by CSCU faculty or staff.”

To the extent that any digital material does not meet all four requirements, it is not a CSCU website subject to the requirements of the Policy.

### *2.1.2 Standards*

Web pages, websites, digital instructional material, and web-based software published, hosted, and/or linked to by all CSCU institutions are to meet the standards and guidelines outlined in the applicable WCAG Guidelines (as defined in the **Technical Standards** section).

### *Roles*

#### **All Faculty, Staff, Administrators, Contractors, and Vendors:**

- Comply with the web accessibility standards (as defined in the **Technical Standards** section) when creating web content, sites, and programs.

#### **IT, Webmasters, Media, Communications, Content Owners**

- At least bi-monthly, run accessibility checks on external-facing websites and provide content owners with details for remediation or correct issues if feasible.

### *2.1.4 Resources*

#### **Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:**

- Provide instruction and support for campus community members creating CSCU institutional websites, website pages and content so that individuals who author web content can be trained according to these standards.
- Recommend that any digital content authoring tool or platform proposed and supported by central IT conform to WCAG and ATAG standards.

## **3. Standards: Internal-Facing EIT**

### **3.1 Instructional Materials Accessibility**

These procedures apply to digital instructional materials (including but not limited to websites, documents, media, syllabi, textbooks, presentations, and handouts). This includes digital instructional materials delivered within the institution’s learning management system, in face-to-face classes, or in an

alternate fashion (email, blogs, etc.) and electronic instructional activities (online collaborative writing, web conferencing, etc.).

### *3.1.2 Standards*

Internally facing digital instructional materials, optional and required, must be accessible and as effective and usable **upon request** for persons with disabilities as they are for persons without disabilities. Instructional materials must meet applicable WCAG standards and guidelines as outlined in these procedures and be made available to all students at the same time. If the materials cannot be identical, an equivalent alternative must be provided.

### *3.1.3 Roles*

#### **All Faculty, Staff, Administrators, Contractors, and Vendors:**

- Provide instructional materials that comply with all requirements outlined in these procedures.
- Maintain physical and virtual classrooms that use and deliver accessible information and communication technology.
- Ensure assistive technologies such as screen reading software and screen magnification in computer labs provided for student use.
- Check that applications developed on campus (web, desktop, etc.) are accessible according to principles of WCAG 2.1 AA level, WAI-Aria 1.1, and ATAG 2.0 standards (extrapolated as needed for non-web environments).

#### **Faculty and Instructional Staff:**

- Create and present instructional material that can be made readily accessible.

#### **IT:**

- Facilitate the hosting of online activities in an accessible learning management system and related hosted systems (such as web conferencing) that are accessible.
- Use accessible information and communication technology in IT-designed and supported Technology Classrooms.
- Monitor informational IT web pages and implement accessible software and procedures found on those pages.

#### **Libraries:**

- Provide an accessible tool for searching across all library collections, including, but not limited to, eJournals, databases, and eBooks.
- Ensure all digital collections, including but not limited to databases, eBooks, and eJournals, meet accessibility standards.
- At least bi-monthly, coordinate accessibility scans to ascertain whether any posted content is inaccessible. The Library will notify content authors if corrections to pages are needed and of reasonable timelines for corrections to be made. The Library will note if corrective action has been taken during the next monthly scan.

### *3.1.4 Resources*

**Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:**

- Provide instruction and support for campus community members creating online courses and online instructional content.
- Coordinate support for non-central IT and campus units needing assistance with accessibility in departmentally supported technology classrooms.

**Accessibility/Disability Services Office:**

- Serve as a clearing house for information about assistive technology and modifications recommended.
- Provide students with assistive technology software and hardware and instruct them how to install and use it.

## 4. Standards: Software, Hardware and Systems Accessibility

### 4.1 Scope

Software, hardware and systems purchased, developed, and maintained must be accessible and must produce accessible products. Accessible, in this context, means compatible with assistive technology. Examples of software, hardware and systems include, but are not limited to, learning, library, and content management systems, communication and administrative management systems such as email, finance, registration and human resources, and all software, hardware and software services used for student services. Software includes freeware, shareware, desktop, enterprise, subscription and remotely-hosted options.

### 4.2 Standards

The following standards and guidelines are to be used to assess accessibility:

- [US Access Board's Guide 508 Standards - Software Applications and Operating Systems](#)
- [How to Meet WCAG \(Quick Reference\)](#)

### Procurement

[Section 508 of the Rehabilitation Act](#) (29 U.S.C. § 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220) requires federal agencies to develop, procure, maintain and use information and communications technology (ICT) that is accessible to people with disabilities - regardless of whether or not they work for the federal government.

The [US Access Board](#) established the Section 508 standards that implement the law and provides the requirements for accessibility.

Since CSCU receives federal funding, it must adhere to the revised Section 508 standards during the selection and procurement of ICT.

### 4.3 Roles

#### **All Departments, Programs, Instructors, Employees, Contractors, and Vendors:**

- Check that software, hardware, local interfaces and modifications and electronic systems are accessible.
- Check that all applications locally developed (web, desktop, etc.) are accessible according to principles of WCAG 2.1, [WAI-ARIA 1.1](#), and ATAG 2.0 standards (extrapolated as needed for non-web environments).
- Alert appropriate staff members about any confirmed issues that a student reports regarding any software or hardware maintained by the institution.
- Follow established Procurement protocols in selecting/purchasing accessible digital content and tools.
  - The [Accessibility Requirements Tool](#) (ART) provides an automated tool and pre-determined requirements and solicitation language for standard ICT procurement categories.
  - [Partnership on Employment and Accessible Technology](#) (PEAT) offers a step-by-step guide to selecting and purchasing accessible technology.

#### **Disability Services Office:**

- Make assistive technologies readily available to students working in campus labs or on publicly accessed campus computers.
- Provide students information on how to use assistive technologies on-campus computers and on their personal computers if they prefer to use them.

#### **Human Resources:**

- Make assistive technologies available in a timely manner for all employees, including student employees.

