



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, April 16, 2020

CONDUCTED VIA WEBEX REMOTE PARTICIPATION

1-877-668-4493 Call-in toll-free number

Meeting number/access code): 624 449 772

- 1. Call to Order
- 2. Roll Call
- 3. Declaration of Quorum
- 4. Adoption of Agenda
- 5. [Opportunity to Address the Board*](#)
- 6. Board of Regents Chair Matt Fleury
- 7. Faculty Advisory Committee – FAC Chair David Blitz 1
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- 9. CSCU President Mark E. Ojakian
- 10. Consent Agenda
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 - c. COT Technology Studies: CAD Option – AS - Three Rivers CC 11
 - d. COT Technology Studies: Technology & Engineering Ed. Option – AS – Three Rivers CC 13
 - e. Applied Behavior Analysis – C2 Certificate – Naugatuck Valley CC 15
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- A. Discussion concerning the appointment or evaluation of a public officer or employee

16. Adjourn

*** Opportunity to Address the Board:**

Individuals wishing to address the Board of Regents should submit a communication via email no later than 8:30 am on Thursday, April 16, 2020, to the following email address:

fitzgerald@ct.edu. All emails received by that time will be compiled, shared with the Board members and posted on the CSCU website in advance of the meeting.

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

FAC Report to the Board of Regents Meeting, April 16, 2020

This report contains two sections:

Feb 21, 2020. Resolutions in support of resolutions of non-participation in SF passed at Community Colleges

April 3, 2020. Recommendations on the special COVID-19 pass/fail option

Feb 21, 2020. Resolutions in support of resolutions of non-participation in SF passed at Community Colleges** (college resolution details attached below)

At our February 2020 meeting, the FAC passed two resolutions in support of resolutions that were making their way through College Governance bodies.

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

Passed 8-0 with 2 abstentions.

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

Passed 9-0 with 1 abstention

At the time, 7 of the 12 colleges had voted on resolutions of non-participation in SF. To date, 10 of the 12 colleges have passed such resolutions.

Context:

As you know, in January of 2020 an Op Ed titled "[Good Faith and Community College](#)" was published in the Connecticut Mirror. It summarized faculty opposition to the SF consolidation efforts up to that date and expressed concerns about the redirection of system resources- both finances and faculty labor- toward the System Office initiatives that college governance bodies have unambiguously and consistently criticized. It reported that we – Community College faculty and staff – intended to do what we could to direct those resources back to our colleges where they were urgently needed. We felt confident in our ability to do that given the backing of all five unions in the CSCU system- they had recently issued a [Statement of Unity in opposition to SF](#)- and given system leadership's assurances that those who served on SF committees as part of their additional responsibilities did so voluntarily.

Once the spring semester began, college governance bodies began passing resolutions consistent with this effort, relieving their elected representatives to SF committees of the responsibility to represent their colleges, expressing support for those who chose to not participate in curricular consolidation, and declaring their intention to not participate in curricular endorsement- including

endorsement of the General Education proposal for the One College. To date, ten of our twelve community colleges have passed resolutions of non-participation in SF. In addition, CCET, the ESL council and various college departments have also expressed their support of non-participation or pledge to not participate in SF.

The effect of this withdrawal on the Shared Governance Workgroup of the SFASACC is striking: the group's initial composition was 12 elected, 6 from SFASACC + 1 student. This spring, 13 members have been recalled by their colleges or are no longer participating. Of the remaining members, only two employees are not currently housed at the system office and only one is authorized to represent her college.

It should be noted: This action is not faculty demonstrating that they do not want to be involved. This is their declaration that they *must* be involved, if this college is to be legitimate, but that they do not believe that this SF committee structure has made significant faculty participation possible. It is our concern that we are moving quickly toward a very large and centralized institution that is not appropriate for serving the needs of our diverse communities or nimble enough to respond to change. This was expressed clearly in the votes of no confidence in Mr. Ojakian, the BOR and SF ([at 10 of our 12 colleges and 2 of our 4 universities](#)) in Spring of 2019 and it is clear that not enough has been done to address that lack of confidence in the interim.

April 3, 2020. Recommendations on the special COVID-19 pass/fail option

At our meeting on April 3, 2020 we developed some recommendations on the special COVID-19 pass/fail option that had been announced at the end of March. They are below.

On March 25th, CSCU Community College students received notification of a new procedure for a special pass/fail option to address the disruption to the semester caused by the global COVID-19 pandemic. Shortly after, Community College faculty and staff were notified of the option's existence.

The FAC acknowledges the importance of providing students with course grading options to potentially ease anxiety and to accommodate students' difficulties moving to an online learning environment. The FAC applauds the instinct to move quickly to address student concerns. We believe, however, that the policy and its presentation to students would benefit from significant refinement.

The "Procedure for Pass/Fail Course Grade Option" directed at the CT Community Colleges was developed without any input or consultation from faculty and staff across the CT Community Colleges who teach, advise, counsel and otherwise directly serve students. As a result, we have potentially promised students more than can be delivered.

The procedures students received promises that *"...all Connecticut Community College students shall have the option to convert **any or all** of the letter grades they earn in **any or all** of their classes during the spring 2020 semester to Credit/No Credit grading."* without adequate caution about the population for whom, and courses for which, this option may foreclose future options. It also promises that *"If, in the future, one or more CRT / CR / W grade should prove to be to the student's disadvantage due to change of major, transfer, or adverse effect on financial aid including Veterans Benefits, or satisfactory progress, the grade(s) earned in such CRT / CR / W course(s) shall be retrieved and recorded on permanent record in place of the CRT / CR / W grade(s) and the GPA revised accordingly."* This last claim is not qualified in any way by a time limit or graduation status requirement. Many questions remain, beyond the wisdom of this broad an option, about our technical capacity to execute it.

Our colleges are now bound by those promises but they can, and must, be further specified. There is still time to remedy that situation and it is our understanding our community college faculty and staff are eager to fulfil their responsibility to participate in the development of policy that would affect the integrity of our programs and degrees and impact our students' future prospects. We are unaware of any process that would facilitate our input and therefore recommend the following:

1. Formal input should be solicited from:
 - Deans Council: ideally, feedback will be informed by program coordinators and department heads.
 - College Governance leaders who will determine the appropriate way to collect and communicate feedback from their constituents in these unusual circumstances
 - Registrars Council
 - Financial Aid Council
2. That input should be used to inform a specific, clearly documented policy to be reviewed and approved by the above bodies before it is provided to students.

As stated, without adequate caution or guidance, there is a real risk that students will misunderstand the procedure/policy and its implications. Until the policy is further specified,

3. FAC recommends that an appropriate group at each college take responsibility for crafting a more cautious message about the option for their students, encouraging them to consult with program directors and advisors in the interim until a fully specified policy is available. Students should be made aware of other options that may be less limiting.

In addition:

FAC also notes the time burden and mental strain that the retrofit of this surprise option represents for our already overtaxed faculty and staff and urges system leadership to honor the processes appropriate to independently accredited institutions, as it has with the Universities in the system, even in emergency situations.

Adopted April 3 2020. Vote: 9 in favor, 1 abstention

** College Resolutions consistent with the [Joint Demonstration of Commitment to our 12 Colleges](#) and the [PLEDGE](#) to support those who participate in the demonstration as of April 2020 BOR meeting:

College Governance Bodies:

Asnuntuck CC

- [Resolution recalling elected representatives of Students First Committees and pledging to not vote on products of the SF plan](#)

Capital Community College

- [CCC Senate Resolution On Non-Participation in SFASACC and its Shared Governance and Gen Ed workgroups](#)

Gateway CC

- [Resolution to stand with our unions](#)
- [Resolution recalling elected representatives to students First Committees](#)

Housatonic CC

- [Resolution opposing 'Students First' and encouraging faculty and staff to not participate in SF work](#)

Manchester CC

- [Resolution on Non-Participation in Students First Academic and Student Affairs Consolidation Committee and the General Education Workgroup , effective immediately](#)

Naugatuck Valley CC

- [CEAC Resolution on SF General Education and Program Curricula Endorsement](#)
- [GEAC Resolution on SF General Education and Program Curricula Endorsement](#)
- [Faculty Senate Resolution Recalling Faculty from Students First Committees and Workgroups](#)
- Faculty Senate Resolution: [the senate does not support for the endorsement voting process for the proposed General Education or any other “Students First” curricula](#)

Northwestern CC

- [Resolution to Stand with Our Unions](#)

Norwalk CC

- [Resolution to stand with our unions and to withdraw elected members of consolidation workgroups](#)
- [Resolution on SF Gen. Ed and SF Programs](#)

Three Rivers CC

- [Faculty Senate Resolution to recall elected members of consolidation workgroups](#)
- [Staff Senate Resolution to recall elected members of consolidation workgroups](#)

Tunxis CC

- [Professional Staff Organization resolution to Stand with our Unions](#)
- [Professional Staff Organization resolution recalling elected reps to SF committees](#)
- [Professional Staff Organization resolution to not support voting on Gen Ed proposal or other SF curricula](#)

Statewide Curricular Committees:

ESL Council (all 12 colleges represented) [Withdraws from SF Curricular work](#)

Connecticut Coalition of English Teachers (CCET) [Resolution of Support of our Member Colleges Non-Participation in SF](#)

College Departments:

Several departments have [withdrawn from participation in ACME](#)

Norwalk: English, AEFYE (Academic Enrichment and First Year Experience), Math, ESL
Naugatuck Valley: English
Three Rivers: Math, Science, English

Student Advisory Committee Semi-annual Report

Good morning Chairman Fleury, President Ojakian, and fellow Regents. Thank you for allowing me the opportunity to update the Board on our Student Advisory Committee's Semi-annual Report. I want to first express my deepest gratitude for the absolutely amazing work of the entire CSCU system. These are challenging times for humanity as a whole and I am inspired and encouraged by all you have accomplished in order to transition the tens of thousands of students and faculty to adjust to online learning in light of the COVID19 global pandemic. It is thanks to your commitment and diligent work that we were able to have a smooth and seamless transition. I will always remember your leadership and dedication to student success.

This year's mission of the Student Advisory Committee was to present the idea that the intent of the Students First Initiative was an effort to unify our community colleges. As the chair I promised to provide neutral information about Student's first and the consolidation of our 12 campuses. I led with the understanding that our job as members of the committee was not to choose a side, but to bring concerns about the Student's First discussion to the attention of the BOR. And that is what we did.

According to Angelo, the 2019/2020 Student Advisory Committee saw the most student involvement since he has been working with this committee. We had representation from each school for the majority of our meetings this academic year. Giving this type of platform to student leaders, fosters infinite potential that will allow individuals to flourish for many years to come.

It is a great honor to have direct access to President Ojakian and receive firsthand knowledge of the inner workings of the Students First Initiative. President Ojakian effectively delivers informative updates on the process of seeking accreditation as a single community college as well as keeping us informed on the systems endeavors at the state capital. Thank you for your efforts President Ojakian.

As a committee we were able to observe the focus on student success with the goal to improve graduation and completion rates, advisement systems, and student learning outcomes. We were able to participate in the Students First Academic and Student Affairs Consolidation Committee, including the General Education, Shared Governance, and Curriculum Alignment Work Groups. We gained insight on the necessity for the system to pool our resources rather than stretching them thinly. We were able to communicate with our campuses on how Students First does this by sharing non-student facing services with deploying resources centrally, regionally and locally in order to save money and improve quality overall.

The Student Advisory Committee was able to engage on topics such as the Public Safety Task Force and its initiative to make policies consistent across all campuses including the appointment of a public safety director for each campus. We were first to learn about the strategic implementation of the LiveSave App.