#### **IT:**

- Coordinate campus processes for providing campus software, hardware and software system accessibility.

### 4.4 Resources

#### **IT**

- Evaluate vendor documentation that certifies the product meets this Policy's accessibility standards
- Evaluate product functionality related to accessibility

#### **Vendors**

- Provide documentation, such as a VPAT, that certifies the product meets this Policy's accessibility standards

#### **HR/Office of Diversity/Equity/Inclusion**

- Provide guidance on faculty and staff needs in relation to vendor product where appropriate

#### **Accessibility Services**

- Provide guidance on student needs in relation to vendor product where appropriate

#### **Distance Education/Educational Technology**



- Provide guidance on faculty and student needs in relation to vendor product where appropriate

## 5. Standards: Procurement

### *5.1 Scope*

This process applies to all Electronic Information and Technology (EIT) content, software, hardware and services purchased for use by two or more people.

### *5.2 Standards*

#### **5.2.1 Purchase Orders & Contracts**

When CSU institutions purchase EIT including but not limited to content, software, hardware, and services, it must be accessible. This includes required course materials, like iClickers or MatLab. Purchase orders and contracts for EIT must include the following clause:

“Contractor agrees that no institutional funds may be expended for the purchase of EIT including, but not limited to content, software, hardware, and services for use by employees, program participants, or members of the public unless it provides equal and effective access to all individuals in accordance with federal and state laws and regulations, including, but not limited to the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and Section 508 of the 1973 Rehabilitation Act.”

#### **5.2.2 RFPs (Request for Proposals)**

The following language is necessary to include in RFPs:

“Please confirm in this proposal that the product/service conforms to the Web Content Accessibility Guidelines (WCAG) 2.1 (minimum Level AA conformance), or the most recent WCAG guidelines, whichever is the current standard, and describe how this compliance has been verified by providing a Voluntary Product Accessibility Template (VPAT) and written description of compatibility of the product/service with commonly used assistive technology products, such as screen readers, and a description of the process used to evaluate such compatibility.”

In some cases, a fully compliant EIT is not available. In this case, RFPs should include the following language:

“Please include in any proposal that the product/service conforms to the guidelines for accessibility as set forth in Web Content Accessibility Guidelines (WCAG) 2.1 (minimum Level AA

conformance) or the most recent WCAG guidelines, whichever is the current standard. If the product/service is not in compliance, please describe plans and a timeframe for achieving compliance by providing a VPAT and written description of compatibility of the product/service with commonly used assistive technology products, such as screen readers, and a description of the process used to evaluate such compatibility. A vendor providing electronic information and technology products or services to CSCU is required to promptly respond to and resolve any complaint regarding the accessibility of its platform.”

### **5.2.3 Open Source/Free EIT**

In the case of open-licensed/sourced and/or free EIT, there may not be a VPAT, statement of compliance, or a person to contact regarding the accessibility of the software. It is the responsibility of the person who procures this product to confirm its compliance with the CSCU Accessibility Policy or seek out appropriate staff to assist in the accessibility review of the product.

### **5.3 Roles**

#### **All Departments, Programs, Instructors, Employees, Contractors, and Vendors:**

- Must meet accessibility standards and requirements for all EIT purchases regardless of dollar value.
- Purchase or otherwise acquire accessible EIT, in accordance with these procedures.
- Purchasing guidelines have been revised to record that accessibility factors have been considered.
- Provide written justification where accessibility criteria are not met.

### **5.4 Resources**

#### **Accessibility Services, IT, Instructional Designers, Webmasters, Digital Accessibility Compliance Committee**

- Serve as a resource for EIT purchases and other acquisitions for compliance with accessibility requirements.
- Provide guidance on WCAG Guidelines

## **6. Standards: Accessibility Web Presence/Link**

### *6.1 Scope*

CSCU Accessibility Policy requires that all Colleges and Universities have a centralized accessibility web link located on the footer of each webpage. This will assist with having a centralized location for accessibility services on campus.

### *6.2 Standards/Required Information*

The accessibility link should provide comprehensive information on accessibility on campus.

The following should be included:

- CSCU Accessibility Policy
- Website Accessibility Statement
- Accessibility Services for Students
- Accessibility Services for Staff/Faculty
- Accessibility Services for Visitors
- Campus ADA Contact Information
- Campus Disability/Accessibility Services Contact Information
- Reporting an Accessibility Barrier
- Link to “Report a Web Accessibility Concern” form  
([See Harvard University example](#))
- Any other relevant policies and/or information.

### *6.3 Reporting and Responding to Accessibility Issues*

The CSCU Accessibility Policy expects CSCU websites to indicate commitment to accessibility by including a link to this Policy from each website. The “Report a Web Accessibility Concern” form will be linked to from the Policy page, providing the primary means for users to submit requests or express concern about a particular CSCU website.

Each CSCU institution will designate a responsible individual to triage requests submitted via this form and route them to the relevant webmaster and campus Disability/Accessibility Services Contact or Compliance Specialist for follow-up. Webmasters who learn of a user accessibility issue through other channels also should submit the issue using the “Report a Web Accessibility Concern” form so that all such concerns can be catalogued centrally. Webmasters should ensure that prompt efforts are undertaken to address any reported barriers to access. If webmasters are unable to address the issue promptly, the webmaster and the Disability/Accessibility Services Contact or Compliance Specialist should contact the campus ADA Contact to discuss options for an accommodation.

### *6.4 Roles*

#### **IT, Webmasters, Communications**

- Provide and maintain a website/page/link dedicated to this Policy’s web presence standard

#### **Accessibility Services/HR/Diversity/Equity/Inclusion**

- Provide timely and relevant information related to the policy’s web presence standard

### *6.5 Resources*

#### **Webmasters, IT**

- Provide guidance and support on the creation of a web presence
- Create Website Accessibility Statement page following the template provided by the [W3C Web Accessibility Initiative](#)

#### **Accessibility Services/HR/Diversity/Equity/Inclusion**

- Provide guidance and information for the web presence
- [W3C Web Accessibility Initiative Accessibility Statement Generator](#)

## **7: Standards: Accessibility Training**

### *7.1 Scope*

The CSCU Accessibility Policy requires that all agents of the institution, including faculty and staff, who create or contribute to the creation or procurement of websites, software, applications, electronic course content, or the content provided in any of these, must complete annual EIT Accessibility training. New hires must complete the training requirement within the first six months of employment. Completing this training not only fulfills a compliance requirement but also provides the CSCU community with the necessary baseline understanding of creating accessible course materials, websites and other electronic content and systems for persons with disabilities. This training is critical in the CSCU's ability to fulfill the mandate of the Americans with Disabilities Act which states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefit of services, programs, or activities offered by CSCU.

### *7.2 Standards*

The following standards apply to anyone who creates, manages, purchases or edits content or instructional materials within the CSCU system.

- All Instructors, Employees, Contractors, and Vendors
  - General awareness of different types of disabilities and barriers
  - Access vs. accommodation and social vs. medical model
- Instructors, Employees
  - Familiarity with assistive technologies used by students, faculty and staff
  - Familiarity with relevant laws and policies
  - Familiarity with WCAG standards and how they apply to instructional materials, IT software and websites
  - Using accessible design principles to help create more accessible instructional documents, including Word documents, PowerPoints and PDFs.
  - Using accessibility evaluation tools to assess the accessibility of instructional materials
  - Ability to add/edit captions to multimedia content
- Contractors, Vendors
  - Understanding of Section 508, VPATs and a purchasing workflow that only accepts acquisition of accessible electronic information technology

### *7.3 Roles*

All roles listed below should use the provided list of resources to learn about accessibility and meet the relevant standards outlined in section 7.2.

- All department and program staff
- Content creators
- Content/tool selectors
- EIT purchasers
- Webmasters
- Disability/Accessibility Services staff
- Faculty
- Human Resources staff

#### *7.4 Responsibilities/Resources*

##### **All Departments, Programs, Instructors, Employees, Contractors, and Vendors**

- [Introduction to Web Accessibility](#)
- [How People with Disabilities Use the Web](#)

##### **Instructors, Employees**

- [Accessible Documents: Word, PowerPoint and Acrobat online course from WebAIM](#)
- [Accessibility Fundamentals: Disabilities, Guidelines and Laws from Deque University](#)
- [Reference Guides \(cheat sheets\) for Accessible Documents](#)
- [Caption Video Content for Accessibility with Blackboard](#)
- [Blackboard Closed Captioning Instructions](#)
- [Captioning Key from the Described and Captioned Media Program](#)
- [Ally for LMS Help for Instructors](#)

## 8. Standards: Exceptions

### *8.1 Scope*

The CSCU Accessibility Policy requires that all digital information and digital services developed, acquired, managed, or otherwise meet the CSCU accessibility standards. **If an exception is required, the college or university must document the process by which the college or university will ensure to provide effective access, with substantially equivalent ease of use, to digital information and digital services for eligible individuals in a timely manner.**

### *8.2 Required Information*

Exception requests must contain the following elements in order to be considered:

#### *8.2.1 Requesting Unit Contacts*

Contact information for the below parties:

- The individual making the request
- The requesting unit
- The staff responsible for oversight and administration of the Equally Effective Access Accommodation Plan (EEAP)

#### *8.2.2 Rationale*

The requesting unit must document how this request fits into one or more of the following categories:

- Compliance is not technically possible or feasible given current technology
- The digital information or digital service is used by a limited audience, when the audience is known, and whose needs can be accounted for in advance

- For third party, vendor delivered products, no accessible alternative for the digital information or digital service exists
- The EIT that best meets the college or university needs is not the most accessible option, when other more accessible options have been considered
- Making the Digital Information or Digital Service accessible would require extraordinary measures that constitute an undue burden to the university

Note: For the purposes of determining if an undue burden exists, CSCU is considered to be a single entity, and thus a burden would be analyzed according to the impact to the system as a whole and not to the unit requesting the exception.

### 8.2.3 Equally Effective Access Accommodation Plan (EEAAP)

This plan should address how access barriers in the digital information or digital service will be mitigated, and any benefits or opportunities afforded by the digital information or digital service will be provided, in a timely manner for eligible individuals who are unable to effectively use or interact with the digital information or digital service.

Depending on the nature of the digital information or digital service, examples of an EEAAP might include:

- Providing an alternative that effectively provides an equivalent result, e.g. an alternative software that performs the same or similar function.
- Providing assistance to the eligible individual either in-person or over the phone.
- Providing the digital information in a format that meets our accessibility standards.

This plan should take into account the critical nature and timeliness of the digital information or digital service and address a method to ensure that the eligible individual can access the accommodation without any adverse consequences resulting from the need for the accommodation. For example, any deadlines imposed by the digital information or digital service that are not met due to the use of an accommodation must be waived, and the requesting unit must have a plan to ensure this occurs.

Timeliness should be considered in light of the nature of the digital information or digital service. The accommodation plan should also address the timeline for delivering the accommodation, and the process by which any benefits or opportunities afforded by the digital information or digital service will be provided to the eligible individual.

### 8.2.4 Communication Plan

The requesting unit must document a plan to ensure that eligible individuals are made aware of the availability of the EEAAP, and the steps they must take to request access, if applicable. These communications should be readily accessible in the same places that any other general communication regarding access to the digital information or digital service are present.

### 8.2.5 Compliance Plan

Requesting units should document their plan to bring the digital information into compliance with our accessibility standards.

These plans might include:

- Contract language obligating the vendor of third-party digital information or digital services to bring their software or content into compliance within a period of time.
- For internally developed digital information or digital services, a timeline for making them accessible and compliant with CSCU accessibility standards.
- Detailed collaboration with the vendor to bring their digital information or digital service into compliance.
- Advocacy for accessibility by contributing to open source products and services.

The requesting unit must, if the digital information or digital service is not internally developed, have a compliance plan if the third party fails to make their digital information or digital service accessible.