In late October we saw when the Connecticut State Branch of the NAACP passed a resolution officially endorsing the Students First plan noting the attention on closing the equity gap for minority students. We learned about the promising Guided Pathways Advising Model and the case management model. We expressed our approval of and promoted the UPASS program.

Additionally, when students raised concerns, Angelo always did his due diligence and provided appropriate follow up. For example, he sent out the Employee conduct policy so that students had a

clear understanding of how to handle concerns with faculty. He also provided data upon request including a report on the Reserve funds per institution.

We held a special meeting, where again we were first to learn about the 2020-21 tuition hold for community colleges and the increase to the state universities. We heard in great detail, the introduction of the Pledge to Advance Connecticut (PACT) and were able to give student input on the parameters that were being proposed.

The last time we were able to meet face-to-face, we had the privilege to hear from Presidential Fellow Dr. David Levinson, who patiently and intently addressed numerous questions regarding Students First. I believe this meeting was critical in building trust within the student body and suggest bringing him back to speak with next year's committee as well.

As the chair to the committee, one major goal for me personally, was to learn more about graduation metrics. And thanks to Bill Gammell, we learned about the Computation metric concerning the graduation rate for First-Time-Full-Time students, which inspired my testimony to the Appropriations Committee in asking for dedicated funding to allow the Board to pursue much needed changes to the outdated calculation means of the current federal metrics.

And finally, on behalf of the Student Advisory Committee and the CSCU student body, we would like to thank Provost Dr. Jane Gates, CFO Ben Barnes, Angelo Simoni, and President Ojakian for not only listening to student concerns regarding the COVID19 online transition, but actually addressing each and every one of them in the form of policy changes. We asked for a Pass/Fail option, we got it. We asked for an extension on incomplete grades from the Fall semester, we got it. We asked about refunds for dormitory expenses, we got it. We asked for financial assistance to help our student nurses get access to printer paper and ink, and yes, we that too. Campus Foundation Boards stepped up to the plate and delivered unprecedented access to funds and laptops for students. We were given free internet options and were advised about Access Health's offer to accept new healthcare coverage applications during the pandemic. We have online tutoring and advising. And the list goes on. The Board was faced with a total unknown, this was something that not one of you had any prior experience with, still you did it, and we thank you.

I also want to say a special thank you to all Student Advisory Committee members, your leadership is outstanding. Thank you to Erin Fitzgerald for all your help, and to each member of the Board, you each have my profound gratitude. Thank you for your time.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Biological and Environmental Sciences (CIP Code: 26.0104 / OHE # 00196) leading to a Master of Arts at Western Connecticut State University.

A True Copy:

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

ITEM

Discontinuation of a program in Biological and Environmental Sciences leading to a Master of Arts at Western Connecticut State University.

BACKGROUND

The MA in Biological and Environmental Sciences was suspended over four years ago when Western Connecticut State University decided to develop a new degree. It was replaced by the MS in Integrative Biological Diversity, which launched in Fall 2019, with 15 students enrolled. Maintaining both programs would be duplicative and unnecessary.

Western Connecticut State University has not been admitting students to the MA for over four years. There are no remaining students in this program, so no teach out period is required.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: Biomolecular Science Option (CIP Code: 15.0000 / OHE # 15345) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in College of Technology (COT), Technology Studies: Biomolecular Science Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time. It is redundant and unnecessary due to TAP Biology associate degree and creates unnecessary confusion for students and advising regarding why there are two degrees

Additional enrollment into the Technology Studies: Biomolecular Science Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: Biomolecular Science Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: Biomolecular Science Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Biomolecular Science Option coursework can be directly applied to the Technology Studies COT degree. Alternatively, student will be advised of the TAP Biology degree.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: CAD Option (CIP Code: 15.0000 / OHE # 15433) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in College of Technology (COT), Technology Studies: CAD Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time.

Additional enrollment into the Technology Studies: CAD Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: CAD Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: CAD Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the CAD Option coursework can be directly applied to the Technology Studies COT degree.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in College of Technology, Technology Studies: Technology and Engineering Education Option (CIP Code: 15.0000 / OHE # 15347) leading to an Associate of Science at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in College of Technology (COT) Technology Studies: Technology and Engineering Education Option leading to an Associate of Science at Three Rivers Community College.

BACKGROUND

The program has experienced insufficient enrollment and graduates for an extensive period of time.

Additional enrollment into the Technology Studies: Technology and Engineering Education Option associates degree program will terminate upon the effective date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students currently enrolled in the Technology Studies: Technology and Engineering Education Option associates degree program will be contacted via email to inform them that:

- program termination will occur;
- they will have two years from the date of program cancellation to complete the degree requirements;
- they will be advised of all other possible degree alternatives (e.g. parent COT degree, Technology Studies).

Students actively enrolled in the Technology Studies: Technology and Engineering Education Option degree program will be advised to meet individually with an appointed advisor to review their Plan of Study status and prepare a course completion schedule. This schedule will be based upon anticipated course offerings and progress previously made through the existing Plan of Study. All students will be informed that the Technology and Engineering Education Option coursework can be directly applied to the Technology Studies COT degree.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Applied Behavior Analysis (CIP Code: 51.1502 / OHE # 15603) leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Applied Behavior Analysis leading to a C2 Certificate at Naugatuck Valley Community College.

BACKGROUND

The coursework from this Applied Behavior Analysis Certificate was in the process of being approved by the Behavior Analysis Certification Board to help satisfy the undergraduate coursework requirements for the BCBA certification; however, the Board made changes to the requirements for this certification, and a Registered Behavior Technician certification process was introduced. The coursework from the ABA Certificate program is no longer required by the BACB; therefore, the certificate is not in our students' best interest to pursue it. Students should follow a prescribed transfer program that aligns with existing Psychology Transfer Tickets and ABA programs at 4-year universities.

This certificate program has been dormant since Fall 2015. This certificate is not affiliated with any degree program, and is no longer necessary.

According to enrollment reports, there are no students currently enrolled in this certificate. This certificate will not be offered again, and the option should be terminated in AY 19. Future students will be advised into the Psychology Transfer Ticket.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Mathematics Education Leadership (CIP Code: 12.1311 / OHE # 14825) leading to a 6th Year Certificate at Central Connecticut State University.

A True Copy:

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

ITEM

Discontinuation of a program in Mathematics Education Leadership leading to a 6th Year Certificate at Central Connecticut State University.

BACKGROUND

In Fall 2009 the Department of Mathematical Sciences began to offer the Sixth Year Certificate in Mathematics Education program. At that time the program extended over three years as a cohort program. Ten students applied; only seven completed the program. It was offered once again as a three-year program, with similar enrollments. In Fall 2015, the program was modified to a two-year program in the hopes of attracting additional students. It did not. In Fall 2017, the next cohort began with six students and reduced to four students rather quickly. Simultaneously the BOR mandated that graduate programs must average five graduates each year, which has never been the case in the 10 years the program has run.

We are exploring the possibility of incorporating a specialization in Mathematics Education into the Sixth Year Certificate program in Educational Leadership, Policy, & Instructional Technology. Enrollments in this program have been strong, ranging between 183 and 217 students over the past 5 years.

No students are currently enrolled in the program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this 6th Year Certificate.

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the accreditation of a licensed program – Early Childhood Studies and Infant / Toddler Mental Health (CIP Code: 13.1210 / OHE #19028) – leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM

Accreditation of a licensed program in Early Childhood Studies and Infant / Toddler Mental Health leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND**PERFORMANCE INDICATORS**Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 2: 39.3

Actual full-time equivalent (FTE) enrollment for program's 5th Semester: 36.5

Difference: -2.8

Cost Effectiveness

Total Revenue generated by program during its Year 2: \$309,467 (includes contrarevenue)

Total Expenditures apportioned to program in its Year 2: \$323,186

Difference: -\$13,719

Actual expenses in Year 2 exceeded projection because projections for program coordination appear to have been based on replacement cost for part-time faculty rather than true cost of a full-time faculty coordinator.

Improvement Plan

The proposal for the ECTC Credential was just recently submitted to the Office of Early Childhood and if CCSU is approved, the number of transfer students from our in-state early childhood associate degree programs should increase. CCSU graduates are currently eligible to apply for the Infant Mental Health credential and we are confident that our work with CT-AIMH over the last two years will put our graduates in a strong position to earn this endorsement. Our current recruiting and marketing efforts have not emphasized this endorsement in the past. Future recruiting and marketing efforts will emphasize both the ECTC credential and the IMH endorsement.

Learning Outcomes

Learning outcomes are aligned with the accrediting standards of NAEYC (National Association for the Education of Young Children) and ECTC (Early Childhood Teacher Credential). Multiple assessments are used to reveal how well our candidates have learned what we want them to learn through instruction and field experience. Data have been collected and analyzed at end of Year 1 showing that students achieved a score of 2.9 out of 3.0 on the assessed learning outcomes.

PROGRAM CHANGES

The program has undergone minor curricular changes since licensure. 3 1-credit courses in Instructional Design and Production have been eliminated after receiving feedback from our partners in the CT Association for Infant/Toddler Mental Health and colleagues at NAEYC that technology needs for early childhood learning and development are minimal. A 3-credit introductory course was added to the program (EDEC 106: Introduction to Infant/Toddler

Development: An Infant Mental Health Foundation for Home Visiting and Early Care and Education). This inclusion provides students with additional foundation to successfully apply for the Infant/Mental Health Endorsement through the Connecticut Association for Infant Mental Health. Adding this course provides special focus on the effects of primary caregiving relationships on infant and toddler development.

The program is currently in the process of applying for the Early Childhood Teacher Credential (ECTC). Significant revisions and adjustments were recommended after the first year of program implementation, which spurred the curricular changes described above. After a robust review process, the application will be submitted during Spring 2020 to the Connecticut Office of Early Childhood. If the program is approved for the ECTC credential, we will then pursue joining the ECTC Transfer Pathway through the BOR.

RECOMMENDATION

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

04/03/2020– BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Construction Technology (CIP Code: 15.1001 / OHE #18285), specifically a name change to Architectural Design Technology – leading to an Associate of Applied Science at Three Rivers Community College.

A True Copy:

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

ITEM

Program modification to the Associate of Applied Science, Construction Technology, specifically a name change to Architectural Design Technology, at Three Rivers Community College.

BACKGROUND

The creation of the current “Construction Technology” A.A.S. degree occurred in the context of Academic Program Reviews in AY 2016/16 of separate associate degrees in architecture, civil, and construction management programs, resulting in a single umbrella degree of discipline-specific paths including architecture, civil, and construction management.

Prior to and subsequent to that change, architecture has been the “flagship” discipline, currently constituting 75% of the enrollment while construction management rounds out the remaining 25%. While the program draws heavily from area high schools, a majority of matriculated students emanate from the area’s regional technical high schools’ architecture studies (Ellis, Grasso, and Windham). Students, teachers, counselors, and non-traditional students alike have expressed difficulty in finding studies in architecture at Three Rivers and this Name Change Request seeks to reinstate architecture as the lead discipline.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Culinary Arts (CIP Code: 12.0503 / OHE #00308) – leading to a Certificate at Manchester Community College.

A True Copy:

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

ITEM

Program modification to the Certificate, Culinary Arts, at Manchester Community College; specifically replacing one three-credit course and adding a single one-credit course to increase the total credits for the certificate from 30 to 31.

BACKGROUND

In the Fall of 2013, the Culinary Arts department initiated a change to the Culinary Arts certificate to require students to take HSP 135: Service Management (3 credits) and HSP 109: Food Safety Certification (1 credit) instead of HSP 108: Sanitation and Safety (3 credits). (HSP 108 was removed from the program of study.) HSP 109 is a course specifically designed for ServSafe certification. Other necessary content that was covered in HSP 108 was moved into HSP 135. This change increased the number of the credits in the certificate program from 30 to 31. It was approved, within the local curriculum process, on December 9, 2013.

At the time, the change was not submitted to the Academic Council (or similar body) because it was deemed below threshold based on the definition that only changes of “more than 15 credits in a previously approved undergraduate program” required Board action. However, the U.S. Department of Education distinguishes between certificates that are 0-15, 16-20, and 31 and above. Because the credits for this certificate moved from 30 to 31, it is now considered in a different category and requires approval of the 31 credit program in order to be eligible for federal financial aid.

As of 1/22/2020 the program has been removed from the U.S. Department of Education financial aid eligible list pending approval from the BOR as a 31 credit certificate.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Exercise Science with pre-K-12 Teacher Certification (CIP Code: 13.1314 / OHE #015068), specifically including a name change to Physical Education with Physical Education pre-K-12 Teacher Certification – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification of a program, Exercise Science with pre-K-12 Teacher Certification at Southern Connecticut State University, specifically a name change to Physical Education with Physical Education pre-K-12 Teacher Certification and revision to 6.5 credits of course work.

BACKGROUND

The BS-Exercise Science program currently has two concentrations, Human Performance and pre-K-12 teacher certification. The Human Performance concentration will be proposed as a new degree program, leaving the pre-K-12 teacher certification as the sole concentration. The proposed name change for the remaining concentration—BS- Physical Education with Physical Education pre-K to 12 teacher certification—will more accurately reflect the program’s content and will better allow prospective students seeking a physical education pre-K-12 initial teacher certification in Connecticut to identify SCSU’s program.

6.5 credits of coursework in the program have been revised to better align with current (2017) Society for Health and Physical Education (SHAPE America) National Standards for Initial Physical Education Teacher Education.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Educational Leadership (CIP Code: 13.0401 / OHE #000603), – leading to a 6th Year Diploma at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification of a program, Educational Leadership, specifically the addition of an off-site location, the Branford School District, leading to a 6th Year Diploma at Southern Connecticut State University.

BACKGROUND

SCSU's School of Education develops MOUs with school districts to offer school-based cohort-based graduate programs that respond to district needs. This modification adds an MOU with the Branford school district to the existing MOUs for the Sixth Year Diploma in Educational Leadership and Policy Studies with the Hamden, Meriden, New Britain, Waterford and Cheshire school districts.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Master of Public Health, Health Promotion Concentration (CIP Code: 51.2201 / OHE# TBD), specifically the addition of online modality to traditional program delivery – leading to a Master of Public Health at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification to the Master of Public Health, Health Promotion Concentration – specifically the addition of online modality to traditional program delivery – at Southern Connecticut State University.

BACKGROUND

While overall enrollment in higher education has decreased in the last few years, according to a report from the Education Department’s National Center for Education Statistics, enrollment in online programs is increasing. This finding is consistent with student and applicant requests for an online option for SCSU’s traditional Master of Public Health (MPH) program.

Adding an online modality to the existing Health Promotion concentration of the MPH program will allow us to maintain maximum enrollment and improve educational access to four groups:

- 1) Non-traditional students whose jobs or other obligations preclude being on campus on a fixed schedule, but who nevertheless have the desire and ability to learn;
- 2) Out of state students who otherwise couldn’t take advantage of our existing, on-ground program;
- 3) “Digital natives” or those of the Millennial generation who have grown up online and may prefer online education to entirely on-ground methods; and
- 4) Students who unexpectedly need more flexible delivery options to complete their degree requirements.

SCSU’s traditional MPH on ground program currently enrolls two cohorts per year. We plan to convert one of the two cohorts to online delivery in response to prospective student requests and projected market demand.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Environmental Education (CIP Code: 13.9999 / OHE# 000630), specifically a change in name and reduction in number of required credits– leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification of a degree program to the Master of Science in Environmental Education, specifically a name change and reduction in required credits to Environmental Studies, at Southern Connecticut State University.

BACKGROUND

This name change reflects the broader re-positioning of SCSU's Department of the Environment, Geography, and Marine Sciences in response to the evolving field of environmental and sustainability studies both professionally and academically. This program is currently approved by the Connecticut State Department of Education as a professional development program for elementary, middle school, and secondary science educators. In addition to serving those students, changing the name of the degree program will also allow the department to more effectively recruit and support students seeking employment in the environmental and sustainability field's expanding job market, therefore addressing growing needs within the U.S. and internationally for sustainability coordinators across government, industry, and non-profit sectors trained in an environmental studies field at the master's level. It will also allow the department to more effectively recruit students preparing for doctoral study in the growing number of doctoral programs in the field of environmental and sustainability studies.

Required credits in the program have been reduced from 36 to 30.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Health Science (CIP Code: 51.0000 / OHE #019484) – leading to a Bachelor of Health Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification of a program in Health Science leading to a Bachelor of Health Science at Southern Connecticut State University; specifically the addition of an application for admission to the program and a number of curriculum changes to better prepare students.

BACKGROUND

The Bachelor of Health Science (BHSc) degree was created in part to provide undergraduate students a distinct preparatory program in pursuit of graduate studies in the allied health professions. Specifically, students use this program as a means to complete the prerequisites for graduate programs such as physical therapy, occupational therapy, chiropractic, physician assistant and athletic training, while at the same time earning a degree in the health sciences. As such, the program needs to be flexible in its curriculum as the prerequisites for the various programs change. As an interdisciplinary program, a committee of faculty from relevant departments and its home department (Health and Movement Sciences) establishes the curriculum and policies. This steering committee and its co-coordinators have also completed a review of its admissions policies and curriculum and decided that the following changes are needed in order to best support students and position them for successful completion of this degree program.

Students will be required to earn acceptance into the BHSc program. Program acceptance will entail an application process to ensure that students are prepared, qualified, and capable for the rigor required to be successful in the BHSc program.

In addition, a number of curricular changes are being made, including the replacement of BIO 102 with BIO 104 and the removal of HMS 386, PHY 200, PHY 201, and HSC 497. HMS 411 and HSC 411 are cross listed, and HSC 421 has been added.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Management (CIP Code: 520201 / OHE #000037), specifically the addition of an auxiliary instructional site at Tunxis Community College – leading to a Bachelor of Science at Central Connecticut State University; a report on enrollment to be submitted to the BOR after seven semesters.

A True Copy:

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

ITEM

Modification of a program, Management, specifically the addition of an auxiliary instructional site at Tunxis Community College, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND

Some Tunxis business administration students choose to not to continue their education after receiving their Associated Degree for various reasons. A regular message expressed by Tunxis graduating BA students - they like the Tunxis campus and would relish the opportunity to pursue a higher academic degree on the campus.

Upper-level business courses through CCSU will be offered on ground at Tunxis, in addition to online and hybrid format classes. Tunxis will continue to provide these students with the remaining general education core to complete the 120 credits. CCSU professors will travel to Tunxis to teach Tunxis students and help them to graduate with Bachelor degree on their campus. This location will afford CCSU Business students who reside close to Tunxis in an opportunity to attend their classes at Tunxis without having to commute to New Britain.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Sport Management (CIP Code: 31.0504 / OHE#s 017680 (on ground) 017681 (online)), specifically significant modification of courses and course substitutions – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Program modification to the Bachelor of Science, Sports Management – specifically significant modification of courses and course substitutions – at Southern Connecticut State University.

BACKGROUND

The Bachelor of Science (BS) degree in Sport Management was created in 2014 to meet the increasing demand for professionals in the sport industry and associated fields. Since the major launched in Fall 2015, there has been a steady increase in student interest and enrollment resulting in 131 currently enrolled undergraduate students in the BS Sport Management program. Demand is projected to continue as evidenced by internal data from our Office of Admissions indicating that to date, 260 high school applicants have started applications for the sport management degree program and 116 students have been accepted as of February 10, 2020.

In 2014, this program was licensed and accredited for both on-ground and online delivery. The Department has strategically been offering courses both online and on-ground with plans to offer the program fully online at a future date.

The following elements of the previously approved (2014) BS- Sport Management have been modified:

- 1) Increase GPA from 2.0 to 2.25.
- 2) Delete REC 100 from the Core program. Core learning outcomes for REC 100 are now being addressed in the recently-revised SMT 271 – Foundations of Sport Management course.
- 3) Add REC 470. REC 470 Research and Evaluation better prepares students for graduate work as well as better aligns the program with accreditation standards.
- 4) Delete SMT 265 and SMT 495 from the Cognate Requirements. These courses are no longer offered.
- 5) Increase cognate requirement from 12 to 18 credits to allow for an approved Minor program to be used in lieu of a student's Cognate Requirements. The Cognate elective list has been updated to include newly created and approved courses. This will benefit students in the following ways:
 - a. Allow students to pursue either a Minor program offered within the Department, across campus, or creating a more flexible or personally-tailored degree program.
 - b. Facilitate CSCU community college student transfers into this program. The Department is currently working with the Business programs at three community colleges (GCC, HCC, NCC) to develop 2+2 programs leading to a Bachelor of Science degree in Sport Management from SCSU.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Electrical Engineering (CIP Code: 14.1001) – leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Central Connecticut State University based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Electrical Engineering at Central Connecticut State University.

BACKGROUND

Data show a dearth of trained Electrical Engineers to fill existing (and future) positions in Connecticut. The Connecticut Department of Labor Employment Projections predicts a 10% increase of Electrical Engineers from 2016 – 2026. Related engineering occupations where CCSU graduates can fit, such as Electronics Engineers, Electrical and Electronics Drafters, Electrical and Electronics Engineering Technicians, also see increases of 2.8%, 16.2%, and 12.1% respectively. In addition, a 2017 survey of Connecticut Manufacturing Workforce Needs by the Connecticut Business & Industry Association (CBIA) reveals a profound need for additional Electrical Engineers in the Connecticut workforce. The survey summarizes the state-wide needs for technical occupations, and Electrical Engineers are the third most in-demand occupation and the most in-demand occupation with a specific job title with 1,752 positions open

On a national level, the United States Bureau of Labor Statistics predicts a 9% growth in employment opportunities for Electrical Engineers between 2016 and 2026. Additional job growth is also predicted for related job titles, which graduates of this program could fill. This growth exceeds the 7% overall growth predicted for all occupations in the United States.

The Bachelor of Science in Electrical Engineering program will serve the citizens of Connecticut, New England region, the United States, and the world by educating and preparing our graduates to succeed as professional engineers, leaders, lifelong learners, and responsible citizens. The educational goals of BSEE program include developing students' awareness of societal impacts and individual responsibility. This goal is consistent with CCSU's mission of preparing students to be thoughtful, responsible and successful citizens. As part of the CEGT department which features dedicated, quality-based, hands-on, applied, and student-first education, the proposed BSEE will contribute to CCSU's mission and be consistent with CCSU's role as one of the state's leading public universities to provide affordable, accessible, and quality degree programs. The affordability and accessibility of CCSU will allow a diverse population to gain greater earning potential that will in turn promote economic growth and social justice.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cannabis Studies (CIP Code: 01.0699) – leading to a C2 Certificate at Quinebaug Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Quinebaug Valley Community College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a C2 Certificate in Cannabis Studies at Quinebaug Valley Community College.