Examples include:

- Contract termination
- Financial penalties
- Selection of an alternative product
- Development of accessible front end
- Replacement with internally developed alternative
- Contributing to an open source product or service's accessibility features

#### 8.2.6 Accessible Alternative Justification

The requesting unit must document if their purchasing process evaluated other alternatives that were more accessible. If so, the requesting unit must explain what accessibility reasons necessitate the selection of the less accessible option. If accessible alternatives did not exist at time of use or purchase, the unit must document their plan to ensure that a search for a more accessible alternative is conducted when the contract or exception expires.



EXHIBIT B

FY 2021 BUDGET REVISIONS

# FY 2021 Budget Revisions

**Finance and Infrastructure Committee**

**October 7, 2020**

**Ben Barnes, CFO**

**CSCU**

**Connecticut State  
Colleges & Universities**

# FY 2021 Budget Revisions: Context

- Revenues to the colleges and universities have dropped significantly below the levels expected in the original spending plan.
- For the colleges, this revenue shortfall comes from lower enrollment than expected.
- For the universities, the revenue shortfall results from lower residence hall occupancy than expected.
- Charter Oak State College has enjoyed enrollment growth, and is not effected by revenue loss experienced by the rest of CSCU.

# FY 2021 Budget Revisions: Context

COVID has led to steep drops in Community College enrollment and university students choosing to live on campus.

FY 2021: Budget deficits and enrollment assumptions, original and revised						
	Original Budget				Revised Budget	
	Enrollment Change	Housing Occupancy	Budget Deficit		Enrollment Change	Housing Occupancy
State Universities	-8%	76%	(33.0)	-6%	53%	
Community Colleges	0%	na	(15.0)	-15%	na	
Charter Oak State College	0%	na	(0.0)	2%	na	
CSCU Total	na	na	(48.0)	na	na	

# FY 2021 Budget Revisions

- These revenue shortfalls impact the colleges and universities in different ways.
  - Lower college enrollment allows for expense reductions related to fewer class sections.
  - University loss of housing revenue comes with few opportunities for savings, as debt-service, facilities maintenance, and food service contracts remain with limited opportunities to economize.
  - In addition, the Universities used up federal CARES Act funding to replace lost revenue in FY20, whereas those funds are available to address revenue shortfalls at the colleges for FY 21.

# FY 2021 Budget Revisions: Reserves

- Operating deficits will reduce reserves in both colleges and universities by a combined 40%.
- University reserves are projected to drop to 11.5% of annual operating expenditures.
- College reserves will end the year at only 3.0% of annual spending. This is extremely low, and is the reason for the significant cuts proposed to college budgets here.



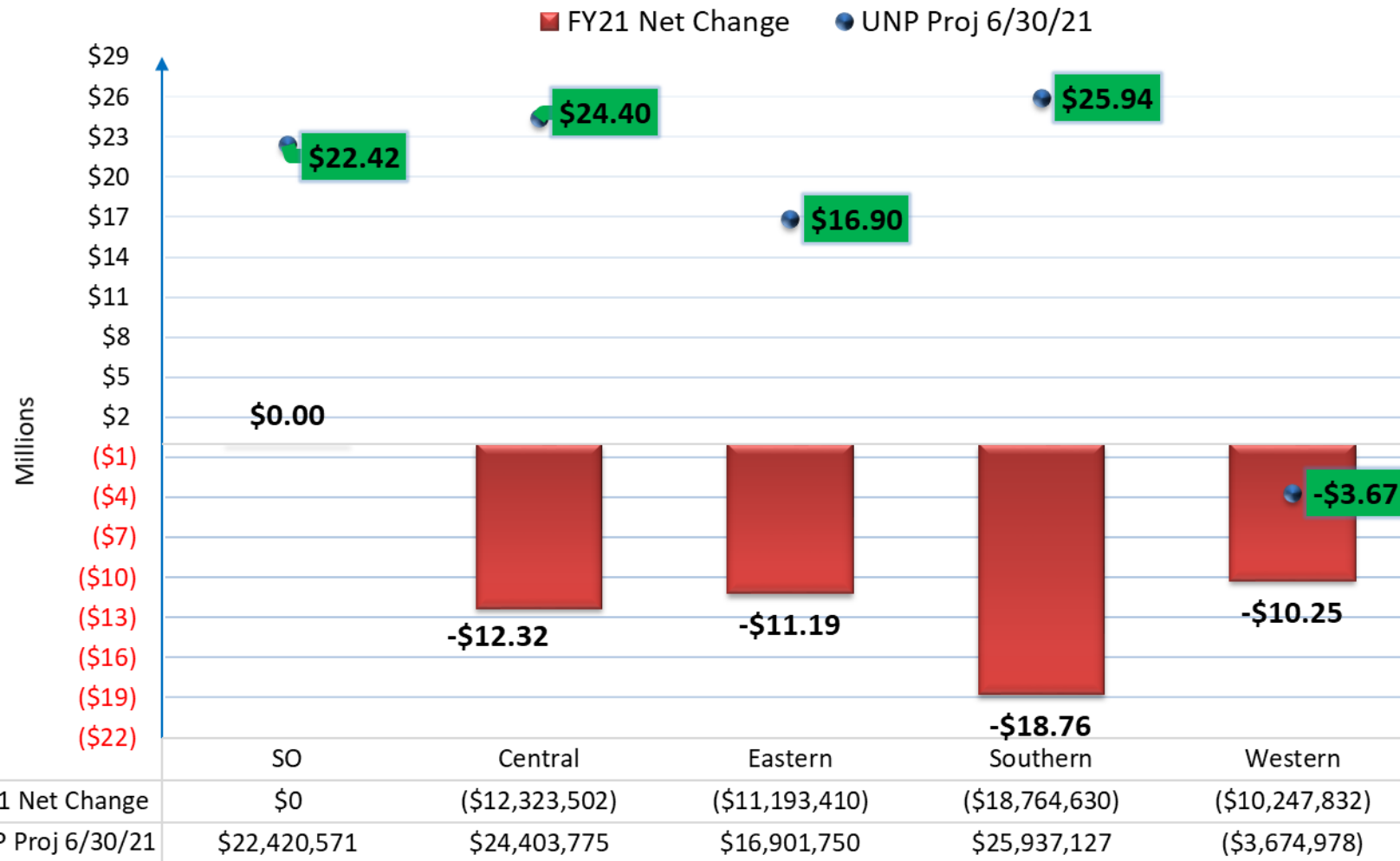
# FY 2021 Budget Revisions

## % Change in Reserves (UNP)

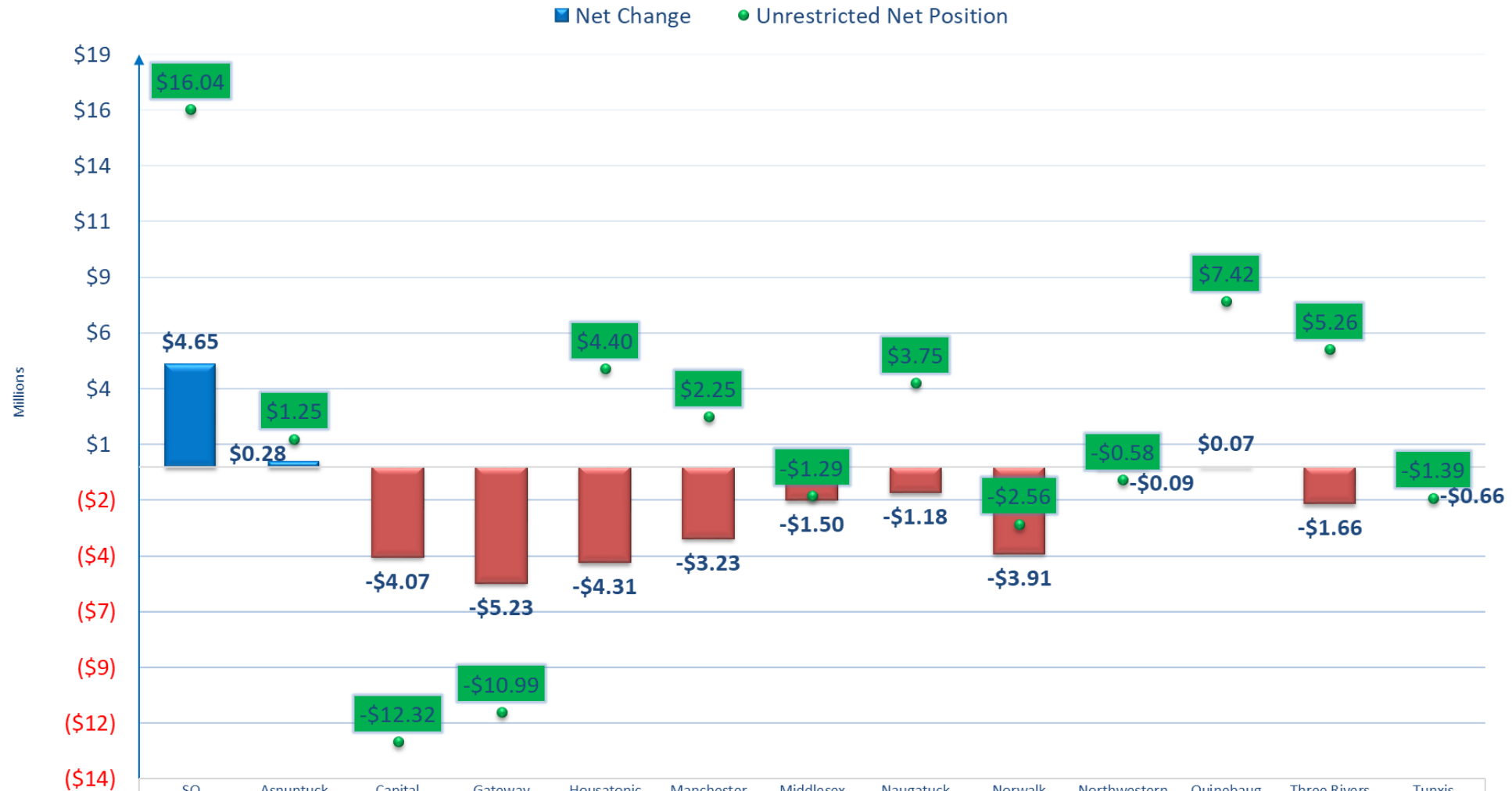
\$ millions	UNP Proj 6/30/20	UNP Proj 6/30/21	% Change
State Universities	\$ 138.5	\$ 86.0	-37.9%
Connecticut Community Colleges	32.1	15.7	-51.2%
Charter Oak State College	3.7	3.7	-0.4%
Board of Regents	n.a.	n.a.	n.a.
CSCU Total	<u>\$ 174.3</u>	<u>\$ 105.3</u>	<u>-39.6%</u>



# CSU Budget Deficit and Projected Reserves



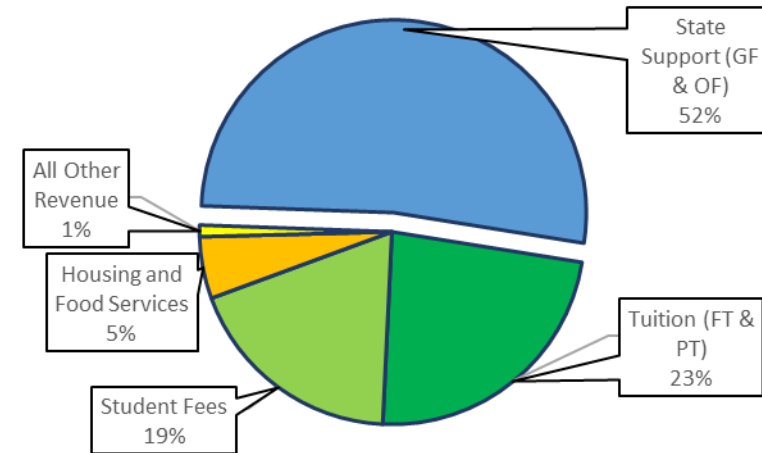
# CCC Budget Deficit and Projected Reserves