BACKGROUND

Connecticut legalized medical marijuana in 2012 and is on the threshold of permitting recreational cannabis. In the meantime, the cannabis and hemp industry is growing. Current law allows for ten licensed producer/growers of medical marijuana in the state, yet currently there are only four producers/growers operating. More growers will come online as soon as banking laws are revised, and regulations are in place to manage the rapidly expanding industry. In the meantime, neighboring Massachusetts already has a thriving cannabis industry and Rhode Island is not far behind.

Both states border QVCC, thus Northeast Connecticut is well positioned to take advantage of the emerging cannabis industry in the bordering states. Locally, QVCC's service area has an under-employed labor force ready to work and plenty of farmland to grow cannabis and hemp; these conditions will promote greater interest in marijuana and hemp in the service area.

The college is well-placed to facilitate a cannabis studies program. The faculty involved are experts in the fields of business, finance, and health, the cornerstones of the proposed program. In addition, current adjuncts have experience in agriculture and horticulture, and they are involved in the curriculum design and will be teaching in the program as well. The college campus has ample land and area that will be designated for students to learn planting techniques (no growing will take place on the campus). However, the many farms in the area will be used to provide students hands-on experience in cultivation techniques once the program goes into effect. Additionally, the college's greenhouse and biology lab will provide spaces for direct instruction in the techniques of seeding, cloning cuttings, pruning and planting, post-harvest handling, and cannabinoid/THC extraction.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Exercise and Sport Science (CIP Code: 31.0505) – leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Southern Connecticut State University based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Exercise and Sport Science at Southern Connecticut State University.

BACKGROUND

The mission of the Department of Health and Movement Sciences is to “prepare professionals at the undergraduate and graduate levels through excellence in teaching, scholarship, and service.” The mission is accomplished through the work of the faculty, who are “committed to developing leaders and practitioners in athletic training, human performance, physical education, respiratory care, and school health education, as well as coaching and sport studies, to foster a lifelong commitment to health.” Specifically, the proposed BS-Exercise and Sport Science program will develop 1) allied health and 2) sport performance professionals who deliver the following to the population: 1) clinical care in cardiac and pulmonary rehabilitation and 2) expertise in personal training, corporate wellness, and strength & conditioning coaching for both the athletes and those interested in improving health and/or fitness.

Most of the curriculum has been in place for the current Human Performance concentration, which has served students well for many years and attracted enrollment of approximately 200 students. This revised curriculum will improve students’ experiences and take better advantage of the specific and diverse expertise of the Human Performance faculty. The Intro the Human Performance course will afford students exposure to disciplines with our field representing our faculty, including clinical exercise physiology, exercise behavior, physical therapy, sport performance, exercise nutrition, and biomechanics. The Internship in Group Exercise Instruction will make use of the campus fitness center facility and staff, providing a practical venue with workplace experience. The additional strength & conditioning course provides greater exposure of the varsity strength & conditioning room to our students. Moreover, the Exercise for Special Populations course brings new information on exercise behavior, the research strength of our newest faculty member, to our student population.

The program will directly inject qualified individuals into the workplace to deliver clinical care. In a 2010 estimate, for instance, heart disease and stroke-related treatment and care medical expenses cost Connecticut residents \$5.8 billion (CDC), and similar to national data, the number-one cause of death in Connecticut is heart disease (CT Dept of Public Health, 2011). With over 40 services for cardiac rehabilitation, Connecticut is well-positioned to accept recent graduates with academic and practical background in clinical care to support the need for cardiac rehab professionals.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approves the Transfer and Articulation Policy Pathways agreement in Economics developed by discipline faculty from the 17 Connecticut State Universities and Colleges. The resolution includes approval of the CSCU Pathway Transfer A.A. Degree: Economics Studies, CIP 26.0202. This pathway meets the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in this major for students from any of the Community Colleges to each of the State Universities and Charter Oak State College.

A True Copy:

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

ITEM

Transfer and Articulation pathway, CSCU Pathway Transfer A.A. Degree: Economics Studies, CIP 26.0202

Implementation of the Transfer and Articulation Policy Pathways between the twelve community colleges and the State Universities for Economics. Charter Oak State College does not offer the Economics major. This pathway meet the specific requirements of the Board's Transfer and Articulation Policy for seamless and transparent transfer in this major for students from any of the Community Colleges to each of the State Universities.

BACKGROUND

In 2012, the state legislature passed a law (Public Act 12-31) requiring the Connecticut State Colleges and Universities (CSCU) to create seamless transfer pathways on a system level for students completing transfer degree programs at the community colleges and then transferring to a four-year institution. Public ACT 12-31 aligned with a transfer policy created by a system-wide advisory committee. In the summer of 2012, a steering committee comprising 17 faculty members—one from each CSCU institution—created a framework for a 30-31 credit competency-based general education core as part of 60-61 credit transfer pathways to be completed at the community colleges. This framework was voted on by all colleges and universities and approved by the BOR in fall 2012 for implementation in the system.

Workgroups comprising faculty members from each of the Connecticut State Colleges and Universities began meeting in the fall of 2012. In the fall of 2014 these work groups were reconvened and additional disciplinary work groups were created to develop pathways for students to transfer seamlessly from the community colleges to the State Universities and Charter Oak State College. Each pathway is developed by faculty in the discipline and then goes through a thorough review process, beginning with the Transfer and Articulation Framework Review and Implementation Committee (FIRC), itself comprising faculty representatives from each of the CSCU institutions and two advisors, one from a community college and one from a CSU or CO. After review by FIRC, each pathway proceeds through the governance process at each CSCU institution for a vote on endorsement. Institutions provide valuable feedback that is submitted to the TAP manager. If the manager, in consultation with the system Provost and the Framework and Implementation Review Committee, determines that the pathway meets the requirements of TAP and is supported by the majority of faculty across the system, the pathway is brought to the Academic and Student Affairs Committee of the Board of Regents for approval. If approved by the Academic and Student Affairs Committee, the pathway is then brought to the Board of Regents for full approval. Once a pathway is approved, it must, according to policy, be implemented at each community college that can offer it and be received at each four-year school that offers the degree program.

Each discipline-specific pathway offers students a clear pathway that will lead them to complete an associate degree in the discipline that is guaranteed to transfer to any of the State Universities and to Charter Oak State College and leave the student with only 60 credits to complete for the baccalaureate degree. Each pathway represents the collaboration and agreement of faculty from

each CSCU institution,

RATIONALE

In 2012 the Board of Regents approved the Transfer and Articulation Policy (TAP) which sets out to help students complete their post-secondary degrees as efficiently as possible. As part of the TAP policy, pathways are to be created that relate to specific majors offered at the state universities. In short, it establishes an expectation that students can begin their education at a community college, follow a defined pathway where all courses are applicable to the appropriate degree, then transfer to the state universities to complete their degree with no more than 120 total credits. The TAP policy creates a common general education core, common lower division pre-major pathways and Junior status upon transfer. The pathways in Economics joins the existing transfer pathways and will be available for students to declare for the fall of 2020.

All endorsement votes were in support of the Economics pathway: 14 in favor; 3 non reporting.

RECOMMENDATION

It is the recommendation of the TAP Manager and the Framework and Review Committee that the Board of Regents approve this pathway.

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Executive Master of Public Health (CIP Code: 51.2201) – leading to a Master of Public Health at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Southern Connecticut State University based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to an Executive Master of Public Health at Southern Connecticut State University.

BACKGROUND

The results of the 2017 Public Health Workforce Interests and Needs Survey suggest that the U.S. may not be prepared for the next health epidemic, since almost 50% of the public health workforce may leave their organizations in the next five years due to retirements or changes in job sectors (<https://www.debeaumont.org/ph-wins/>). This percentage includes the 34% of national survey respondents with at least one public health degree.

These results confirm the need for training to prepare today's workforce for the future public health needs and underscore the importance of training for mid-level public health professionals. The findings also emphasize the need for the following topics to be included in training the future public health workforce: budgeting and financial management, systems and strategic thinking, change management, and developing a vision for a healthy community. Represented employment prospects include health department/district directors, epidemiologists, environmental health specialists, sanitarians, health inspectors, health educators, emergency/disaster preparedness coordinators, health policy advocates, researchers, project coordinators, communication analysts. Since public health is an interdisciplinary field with collaborative, interprofessional approaches to health issues, the Executive MPH degree program will be attractive to mid-career professionals in other areas such as: nursing, medicine, education, emergency services, health and wellness coaching, hazardous waste, navigation, data analysis, quality improvement, and social navigation, data analysis, quality improvement, marketing. Southern regularly receives inquiries about whether we offer executive and/or online MPH programs.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Data Science (CIP Code: 27.0304) – leading to a Bachelor of Art or Bachelor of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Eastern Connecticut State University based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Arts or a Bachelor of Science in Data Science at Eastern Connecticut State University.

BACKGROUND

The field of data science, including analytics and extraction of information from big data, is one of the fastest growing career areas in Connecticut and in the country. Data Science can be applied in fields as diverse as business, finance, healthcare, environmental science, medicine, political science, social science, human culture, text analysis, climate change, and the list goes on. The creation of an interdisciplinary Data Science (DSC) major, a major uniquely suited for a liberal arts university, would provide Eastern's students a pathway to this exciting and evolving field. As a liberal arts university, we will expect our DSC majors to have computer programming skills, to be able to apply appropriate statistical techniques, to think critically about what is needed to solve problems, to interpret results of analyses, and to effectively communicate results both orally and in writing. In addition, because of the broader educational background of a liberal arts program, students should be comfortable grappling with questions from a variety of disciplines.

Not only did *Glassdoor* list "Data Scientist" as the #1 best job of 2019, but also for 2018, 2017 and 2016. *Indeed Hiring's* Occupation Spotlight for January 17, 2019 states "Data scientist postings as a share of all postings on *Indeed* jumped a full 31% in December 2018, compared with the same period the year before. Yet, that was just another solid year in the spectacular and steady rise in data science jobs on *Indeed*. Since December 2013, postings have rocketed 256%." Moreover, Data Science/Analytics jobs pay well. According to ZipRecruiter, the average salary for a data scientist job in Connecticut was \$119,225 and there were 3,722 job postings (1/24/20). The average salary for entry level positions was \$69,355.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Human Resources Management (CIP Code: 52.1005) – leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Charter Oak State College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Human Resources Management at Charter Oak State College.

BACKGROUND

This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Organizational Leadership (CIP Code: 52.1003) – leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Charter Oak State College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a Bachelor of Science in Organizational Leadership at Charter Oak State College.

BACKGROUND

This application continues the process as noted in the prior and current Charter Oak State College five-year strategic plans to convert concentrations from the General Studies degree that meet market demand and where the College offers all the courses for a student that is required to earn a bachelor's degree. This new degree program is a conversion of an existing degree program. As such, incremental operational and capital investments are not required as existing resources will be utilized. An investment in full-time faculty is not required pursuant to the business model employed by COSC.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Paraprofessional Studies (CIP Code: 13.1501) – leading to an Associate of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Charter Oak State College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in Paraprofessional Studies at Charter Oak State College.

BACKGROUND

The Associate of Science degree in Paraprofessional Studies will address CT workforce needs by preparing adults to work in schools to support principals, classroom teachers and parents in providing for the special learning needs of students. Both No Child Left Behind (NCLB) and the Individuals with disability Act (IDEA) require advanced training of 2 years of college, an Associate Degree or the passing of the Paraprofessional Assessment for all paraprofessionals working in Title 1 schools or with Special Education Students. In researching need for this degree program, Charter Oak State College (COSC) contacted priority school districts receiving Title 1 funding. Four priority school districts indicated that it is very difficult to fill these vacant positions due to lack of qualifications. Representatives from the districts also indicated that when paraprofessionals are hired, they are minimally trained. This degree meets the workforce need because it addresses the numerous vacancies that currently exist in CT schools to fill paraprofessional positions and allows for additional training of paraprofessionals once hired.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Paralegal (CIP Code: 22.0302) – leading to a C2 Certificate at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Tunxis Community College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a C2 Certificate in Paralegal at Tunxis Community College.

BACKGROUND

The Paralegal Studies certificate fits into the mission of the college as this new certificate will provide the necessary skill set to be hired into a growing job market. The cost to the student remains affordable. The return on investment for the student is worth the cost of tuition as the entry level salary for paralegals is \$43,100.

The Paralegal certificate program at Manchester Community College has been successful for two decades. The program at Tunxis Community College will mirror the American Bar Association (ABA) approved program at MCC. Given the success at MCC, we have every reason to believe this program will be a success at Tunxis Community College as well.

In order for the program to be considered for ABA accreditation in the future, students completing the certificate in Paralegal Studies will be concurrently enrolled in an Associate degree program at Tunxis. Paralegal students will be positioned to gain entry into this growing field with a starting salary of \$43,100 per year. Paralegals with an Associate degree make up 15.9% of the market for the paralegal field, while those with some college and no degree only makeup 13.4% of the field. While the entry level salary is \$43,100 per year, the average annual wage for Paralegals and Legal Assistants was \$62,800. The average annual wage for an experienced paralegal in Connecticut is \$72,600.

The 2019 CT Department of Labor JobsEQ report found that employment of paralegals and legal assistants is expected to increase by 121 jobs over the next ten years, with an additional demand of 3,280 new workers in this field due to separation demand - the replacement of workers in this occupation and industry that retire or move into a different occupation.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Technology Studies: Energy Management Option (CIP Code: 15.0503) – leading to an Associate of Science at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Tunxis Community College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in College of Technology: Technology Studies: Energy Management Option at Tunxis Community College.

BACKGROUND

The Technology Studies: Energy Management Associate of Science degree offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate of Science Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger region. As of October 2019, Connecticut ranked 6th in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and also being noted for the Lamont administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula at Tunxis.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Energy Management (CIP Code: 15.0503) – leading to a C2 Certificate at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Tunxis Community College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a C2 Certificate in College of Technology: Energy Studies at Tunxis Community College.

BACKGROUND

The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Tech Studies, Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired. We hope that this field continues to grow to the extent that multiple colleges throughout the Connecticut State College and University system wish to replicate it on their local campuses.

The Certificate in Energy Management is a career-oriented 16-credit program that trains undergraduate students and working-age adults for energy analyst jobs in the commercial and industrial (C&I) energy sector. Students need no prior experience in an energy/sustainability field to be successful in this program. The program helps to meet the need for well-trained commercial energy conservation workers in Connecticut and the Northeast region of the United States.

There is an on-going need for well-trained individuals in the field of commercial energy management in Connecticut and the larger region. As of October 2019, Connecticut ranked 6th in the nation for its energy efficiency policies and programs by the American Council for an Energy Efficient Economy. Connecticut continues to be considered among the "leading and trending states" and also being noted for the Lamont administration's work towards reducing the state government's carbon footprint. Projects that achieve those efforts typically require pre-and post-construction energy analysis, project management and assistance through mid-level energy analysts. Those skills and education are directly correlated to the curricula at Tunxis.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, English as a Second Language (CIP Code: 16.0103) – leading to a C2 Certificate at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Gateway Community College based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to a C2 Certificate in English as a Second Language at Gateway Community College.

BACKGROUND

The certificate in English as a Second Language prepares qualified English as a Second Language Students with a bachelor’s degree or higher from their home countries with college-level English and Communication skills that qualify them for jobs in healthcare/education/social work/education/manufacturing/banking/retail.

The program takes advantage of already existing classes and sequences them in an accelerated or traditional format to provide easy access to students.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Criminal Justice (CIP Code: 43.0199) – leading to an Associate of Science at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Gateway Community College based on relevant enrollment data. Gateway Community College will hire a Program Coordinator for the program only if there is sufficient enrollment to support the position.

A True Copy:

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

ITEM

Establishment of a new program leading to an Associate of Science in Criminal Justice at Gateway Community College.

BACKGROUND

This Criminal Justice Associate of Science program is responding to the needs of the students we serve, by presenting an option for those students who intend to pursue employment in the Protective Services industry rather than transferring for a 4-year degree. As many jobs in this industry do not require a 4-year degree, the stringent requirements of the Criminology Studies Transfer Ticket present an unnecessary barrier to graduation for many of the students we serve. The proposed Criminal Justice AS program is an opportunity for Gateway to increase retention and graduation, while serving the needs of our community and the Protective Services industry.

According to the Connecticut Department of Labor, the majority of the jobs in the Protective Services (the employment category which includes most criminal justice-related occupations, such as law enforcement, corrections, court officers, security guards, etc.) do not require 4-year degrees. Additionally, careers in the Protective Services category are well-paying, and growing. In the State of Connecticut, the average annual earnings in this employment category are \$57,250, which is well above the statewide median per capita income of \$42,029. Considering the fact that almost no occupations in this category require a 4-year degree, this is a very good option for many of our students to obtain a well-paying, steady, and meaningful job. Employment in this industry in the State of Connecticut is also expected to grow by 5.9% over the 10-year period of time ending in 2022, with over 36,000 people expected to be working in Protective Service occupations in the state by 2022.

RECOMMENDATION

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

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, Accelerated Criminology (BA) to Criminal Justice (MA) (CIP Code: 43.0104) – leading to a Bachelor of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, the initiation date to be determined by Central Connecticut State University based on relevant enrollment data.

A True Copy:

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

ITEM

Establishment of a new program leading to an Bachelor of Arts in Accelerated Criminology (BA) to Criminal Justice (MA) at Central Connecticut State University.

BACKGROUND

Workforce and State Economic Development is a key element of CCSU's mission. Our existing B.A. in Criminology and M.S. in Criminal Justice have prepared over 2,000 students to successfully enter criminal justice and related fields at the local, state, and federal levels. An increasing number of professions require students with advanced degrees who have the knowledge to make informed decisions about criminal justice policy and the skills to implement evidence-based practices. The Accelerated 5-year B.A./M.S. enables students to seamlessly attain both the undergraduate and advanced degree, and meet workforce needs more efficiently. By providing this option, we expect to attract highly motivated students who will be successful in their chosen fields while increasing enrollment in both our undergraduate and graduate programs.

The Accelerated B.A./M.S. capitalizes on our existing B.A. program that places over 100 students each year in internships with local, state and federal criminal justice agencies. Our M.S. program prepares students for leadership positions in the criminal justice field (e.g., police chiefs, agency directors) and continued study at the doctoral level. Our faculty possess expertise in a wide range of areas (e.g., policing strategies, cybercrime, correctional counseling, juvenile justice, program evaluation, organizational leadership) and are actively engaged in research and consulting with numerous municipal and state criminal justice agencies (e.g., State of CT Judicial Branch, CT Department of Correction). Being centrally located positions us well to be a source for education and outreach for agencies throughout CT and the region.

The purpose of this accelerated pathway is to provide students of all backgrounds with the opportunity to finish a Bachelor's and Master's degree within 5 years.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

April 16, 2020

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

A True Copy:

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

ITEM

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

BACKGROUND

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

The Technology Studies: Data Science option A.S. degree provides exposure and essential applications in key elements of data science including data structures and data sources, programming languages, statistical principles, computing and analytics, data management, machine learning tools, and data science applications. This degree will afford our students more opportunities in the job market by providing them with highly sought-out preferred skills. The use of data science bachelor's degree, new jobs are being created at the associate degree level of entry which allows our students to enter this field early while receiving mentorship within these organizations from senior data scientists. Students looking to continue their education have several options in COT schools. Southern CT State University offers a B.S. in Data Science and University of Hartford offers a B.S. in Mathematics with a minor Data Science. Additionally, Central CT State University, Fairfield University and Sacred Heart University offers M.S. degrees in Data Science.

RECOMMENDATION

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

04/03/2020- BOR -Academic and Student Affairs Committee

04/16/2020 - Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a the Vision Statement

for

Central Connecticut State University

April 16, 2020

WHEREAS, The vision statement has emerged through appropriate university committees and processes as part of the Central Connecticut State University's "Strategic Plan 2030: Changing Lives, Building Communities; Central to Connecticut, therefore be it

RESOLVED, That the Board of Regents for the Connecticut State University System approves the vision statement for Central Connecticut State University.

A True Copy:

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

ITEM

Resolution concerning Approval of Modification to the Vision Statement for Central Connecticut State University

BACKGROUND

As part of its strategic planning, the university has revisited its mission and vision statements approved by the Board of Trustees in 2010. The proposed modification advances the university's distinctiveness, as well as the cohesiveness of roles, with other universities in the CSUS.

ANALYSIS

CCSU's community engaged in a year long process developing a Strategic Plan for the university and defining the elements of its distinctive identity. Students, faculty, staff, alumni, union leaders, System leadership, Board of Regents members, elected officials, and other stakeholders were provided opportunities for sharing their ideas and feedback, including a survey, a series of open forums, small group meetings, and email. The University Planning and Budget Committee and Faculty Senate have fully reviewed and unanimously voted to endorse our plan. The process concluded with the President's approval on .

The resulting plan organizes the priorities of Central Connecticut State University into five goals: prepare graduates who will thrive in an ever-changing economy; increase access to higher education; foster an inclusive and safe campus culture, advance scholarship, service learning, and community development for the public good; and assure the University's financial sustainability. As important as the goals are, so too are the specific objectives and metrics we included to determine achievement of each goal. As part of the process for developing this strategic plan, Central Connecticut State University revised the vision statement for the institution.

RECOMMENDATION

That the Board of Regents approve the modification to the vision statement for Central Connecticut State University.

04/03/2020 BOR Academic Affairs Committee
04/16/2020 Board of Regents



Central Connecticut State University

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

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

DATE: February 21, 2020

SUBJECT: Recommendation to Appoint Carolyn Lumsden to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Carolyn Lumsden of Suffield, Connecticut, as the holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

Following an extensive search, faculty in the Department of Communication unanimously recommended the appointment of Ms. Lumsden.

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

This proposed appointment, which has my full support, has been reviewed and recommended by the Interim Chair of the Department of Communication, Dean of the Carol A. Ammon College of Liberal Arts & Sciences at CCSU, and the CCSU Provost.

Ms. Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the *Hartford Courant* where she served most recently as editorial page editor. Earlier in her career, she worked as a copy editor at Random House and as a reporter for the Associated Press. She has received important professional accolades including the 2015 Yankee Quill Award, and the Sigma Delta Chi award from the Society of Professional Journalists in 1996 and 2017. Ms. Lumsden's professional experiences will serve as an inspiration to CCSU students aspiring to careers in journalism and mass communication.

Ms. Lumsden received her Bachelor's degree in English from Boston University. She holds Master's degrees in communication from Stanford University and legal studies from Yale University, where she studied under the auspices of a Knight Foundation scholarship. She has also taught as an adjunct lecturer at the University of Massachusetts, Amherst.

The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers CCSU students mentorship by exemplary professionals in these fields, while fostering public

programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:

- **Teaching:** Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.
- **Mentorship:** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming:** Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean.

In recruiting individuals for the Vance Endowed Chair, priority is given to individuals with distinguished records in journalism or mass communication. The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in Connecticut's public discourse. Ms. Lumsden's qualifications meet perfectly the prestige and expectations of an Endowed Chair.

The term of appointment would be for two years commencing as soon as possible.