# CSCU FY21 Revenue and Expenditures Overview

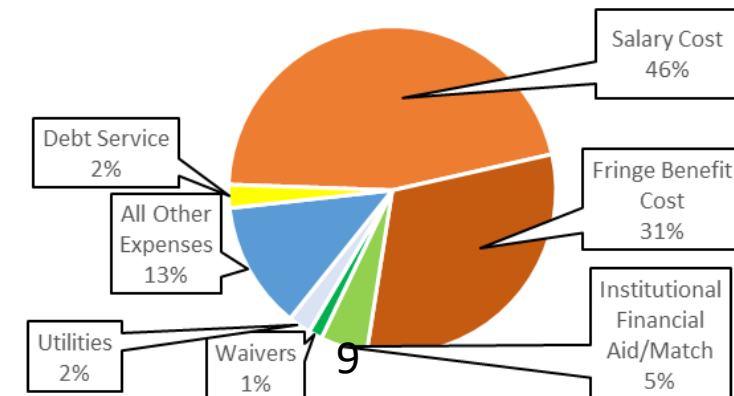
CSCU Revenue (\$ Millions)	FY2021 Budget			
	Original	Revised	\$ Change	% Change
State Appropriations	\$315.5	\$314.8	(\$0.7)	0%
Fringe Paid by State	322.2	320.5	(1.6)	-1%
Tuition (FT & PT)	296.2	283.9	(12.3)	-4%
Student Fees	229.6	227.7	(1.8)	-1%
Housing and Food Services	94.3	63.5	(30.8)	-33%
All Other Revenue	12	12	(0.2)	-2%
<b>Total</b>	<b>\$1,269.8</b>	<b>\$1,222.4</b>	<b>(\$47.4)</b>	<b>-4%</b>

FY2021 Revised Budget  
CSCU Revenue Sources % of Total



CSCU Expenditures (\$ Millions)	FY2021 Budget			
	Original	Revised	\$ Change	% Change
Salary Cost	\$613.4	\$604.9	(\$8.5)	-1%
Fringe Benefit Cost	415.9	408.9	(\$6.9)	-2%
Institutional Financial Aid/Match	59.6	60.9	\$1.3	2%
Waivers	18.3	17.8	(\$0.4)	-2%
Utilities	31.2	29.6	(\$1.6)	-5%
All Other Expenses	178.9	164.1	(\$14.8)	-8%
Debt Service	29.3	30.2	\$0.9	3%
<b>Total</b>	<b>\$1,346.5</b>	<b>\$1,316.4</b>	<b>(\$30.1)</b>	<b>-2%</b>

FY2021 Revised Budget  
CSCU Expenditures % of Total



# CSU FY21 Revised vs. Original Budget

**\$ Millions**

**FY2021**

<b>Revenue</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>\$ Change</b>	<b>% Change</b>
State Appropriations	\$155.3	\$154.1	(\$1.2)	-0.8%
Fringe Paid by State	147.2	146.1	(1.1)	-0.7%
Tuition (FT & PT)	163.6	167.7	4.1	2.5%
Student Fees	173.4	177.7	4.3	2.5%
Housing and Food Services	94.3	63.5	(30.8)	-32.6%
All Other Revenue	11.0	10.8	(0.2)	-2.2%
	<b>\$744.8</b>	<b>\$719.9</b>	<b>(\$24.9)</b>	<b>-3.3%</b>
<b>Expenditures</b>				
Salary Cost	338.7	340.4	1.7	0.5%
Fringe Benefit Cost	227.1	225.9	(1.3)	-0.6%
Institutional Financial Aid/Match	42.6	45.6	3.0	7.0%
Waivers	13.4	13.2	(0.2)	-1.8%
Utilities	21.7	20.1	(1.6)	-7.3%
All Other Expenses	110.3	105.4	(4.9)	-4.4%
Debt Service	29.3	30.2	0.9	3.0%
	<b>\$783</b>	<b>\$781</b>	<b>(\$2)</b>	<b>-0.3%</b>
Transfers & Other Funds	5.4	8.4	2.9	54.3%
<b>Net Change</b>	<b><u>(\$33.0)</u></b>	<b><u>(\$52.5)</u></b>	<b><u>(\$19.5)</u></b>	<b><u>59.2%</u></b>

# CCC FY21 Revised vs. Original Budget

<i>\$ Millions</i>		FY2021		
Revenue	Original Budget	Revised Budget	\$ Change	% Change
State Appropriations	\$156.6	\$157.0	\$0.5	0.3%
Fringe Paid by State	171.4	170.9	(0.5)	-0.3%
Tuition (FT & PT)	122.1	105.7	(16.4)	-13.4%
Student Fees	55.6	49.5	(6.1)	-10.9%
All Other Revenue	0.28	0.31	0.03	10.7%
	<b>\$506.0</b>	<b>\$483.4</b>	<b>(\$22.5)</b>	<b>-4.5%</b>
<b>Expenditures</b>				
Salary Cost	265.5	255.4	(10.1)	-3.8%
Fringe Benefit Cost	182.2	176.5	(5.7)	-3.1%
Institutional Financial Aid/Match	16.0	14.3	(1.7)	-10.6%
Waivers	4.5	4.3	(0.2)	-4.7%
Utilities	9.4	9.4	(0.0)	-0.3%
All Other Expenses	66.5	56.6	(9.9)	-14.9%
	<b>\$544</b>	<b>\$517</b>	<b>(\$28)</b>	<b>-5.1%</b>
Transfers & Other Funds	23.3	12.3	(11.0)	-47.3%
System-wide Additional Reductions		4.4	4.4	NA
<b>Net Change</b>	<b><u>(\$15.0)</u></b>	<b><u>(\$16.4)</u></b>	<b><u>(\$1.5)</u></b>	<b><u>10.0%</u></b>

# CARES Act Issues

HEERF funding (direct to CSU institutions):

- CSU funding (approx. \$13m) applied to FY 20 to offset room and board refunds
- Spending plan revisions include using \$12.2m of CC HEERF funds to offset FY21 revenue losses.

GEERF funding (Federal funds controlled by Governor): \$1m to support laptops and related expenses in FY 2020.

Coronavirus Relief Fund (CRF, federal funds controlled by Governor):

- In FY20 OPM reimbursed \$5,530,650
- In total CSU's have \$3.1 million FY 20 CRF Expenses still to be reimbursed, and \$8.5 million in FY21 CRF Expenses to be reimbursed by OPM. **If these reimbursements occur, they will reduce CSU spending below revised budget levels.**





# Students First and CSCC

**CSCU**

***Connecticut State  
Colleges & Universities***

# Students First & CT State Community College

In 2017 the Board of Regents adopted Students First to:

- Improve unacceptable student outcomes;
- Improve enrollment; and
- Achieve financial stability

The goals of Students First are more important than ever.



# Students First & CT State Community College

The revised spending plan includes the following provisions related to Students First and CSCC:

- Slows the filling of vacant positions at CSCC, saving \$4.4 million while still advancing the most critical work on enrollment management, Guided Pathways, and academic alignment across colleges.
- Resumes aggressive implementation of shared services after pandemic-related delays this summer.
- Advances campus staffing changes required under Students First in late FY 21 and FY22.

# Budget Revisions to CSCC

The original budget provided CSCC \$38.6 million for FY 21, yet through expenditure reductions of \$4.3 million and reallocations of \$17.7 million, the revised CSCC budget is \$16.5 million.

CT State Community College Budget				
	FY 21 Original Budget	FY 21 Revised Budget	Reduction	% Reduction
Personal Services	8,968,881	6,311,887	(2,656,994)	
Fringe Benefits	5,865,696	4,134,286	(1,731,410)	
Total PS and Fringe	14,834,577	10,446,173	(4,388,404)	-30%
	FY 21 Original Budget	FY 21 Revised Budget	Reallocation	% Change
Other Expenses	23,812,082	6,082,160	(17,729,922)	-74%
GRAND TOTAL	38,646,659	16,528,333	(22,118,326)	-57%

# CSCC Staffing

## FY 21 CSCC Hiring Plan:

- To date hired or transferred 29 staff to build CSCC infrastructure.
- Provides over \$400,000 in faculty stipends for curriculum alignment work.
- Plan to hire 24 additional staff primarily in Academic Affairs and Enrollment Management, areas critical for NECHE accreditation process.
- Implement Guided Pathways.

## CSCC positions are being filled by existing employees in most cases:

- Of the 29 positions filled so far, only 4 – three regional presidents and the interim CFO – have been filled with outside hires.
- 44 of the planned positions – mostly Guided Pathways advisors – in CSCC filled this year will be union jobs.

# Fulfilling the Promise of Students First: Guided Pathways

The revised CSCC budget provides \$2.9 million to transfer or hire 35 staff by February to implement a Holistic Case Management Advising model on three campuses:

- 3 Regional Advising Directors
- 3 Campus Advising Leads
- 15 Advisors at Housatonic Community College
- 9 Advisors at Middlesex Community College
- 5 Advisors at Northwestern Community College

**Investing in more advisors is critical to efforts to improve student outcomes and rebuild college enrollment.**



# Everything on the Table

CSCU

**Connecticut State  
Colleges & Universities**



# Budget Revision Process

- At the time of original spending plan adoption, BOR requested an update and any necessary revisions in October.
- Revisions to include details of across-the-board cuts at universities and colleges.
- Enrollment and occupancy shortfalls prompt need for spending reductions to limit use of reserves.
- CC Regions and universities recommended necessary technical adjustments AND spending cuts.

# Reductions Identified by Universities and CC Regions

- University and CC Regional adjustments reduced the budget deficit as shown here:

<b>\$ millions</b>	<b>Deficit in Original Plan</b>	<b>Revenue and Technical changes</b>	<b>Starting Point for spending plan revisions</b>	<b>Cuts proposed by Regions and CSUs</b>	<b>Other Adjustments</b>	<b>Deficit based on CSU/Region revisions</b>
CSUs	-33.00	-24.90	-57.90	3.30	2.10	-52.50
CC Regions	-15.00	-26.70	-41.70	18.70	6.60	-16.40

# Recommended System-wide cuts at Colleges

- In order to further preserve community college reserves, additional system-wide cuts are recommended for the Community Colleges:
  - Capture Savings from Hiring Freeze: \$2.5m
  - Reduce non-salary (OE) budgets by 2%: \$1.0 m
  - Reduce Overtime: \$0.4 m
  - Reduce Part Time Lecturers to reflect reduction in discretionary release time provided to FT Faculty: \$0.5 m



# Other Budget Actions

- Recommended budget actions include some items that may benefit CSCU in the current year, but benefits cannot be quantified:
  - Request state general fund support to offset revised deficit
  - Participate in Governor's study of staffing and retirement patterns (***Boston Consulting Group*** study)
  - Press for current year concessions from CSCU unions, which cannot be implemented without agreement. Recent request for union participation has not yet resulted in meaningful financial solutions.

# Potential for Current Year Concessions

- Unionized workers receive \$20 million in raises at CSCU this year under 2017 agreement.

Raises to CSCU Employees, FY 2021					
Employee group	TOTAL CSCU	State Universities	Community Colleges	Charter Oak	Value of one furlough day
Unionized Faculty	9,973,320	5,235,330	4,737,990	-	742,650
Unionized staff	9,870,569	5,912,648	3,713,405	244,516	843,690
Non-union staff	-	-	-	-	146,071
Total	19,843,889	11,147,978	8,451,395	244,516	1,732,412

- A single furlough day will save \$1.7 million, including \$146,000 from Management / Confidential employees.
- Management / Confidential raises totaling \$1.2 million were not awarded this summer.