ITEM

Designation to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

BACKGROUND

Central Connecticut State University has requested designation of Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication. The Vance Endowed Chair was established in 2001 under the former CSU Board of Trustees with a multi-year grant of 1.4 million dollars. As noted in CCSU President Toro's attached letter of recommendation, the holder of the Endowed Chair:

"...offers CCSU students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:

- **Teaching:** Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.
- **Mentorship:** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming:** Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean."

President Toro also advises that the recommendation is being brought forward for BOR consideration following an extensive search. The recommendation for the designation of Ms. Lumsden as Endowed Chair is supported by the Interim Chair of the CCSU Communication Department, the Dean of the Carol A. Ammon College of Liberal Arts & Social Sciences at CCSU, and the CCSU Provost.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Carolyn Lumsden as the Robert C. Vance Endowed Chair of Journalism and Mass Communication by adopting the proposed resolution.

04/03/2020 – BOR -Academic and Student Affairs Committee

04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating

CAROLYN LUMSDEN

to fill the

ROBERT C. VANCE ENDOWED CHAIR

IN JOURNALISM AND MASS COMMUNICATION

at

CENTRAL CONNECTICUT STATE UNIVERSITY

February 18, 2020

WHEREAS, Central Connecticut State University is seeking to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of service in the fields of journalism and mass communication, and

WHEREAS, Ms. Carolyn Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the Hartford Courant, most recently as editorial page editor. Ms. Lumsden's distinguished career, professional accolades, and deep engagement with the affairs of Connecticut make her uniquely qualified to support student learning and the academic programs at the university associated with the Vance Endowed Chair, and,

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Ms. Carolyn Lumsden to this position.

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University beginning as soon as possible but no later than the fall 2020 semester.

A True Copy:

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

Carolyn Lumsden

19 Green Briar Drive ■ Suffield, Connecticut 06078 ■ (860) 481-5505

carolynlumsden@gmail.com

Career Profile

Award-Winning Writer and Editor with skills in:

- Writing
- Events
- Team Leadership
- Editing
- Investigative Reporting
- Project Management
- Research
- Publishing
- Teaching

Professional Background

Opinion Editor / Editorial Writer (1992-2018)

The Courant, Hartford, Connecticut

- Led a team of editors, writers and designers in producing the largest [opinion section](#) in Connecticut. Reported to the publisher. Served on the executive committee.
- Guided writers in creating viral [opeds](#) that were often the [most-read](#) of the year.
- Created such initiatives as "[Fresh Talk](#)," publishing hundreds of young writers.
- Organized dozens of [public debates](#) and [community forums](#), including one with celebrated UConn coach Geno Auriemma on [leadership](#) that led to an annual [conference](#).
- Drove social media with thousands of friends and followers on [Facebook](#) and [Twitter](#) and innovations such as Ed Page on Facebook.

Lecturer / Opinion Writing (2008-09)

University of Massachusetts, Amherst

- Taught third- and fourth-year students to debate like an editorial board, honing critical thinking.

Editor (1989-92)

Holyoke Transcript-Telegram, Massachusetts

- Led news staff of 18 and wrote daily editorials.
- Oversaw a 20-member board of local writers that included Pulitzer-winning historian Joseph Ellis.

Reporter (1983-89)

Associated Press, Massachusetts

- Led coverage of the 1985 discovery of the wreck of the [Titanic](#) as the first reporter at the Woods Hole Oceanographic Institute, home base of marine archeologist Robert Ballard.
- Reported from Canada on the 1985 military [plane crash](#) in Gander, Newfoundland, that killed 256 servicemen and crew coming home for Christmas from peacekeeping in the Mideast.
- Wrote [dozens](#) of other [popular stories](#) that ran [nationwide](#).

Copy Editor (1976-81)

Random House publishing house, New York City

- Edited fiction by [Mary Gordon](#) and [Thomas McGuane](#); a poetry anthology by [Kenneth Koch](#); nonfiction by [John Langston Gwaltney](#).

Carolyn Lumsden

Page 2

Honors and Awards

Pulliam Fellowship, 2018-19, a \$75,000 grant to write about the international [pyrrhotite plague](#).

Sigma Delta Chi Award in Editorial Writing, Society of Professional Journalists, [2018](#) and [1995](#).

American Society of News Editors Awards, [finalist](#), 2018.

Congressional Record Tribute to Carolyn Lumsden, from Sen. Richard Blumenthal, 2018.

Academy of New England Journalists' Yankee Quill Award, 2015.

Times Mirror Journalist of the Year, 1996 .

Professional Affiliations

Mentor since 2011 for [The OpEd Project](#), whose aim is to increase the diversity of voices in the media.

Trustee, Association of Opinion Journalists Foundation, 2013-16

Raised \$40,000 for the AOJ's Minority Writers Workshop.

Association of Opinion Page Editors, 2001-08

For the group's 2003 [conference](#) at UConn, I recruited New York Times Editorial Page Editor Gail Collins, Wall Street Journal EPE Paul Gigot, and former Secretary of State Henry Kissinger. I was honored that year with the AOPE's [award](#) for community service.

Executive Committee member, World Affairs Council, 1997-2001

Recruited Harold Hongju Koh, Yale Law School professor, to speak just after the Sept. 11, 2001, attack on the World Trade Center. He later became the State Department's top legal adviser.

Education

Master of Studies of Law, 1999

Yale University, New Haven

- Received a [Knight Foundation Fellowship](#) in Law for Journalists; graduated with three honors.
- Spent spring break reporting on [war in Eritrea](#).
- Enlisted legal thriller writer [Scott Turow](#) and "A Civil Action" author Jonathan Harr to speak.

Master of Arts degree, Communications, 1987

Stanford University, Palo Alto, California

- Received a full-tuition scholarship.
- Served as lead writer on a survey of attorneys for California Lawyer magazine.

Radcliffe Course in Publishing Procedures, 1975

Radcliffe College, Cambridge, Massachusetts

- Intensive summer school ([now at Columbia University](#)) in book and magazine publishing.

Bachelor's, English Literature, 1975

Boston University

- Graduated *cum laude* a semester early.



Central Connecticut State University

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

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

DATE: February 21, 2020

SUBJECT: Recommendation to Appoint Carolyn Lumsden to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Carolyn Lumsden of Suffield, Connecticut, as the holder of the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

Following an extensive search, faculty in the Department of Communication unanimously recommended the appointment of Ms. Lumsden.

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

This proposed appointment, which has my full support, has been reviewed and recommended by the Interim Chair of the Department of Communication, Dean of the Carol A. Ammon College of Liberal Arts & Sciences at CCSU, and the CCSU Provost.

Ms. Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the *Hartford Courant* where she served most recently as editorial page editor. Earlier in her career, she worked as a copy editor at Random House and as a reporter for the Associated Press. She has received important professional accolades including the 2015 Yankee Quill Award, and the Sigma Delta Chi award from the Society of Professional Journalists in 1996 and 2017. Ms. Lumsden's professional experiences will serve as an inspiration to CCSU students aspiring to careers in journalism and mass communication.

Ms. Lumsden received her Bachelor's degree in English from Boston University. She holds Master's degrees in communication from Stanford University and legal studies from Yale University, where she studied under the auspices of a Knight Foundation scholarship. She has also taught as an adjunct lecturer at the University of Massachusetts, Amherst.

The Robert C. Vance Endowed Chair in Journalism and Mass Communication offers CCSU students mentorship by exemplary professionals in these fields, while fostering public

programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:

- **Teaching:** Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.
- **Mentorship:** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming:** Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean.

In recruiting individuals for the Vance Endowed Chair, priority is given to individuals with distinguished records in journalism or mass communication. The ideal candidate would be a practitioner with a meritorious career, commitment to integrity, and deep experience in Connecticut's public discourse. Ms. Lumsden's qualifications meet perfectly the prestige and expectations of an Endowed Chair.

The term of appointment would be for two years commencing as soon as possible.

ITEM

Designation to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University (CCSU).

BACKGROUND

Central Connecticut State University has requested designation of Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication. The Vance Endowed Chair was established in 2001 under the former CSU Board of Trustees with a multi-year grant of 1.4 million dollars. As noted in CCSU President Toro's attached letter of recommendation, the holder of the Endowed Chair:

“...offers CCSU students mentorship by exemplary professionals in these fields, while fostering public programming that brings credit to CCSU. The Vance Endowed Chair will engage in the following activities:

- **Teaching:** Offer one class per semester. Topics chosen in consultation with the Department of Communication and the Dean.
- **Mentorship:** Develop professional activities for undergraduates in the fields of journalism and mass communication, such as workshops, guest lectures, and symposia.
- **Public Programming:** Promote public events that bring distinguished practitioners in journalism and mass communication to CCSU, working collaboratively with the Dean.”

President Toro also advises that the recommendation is being brought forward for BOR consideration following an extensive search. The recommendation for the designation of Ms. Lumsden as Endowed Chair is supported by the Interim Chair of the CCSU Communication Department, the Dean of the Carol A. Ammon College of Liberal Arts & Social Sciences at CCSU, and the CCSU Provost.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Carolyn Lumsden as the Robert C. Vance Endowed Chair of Journalism and Mass Communication by adopting the proposed resolution.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating

CAROLYN LUMSDEN

to fill the

ROBERT C. VANCE ENDOWED CHAIR

IN JOURNALISM AND MASS COMMUNICATION

at

CENTRAL CONNECTICUT STATE UNIVERSITY

February 18, 2020

WHEREAS, Central Connecticut State University is seeking to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of service in the fields of journalism and mass communication, and

WHEREAS, Ms. Carolyn Lumsden has decades of experience as a writer, editor, and journalist, including twenty-six years at the Hartford Courant, most recently as editorial page editor. Ms. Lumsden's distinguished career, professional accolades, and deep engagement with the affairs of Connecticut make her uniquely qualified to support student learning and the academic programs at the university associated with the Vance Endowed Chair, and,

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Ms. Carolyn Lumsden to this position.

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Carolyn Lumsden to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University beginning as soon as possible but no later than the fall 2020 semester.

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Erin A. Fitzgerald, Secretary of the
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Radcliffe College, Cambridge, Massachusetts

- Intensive summer school ([now at Columbia University](#)) in book and magazine publishing.

Bachelor's, English Literature, 1975

Boston University

- Graduated *cum laude* a semester early.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education approve the nominees for an honorary degree, as presented below, according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

Honorary Degree Nominations for 2020 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement</u>
Capital Community College	Tanya Cleveland-Wiggins	
Central Connecticut State University		
Charter Oak State College	Wendy Garcia	
Eastern Connecticut State University		
Gateway Community College	William P. Villano	
Housatonic Community College	John Torres	
Manchester Community College		
Naugatuck Valley Community College		
Norwalk Community College		
Three Rivers Community College		
Tunxis Community College		
Southern Connecticut State University	Marna P. Borgstrom	
Western Connecticut State University		

A True Copy:

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

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

The university or college shall forward the name of a potential recipient with an explanation as to why the individual merits the honor, including a thorough discussion of the potential recipient's background and an assessment of the benefits and any possible concerns.

RATIONALE

The granting of honorary degrees to individuals who have made a significant contribution to society or to a university or college is a common practice in higher education. In the Connecticut State Colleges and Universities, the purpose of granting honorary degrees is to honor a person and to advance the work and reputation of the institution.

RECOMMENDATION

The nominations and accompanying documents for conferral of an honorary degree from the CSCU institutions are attached.