# Long-term Budget Initiatives

- Some areas of potential savings and improvements at the Colleges and Universities require study and planning to produce future results.
  - Need to accommodate transition to one college under Students First in most cost-effective manner
  - Need to ensure that programs are effective and aligned with CSCU mission
  - Need to ensure that staffing of all institutions meets the needs of students and can provide cost-effective services that meet NECHE accreditation standards.
- Budget revisions include comprehensive efforts to review operations across colleges and universities, to produce formal recommendations to Regents for further action.

# Long-term Budget Initiatives: Colleges

Comprehensive effort at colleges will include:

- Formal review of academic and student support programs to ensure that:
  - Credit-bearing programs are meeting mission and goals in cost-effective manner
  - Non-credit programs are self-supporting, or exceptions are acknowledged
  - Student support services are structured and staffed to effectively enhance student success
- Evaluation of staff assignments at each campus and system office to
  - Support right-sizing of administrative costs
  - Develop detailed plans for staffing transition under Students First
  - Review non-instructional time approval for full-time faculty

# Long-term Budget Initiatives: Universities

## Comprehensive effort at the universities will include:

- Review non-instructional time approval for full-time faculty at universities.
- Evaluate expansion of shared services to additional services.
- Universities will conduct staffing analysis to determine if changes are recommended for FY 2022, once job security protections expire.

EXHIBIT C

ATTACHMENT A – CSCU FY2021 REVISED BUDGET

**Connecticut State Colleges & Universities  
CONSOLIDATED  
FY2020-21 Revised Operating Budget**

	TOTAL REVENUE	PS	FRINGE	OTHER EXPENSES	TOTAL EXPENDITURES	DEBT SERVICE	TRANSFERS IN / OUT	ADDITIONAL FUNDS	ADDITIONAL REDUCTIONS (1)	NET
<b>State Universities</b>										
Central Connecticut State University	229,463,937	107,005,017	69,383,398	58,372,592	234,761,007	(9,199,368)	(1,057,289)	3,230,225	-	(12,323,502)
Eastern Connecticut State University	131,555,436	59,439,333	40,691,952	36,347,779	136,479,064	(6,685,716)	(1,057,289)	1,473,223	-	(11,193,410)
Southern Connecticut State University	223,009,625	107,915,805	71,558,866	54,671,704	234,146,375	(8,579,315)	(1,057,289)	2,210,717	-	(18,562,637)
Western Connecticut State University	127,370,540	60,940,425	40,852,753	30,495,280	132,288,458	(5,732,393)	(1,057,289)	1,459,768	-	(10,247,832)
CSU System Office	8,501,196	4,905,181	3,396,015	4,429,156	12,730,352	-	4,229,156	-	-	-
State Universities Total	719,900,734	340,205,761	225,882,984	184,316,511	750,405,256	(30,196,792)	-	8,373,933	-	(52,327,381)
<b>Community Colleges</b>										
Asnuntuck Community College	20,415,299	10,083,282	7,358,714	2,458,807	19,900,803	n/a	(844,557)	607,719	-	277,658
Capital Community College	33,608,315	19,826,850	13,181,104	4,266,832	37,274,786	n/a	(1,417,090)	1,016,011	-	(4,067,549)
Gateway Community College	59,642,984	31,784,270	21,443,302	10,639,920	63,867,492	n/a	(3,156,682)	2,148,362	-	(5,232,828)
Housatonic Community College	41,374,146	22,565,681	15,413,550	7,081,165	45,060,396	n/a	(2,351,286)	1,725,435	-	(4,312,101)
Manchester Community College	50,573,137	26,901,516	20,499,149	5,524,706	52,925,371	n/a	(2,494,567)	1,617,601	-	(3,229,200)
Middlesex Community College	24,746,862	13,156,091	8,931,749	3,577,217	25,665,057	n/a	(1,245,677)	661,690	-	(1,502,182)
Naugatuck Valley Community College	58,864,364	30,169,317	22,562,722	6,204,890	58,936,929	n/a	(3,016,050)	1,909,764	-	(1,178,851)
Northwestern Community College	46,789,235	26,041,803	15,753,248	7,981,182	49,776,233	n/a	(2,517,641)	1,594,831	-	(3,909,807)
Norwalk Community College	16,731,015	8,632,135	6,175,824	1,726,710	16,534,669	n/a	(590,689)	301,133	-	(93,210)
Quinebaug Valley Community College	16,923,844	8,748,042	5,991,914	1,907,035	16,646,991	n/a	(648,099)	444,524	-	73,278
Three Rivers Community College	35,678,225	18,899,551	12,378,599	5,281,526	36,559,676	n/a	(1,909,708)	1,126,615	-	(1,664,545)
Tunxis Community College	36,865,974	18,588,257	13,224,964	5,278,306	37,091,527	n/a	(1,524,820)	1,092,753	-	(657,620)
CCC System Office	2,556,404	1,461,689	916,867	290,210	2,668,766	n/a	290,210	(3,000,000)	-	(2,822,152)
Shared Services	22,688,452	12,197,948	8,552,953	16,379,832	37,130,733		16,375,474	-	-	1,933,193
CSCC	15,988,520	6,311,887	4,134,286	6,082,160	16,528,333		6,082,160	-	-	5,542,347
System-wide Additional Reductions									4,400,000	4,400,000
Community Colleges Total	483,446,776	255,368,319	176,518,944	84,680,498	516,567,762	-	1,030,978	11,246,438	4,400,000	(16,443,570)
<b>Charter Oak State College</b>	18,247,785	8,708,895	6,154,622	3,397,476	18,260,993	-	-		-	(13,208)
<b>Board of Regents</b>	762,329	404,258	358,071	-	762,329	-	-	-	-	-
<b>GRAND TOTAL CSCU</b>	1,222,357,624	604,687,233	408,914,621	272,394,485	1,285,996,340	(30,196,792)	1,030,978	19,620,371	4,400,000	(68,784,159)

(1) Additional Reduciton (\$) Amount per College to be distributed