04/03/2020 – BOR Academic & Student Affairs Committee

04/16/2020 – Board of Regents



March 30, 2020

Dear Provost Gates,

I write to request an honorary Associate of Science degree be granted for Tanya Nadine Cleveland-Wiggins. Tanya died unexpectedly on September 11, 2019. Tanya was a profound loss for our campus, especially to our Capital Cares food pantry. Tanya had been working in the food pantry for over one year. In that time, she was trained by Foodshare and took the lead on all orders and deliveries. When the college needed a new delivery person she was the one who used her considerable community contacts to find one. During her year working in the food pantry it grew to serve over 140 families each month distributing 19, 978 pounds of food. She created a warm and welcoming environment for the campus community.

Outside of the food pantry Tanya was known for her encouragement of her fellow students. Multiple students have told me that her kind words of encouragement when they were having a rough day helped motivate them to persevere. Tanya was clean for 22 years and spoke candidly with fellow students about her journey. She was very active in her church, the Mount Olive Church Ministries. She organized a Mother's Day Tea for her church and prepared care packages for college students.

Tanya enrolled at Capital over 30 years ago in 1980. Her first attempt with us was a struggle, however, she took advantage of Fresh Start to begin again in Spring 2019. She earned 12 more credits and maintained at 4.0 GPA in her second attempt with us. She also had considerable transfer credits and as a result, possessed 45 credits towards her General Studies A.S. degree. She was very proud of how close she was to completing her degree. I believe that an honorary degree is a fitting tribute to her.

Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. Duncan Harris', written in a cursive style.

G. Duncan Harris, Ed.D.
Chief Executive Officer

February 28, 2020

President Mark Ojakian
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian,

I write to submit a nominee for the 2020 Honorary Doctor of Humane Letters at Charter Oak State College. The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee decided to offer our honorary doctorate to **Wendy Garcia**. Wendy is a Charter Oak alum whose journey illustrates the core reasons why Charter Oak was created. Like many of our graduates, Wendy did not start her education with us. She began her academic work in 1984 at Central Connecticut State University. In her own words, "that process was interrupted by life." Her educational aspirations were set aside after she married, had children, and needed to work. It was when she noticed that her promotional opportunities were restricted, that the importance of completing her degree came to the forefront. As with many adult learners sandwiched between work and family, fitting another responsibility into a full schedule proved challenging. In 2009, she heard about Charter Oak State College. The notion of affordable online courses was promising, and Wendy decided to try one more time to finish her degree. The convenience of the online format offered her the flexibility to schedule her studies around the rest of her responsibilities, which was a game changer. In January of 2012 she graduated with a bachelor's degree in business administration. Shortly afterwards, she was promoted to a new position.

Wendy's path illustrates two essential truths about Charter Oak. First, Charter Oak offers a critical service to non-traditional students in removing barriers by offering an affordable, non-traditional structure. They begin their educational journey, but it gets interrupted. They have credits and life experience, but those credits and/or experience often don't transfer or translate into meaningful credits. Additionally, non-traditional learners have financial responsibilities, oftentimes forcing tough decisions between family, work, and life, leaving them with limited time for educational pursuits and restricted funds. Such was the case with Wendy.

The second truth is that Charter Oak is an excellent second chance partner for the CSCU system. By the time students who have stopped out for a prolonged period re-enter their education journey, their needs are very different. Wendy's college experience at CCSU was appropriate for a traditional student, but as an adult learner with limited time and funds, Charter Oak's specialty in degree completion and online structure offered an efficient, flexible, and viable option. By accepting Wendy's CCSU credits and working with her towards degree completion, Charter Oak supports the CSCU system in its mission to provide high quality post-secondary education and its aim to enable individuals to achieve their life and career goals.

What makes Wendy Garcia's accomplishment so notable and worthy of recognition is that she has, in effect, internalized the CSCU and Charter Oak missions. Wendy understands the value of a post-secondary education and its impact on the workforce. But more importantly, she understands the value of education for the individual in need of a job or in need of bettering their job situation. She understands the self-esteem value that comes with accomplishing one's educational goal. And she understands what it takes to achieve that goal. She is helping others accomplish that goal through her current role at Capital Workforce Partners which involves collaborating with employers and trainers to assist individuals in their re-entry into school to overcome gaps between skills and business hiring needs. Capital Workforce Partners training and provider list includes the CSCU community colleges, universities, and Charter Oak State College. Individuals who decide to enroll at Charter Oak State College with assistance from Capital Workforce Partners are largely adult learners. They are high achieving and driven to complete their program requirements. Wendy's ability to connect Charter Oak and the CSCU schools with the needs of individuals in the Connecticut workforce for a better career alignment and future is commendable and a much-needed service to the state and local communities.

The Charter Oak Honorary Doctorate Committee, after reviewing **Wendy Garcia's** accomplishments, leadership, commitment to higher education and commitment to adults, recommends that she receive the 2020 Doctor of Humane Letters honorary degree from Charter Oak State College at our May 31, 2020 graduation.

Sincerely yours,



Ed Klonoski, President
Charter Oak State College

Cc: Dr. Jane Gates, Provost

Enc: Garcia Resume



Thomas G. Coley, Ph.D.

Regional President, Shoreline-West

Connecticut State Colleges & Universities

February 26, 2020

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate William P. Villano, President and CEO of Workforce Alliance, to receive an Honorary Associate of Science Degree at Gateway Community College's 28th commencement ceremony, which will be held on May 21, 2020.

Under Bill's visionary leadership at the helm of Workforce Alliance – a position he has held since 1982 – the organization develops and oversees comprehensive communitywide responses to the challenges of building a highly skilled workforce in Greater New Haven and beyond. The organization administers a variety of federal, state and municipal workforce development funds and oversees the activities of four American Job Centers serving South Central Connecticut businesses and jobseekers. These included a Job Center inside the New Haven Correctional Center, with the goal of preparing offenders to return to home, work and self-sufficiency.

The Workforce Alliance has been awarded many federal discretionary and demonstration grants serving at-risk youth; ex-offenders; a School to Career Demonstration Grant; and industry sector-based grants in health care, information technology, engineering and manufacturing.

Gateway Community College; our students, faculty and staff; and our leadership team have benefited greatly from Workforce Alliance programs, as well as from Bill's leadership and support. In particular, students have seen Bill's and the agency's "touch" in areas such as job training and placement, employment fairs and other events.

In 2014, for example, Gateway; Workforce Alliance; and the Accelerating Connections to Employment (ACE), which is grant-funded by the U.S. Department of Labor, with support of the Annie E. Casey Foundation; worked together to expand free workforce training in the region with a \$1 million program expansion.

Most recently, Workforce Alliance was instrumental in bringing the "Skill Up for Manufacturing" program to the region. Skill Up for Manufacturing is a collaboration among Workforce Alliance; Connecticut manufacturing companies, who helped design the classroom curriculum; and three

Triple the **IMPACT**





Thomas G. Coley, Ph.D.

Regional President, Shoreline-West

Connecticut State Colleges & Universities

of Connecticut’s community colleges, including Gateway. Workforce Alliance has since been granted \$3.45 million in State funding to expand this promising program. Last February, unemployed or under-employed workers received certificates of completion as part of our first Gateway cohort. Since that time, five more groups of students – an additional 100 participants, most of whom never considered careers in manufacturing -- have completed the program here. They will help meet the sector’s growing labor needs over the next eight years. More importantly, these 120 people now have the skills and experience they need to get well-paying, secure jobs and build a better future for themselves, their families and our communities.

In addition to his role with Workforce Alliance, Bill uses his corporate acumen, caring spirit and a broad range of interpersonal and organizational strengths to benefit the public and private sectors of Greater New Haven. At Gateway, he is a valued member of the President’s Executive Council, which includes advisors from the State, local municipalities, the business community and social service providers. Additionally, he serves on the Greater New Haven Chamber of Commerce’s Board of Directors and the Tweed-New Haven Airport Commission. Bill is also a member of the Board of Directors of the National Association of Workforce Boards, the Workforce Development Council of the U.S. Conference of Mayors, and other local and regional organizations. He was active in the Steering Committees of both New Haven’s Enterprise Community and Empowerment Zone projects. He holds a bachelor’s degree in Sociology and a master’s degree in Urban Studies.

I believe that Bill Villano is exceptionally qualified to receive an honorary degree from Gateway; a distinction reserved for those making extraordinary contributions to enhance our college and our community. Thank you in advance for your thoughtful consideration of my nomination.

Sincerely yours,

Thomas G. Coley, Ph.D.
Acting President of Gateway Community College &
CSCU Regional President, Shoreline West Region

Triple the **IMPACT**





Thomas G. Coley, Ph.D.
Regional President, Shoreline-West

Connecticut State Colleges & Universities

February 26, 2020

Dear ASA Committee:

It is my great honor and distinct pleasure to nominate Mr. John Torres, Executive Director of the Bridgeport Caribe Youth Leaders and Finance Manager of CASA Inc., to receive an Honorary Associate of Science Degree at Housatonic Community College's 52nd commencement ceremony on May 20, 2020.

Considered by peers and companions as a motivator, mentor and visionary leader, John Torres is the Co-Founder and Executive Director of the Bridgeport Caribe Youth Leaders (BCYL). Torres has led the transformation of a baseball league into a youth development organization providing enrichment programs and activities through its Sports, Education and Community platforms. Under his leadership BCYL has quadrupled the number of children (800) being served yearly. John's vision of leveraging sports to provide educational and leadership programs has proven to be successful model. Youngsters take part of the SAT Prep, Math & Reading Tutoring, Honor Roll Recognition, S.U.C.C.E.S.S. (Students Understanding College & Career Expectations to Succeed), Girls Empowerment, Boys to Men and Theatre Workshop programs. In 2008, Torres spearheaded the effort to create the Caribe Youth Scholarship Fund; to date 92 BCYL students have received over \$1 million in high school and college scholarships collectively producing 17 college graduates of which 7 are first-time college graduates in their family. John believes it's everyone's obligation to give back to the community; this is evident in the youth participation of Caribe's community outreach programs. In 2010 President Barack Obama recognized John with the President's Volunteer Service award.

Housatonic Community College has had a long standing partnership with (John Torres) Bridgeport Caribe Youth Leaders (BYCL) especially when we look at the community needs, SAT preparation, assisting with the Puerto Rico relief. BYCL and HCC have partnership also includes the STEM Eco System and STEM Pathway Partners under the Carnegie Science Center.

Born and raised in Bridgeport Connecticut, Torres is a dedicated family man. He is married to Beatrice for 33 years and is proud of his three wonderful children; Daniel, Jonathan and Jasmine. He graduated from Bullard-Havens Tech and went on to graduate from Housatonic CC with degrees in Accounting and Business Management, becoming the first college graduate in his family. In addition to serving as BCYL's Executive Director, John is the Finance Manager for the Chemical Abuse Services Agency, Inc. (CASA).

Torres' personal mission is to assist and inspire others to reach their full potential and help them understand the importance of working together for the betterment of others.

Torres has been recognized from the following organizations:

- 2013 Eastern Connecticut State University Cesar Chavez Distinguished Service Award
- 2015 Diocese of Bridgeport St. Augustine Medal Award
- 2017 Kolbe Cathedral High School Making A Difference Award
- 2018 Greater Bridgeport Old Timers' Lou Bogash, Jr. Memorial Award
- 2019 ABCD, Inc. Community Service Award.

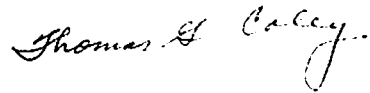
Triple the **IMPACT**



I believe the John Torres is exceptionally qualified to receive an honorary degree from Housatonic; a distinction reserved for those making extraordinary contributions to enhance our college and our community.

Thank you in advance for your thoughtful consideration of my nomination.

Sincerely,

A handwritten signature in cursive script that reads "Thomas G. Coley".

Thomas G. Coley, Ph.D.
Acting President of Housatonic Community College /
CSCU Regional President, Shoreline-West Region

TGC/cc



February 19, 2020

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

Dear President Ojakian,

I write to nominate Marna P. Borgstrom, President and CEO of Yale New Haven Hospital and Yale New Haven Health System, as the recipient of an honorary doctorate from Southern Connecticut State University.

Ms. Borgstrom began her career at Yale New Haven Hospital more than 30 years ago on a post-graduate fellowship and has assumed a number of progressively high-level staff and management roles since then.

In 1994, she was promoted to the position of Executive Vice President and Chief Operating Officer. And in 2005, she was named to her current role, where she leads a health system that has \$2 billion in revenues and employs 13,000 people in Connecticut, including Bridgeport and Greenwich Hospitals as well as Yale New Haven.

Ms. Borgstrom has an exemplary record of leadership, serving on several national boards, including VHA, Inc. in Dallas, the Council of Teaching Hospitals and Healthcare Executives Study Society. Closer to home, she serves on the Connecticut Hospital Association's Board of Trustees and Greater New Haven Regional Leadership Council.

She has also served on the Boards of the Hole in the Wall Gang Camp, the United Way of Greater New Haven and the Greater New Haven Chamber of Commerce's Board and Executive Committee.

Ms. Borgstrom has been the recipient of several awards recognizing her community involvement. They include the ADL's Torch of Liberty Award, YMCA's Women In Leadership Award, the Junior Achievement Hall of Fame, New Haven Business Times' 20 Noteworthy Women, Hill Health Center's Leadership Award, and the Connecticut Women in Leadership Award. She is also a member of the Gateway Community College Hall of Fame.

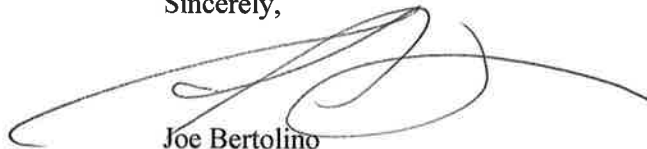
Awarding an honorary doctorate to Ms. Borgstrom at this time would be highly opportune for Southern. Yale New Haven Hospital already employs the largest number of our nursing graduates in the state. And Southern's connections with the hospital are poised to become stronger with the building of a new home for our College of Health and Human Services, which breaks ground in early March, 2020.

M. Ojakian
2/19/20
Page 2

For her record of vision and accomplishment as leader of Connecticut's largest public health system, her commitment to making healthcare better and more accessible for all who need it, and her active partnerships with our expanding health programs, I believe that Marna Borgstrom would be a worthy recipient of an honorary doctorate of health science from Southern.

The doctorate would be awarded at our Undergraduate Commencement ceremony on May 22 at the Webster Bank Arena in Bridgeport. I thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to be 'Joe Bertolino', written over a horizontal line.

Joe Bertolino
President

JB/meh

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 16, 2020

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2019-20 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2019-20 academic year.

A True Copy:

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

ITEM

Acceptance of the Board of Regents Faculty Awards

BACKGROUND

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS

For the 2019-20 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 18 of a possible 49 nominations within the five award categories, for the Board's consideration.

RECOMMENDATIONS

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached:

04/03/2020 – BOR-Academic and Student Affairs Committee

04/16/2020 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2019-20 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community Colleges)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards³

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. James Joss French	Associate Professor / Literacy, Elementary & Early Childhood Education
Eastern	Dr. Tanya Moorehead	Assistant Professor / Education
Southern	Dr. Thomas Radice	Associate Professor / History
Western	Dr. H. Howells Williams	Assistant Professor / Social Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award (Connecticut State Universities)

Dr. James Joss French
Central Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck	Ms. MaryBeth Rajczewski	Assistant Professor / Mathematics
Housatonic	Kristen Carley	Assistant Professor / English
Middlesex	Dr. Frank Steelabotte	Associate Professor / Biology
Naugatuck Valley	Dr. Gil Harel	Assistant Professor / Music
Three Rivers	Mr. Andrew Marvin	Assistant Professor / English
Tunxis	Michelle Saindon	Associate Professor / Mathematics

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award (Connecticut Community Colleges)

Kristin Carley
Housatonic Community College

Dr. Frank Stellabotte
Middlesex Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Krishna P. Kisi	Assistant Professor / Manufacturing and Construction Management
Southern	Dr. Steven P. Brady	Assistant Professor / Biology
Western	Dr. Neeta P. Connally	Associate Professor / Biological and Environmental Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Neeta P. Connally
Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Middlesex	Dr. Andrea Levy	Professor / Psychology
Naugatuck Valley	Mark A. Schnubel	Associate Professor / Automotive
Tunxis	Ms. Jacqueline Decker	Assistant Professor and Program Coordinator / Visual Fine Arts and Photography

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Dr. Andrea Levy
Middlesex Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Douglas Goodrich

Naugatuck Valley Community College

Adjunct Professor - History

&

Ms. Shelley Stoehr-McCarthy

Southern Connecticut State University

Adjunct Professor - English

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:

The other nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Asnuntuck Community College	Ms. Tammy Tudryn	Adjunct Professor / Early Childhood Education
Housatonic Community College	Mr. Drew Denbaum	Adjunct Professor / English
Middlesex Community College	Michael Rotondo	Adjunct Professor / Accounting / Business
Tunxis Community College	Mrs. Jennifer Rossi	Adjunct Professor / Mathematics

BOARD OF REGENTS

FACULTY AWARDS

Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Cynthia Arpin Three Rivers Community College	Amely Cross Asnuntuck Community College	Vicki DiFilippo Three Rivers Community College
Heather D'Orlando, Asnuntuck Community College	Dr. Khaled Hammad Central Connecticut State University	Ira Hessmer Capital Community College
Michele Howard-Swan Asnuntuck Community College	Elizabeth Keefe Gateway Community College	Dr. Darcy Kern Southern Connecticut State University
Marie Kulesza Central Connecticut State University	Susan Lugli Middlesex Community College	Dr. Martin Mendoza-Botelho Eastern Connecticut State University
Dr. Eric Meyers Gateway Community College	Dr. Michelle Monette Western Connecticut State University	Dr. Fatma Pakdil Eastern Connecticut State University
Dr. Mobin Raster Agah Norwalk Community College		

RESOLUTION

concerning

PROPERTY CONVEYANCE
BETWEEN GATEWAY COMMUNITY COLLEGE, NORTH HAVEN CAMPUS
and
THE AREA COOPERATIVE EDUCATIONAL SERVICES (ACES)
March 26, 2020

- WHEREAS, In 2012 Gateway Community College (GCC) relocated from the North Haven Campus at 88 Bassett Road to the new Church Street, New Haven, campus except for the Automotive Technology program; and
- WHEREAS, CSCU capital plans programmed the relocation of the Automotive Technology program to a new location by 2015; and
- WHEREAS, To date state bond funds have not supported development of a new location for the Automotive Technology Program; and
- WHEREAS, Of the 170,000 square foot North Haven facility approximately 105,000 square feet is leased to ACES for their Wintergreen Interdistrict (k-8) Magnet School; and
- WHEREAS, As a cost savings measure for Gateway and ACES's desire of a permanent home for the Wintergreen School, the CSCU in combination with ACES, wish to obtain legislation allowing the conveyance of the North Haven campus from the Board of Regents for Higher Education to ACES; and
- WHEREAS, Prior to finalizing conveyance approvals a Leaseback Agreement with ACES for GCC's Automotive Technology program will be subject to approval by the Board of Regents for Higher Education, therefore be it
- RESOLVED, The CSCU is authorized to obtain legislation conveying GCC's North Haven campus to ACES, subject to the Board's approval of a Leaseback Agreement with ACES for GCC's Automotive Technology program.

A True Copy:

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

ITEM

Approval to pursue and obtain legislation conveying ownership of the Gateway Community College, North Haven Campus, to ACES.

BACKGROUND

Gateway Community College (GCC) relocated all academic programs, except Automotive Technology, from the North Haven Campus to the new Church Street location in 2012. Additional bond funds for a new Automotive Technology location were anticipated, but have not been secured to date. Of the overall 170,000 square foot North Haven facility, the Automotive Technology program continues to utilize approximately 65,000 square feet. Since 2012, the unused building area had been leased to the New Haven Public School System and as of the 2019-2020 academic School year, has been leased to ACES.

As a cost savings measure the CSCU, together with ACES, would like to obtain legislation for a conveyance bill to transfer ownership of GCC's North Haven campus from the Care and Custody of the Board of Regents for Higher Education to ACES. A long term leaseback for GCC's Automotive Technology program will be subject to BOR for approval prior to finalizing conveyance approvals.

ANALYSIS

In 1985, the State of Connecticut purchased Orchard Hill Junior High School at 88 Bassett Road, North Haven, from the town for \$5,000,000. This acquisition provided an academic facility and parking for Greater New Haven State Technical College. The athletic playing fields remained North Haven property for community use. In 1992, the merger of the Technical College and South Central Community College rebranded both as Gateway Community College (GCC). The North Haven campus became one of two GCC locations. In 2012, GCC opened its new Church Street, New Haven, campus, resulting in the closing of their Long Wharf campus and portions of the North Haven Campus. GCC's Automotive Technology program remained at North Haven, with original plans to relocate the program to a new facility by 2015. To date, state bond funds have not supported development of a new location for the Automotive Technology Program. Of the 170,000 North Haven square foot facility, the Automotive Technology program occupies approximately 65,000 square feet in lower level space. From 2013 to 2018, the New Haven School System leased much of the available 105,000 square feet as academic high school space for the Creed School and, in the final two years, the Hyde School. As of the 2019 - 2020 academic year, ACES holds the lease on the available 105,000 square feet.

As previously presented to the Board of Regents, ACES is one of six Regional Educational Service Centers (RESCs) in Connecticut. Their mission has been to work with member districts in order to promote and improve the quality of education for all their participants. Funding for RESCs are provided from a combination of State and participating district funds. The RESCs Board is considered an agent of the State and is approved to sell bonds, take loans, enter into contracts, purchase and sell real property. Established in 1969 and authorized as a RESC in 1972 by General Statute 10-66 a-I, ACES currently conducts programs involving more than 980 skilled staff members across 19 facilities and manages 9 schools for 25 K-12 school districts.

One such ACES school is the Wintergreen Interdistrict Magnet School (K-8) that had operated for over 20-years in a school space leased to them by the Town of Hamden. The Wintergreen School currently occupies the leased GGC North Haven space.

Lease conditions for the Wintergreen School include a 5-year initial term with provisions for an additional 5- year extension. For their first and second floor space, ACES is responsible for all cleaning, security, interior maintenance, any required tenant improvements, code conformance or other operating requirements. Of the projected \$900,000 annual North Haven campus operating expense, ACES is charged an annual lease amount of \$350,000, with future adjustments consistent with energy cost increases. Although ACES occupies more than 60% of the building, the lease price is reduced, recognizing the increased costs associated with maintaining an older building infrastructure. The leased building area is in poor condition with many infrastructure, code, cosmetic and environmental improvements required.

CSCU administration and ACES have discussed obtaining legislative approval to transfer ownership of the North Haven Campus to ACES. The advantage to GCC is the reverse of the current lease terms with GCC's operating expenses and future capital improvement exposures significantly decreased. ACES' advantage in assuming ownership of the facility, is that they will be able to seek grant funds from the State Department of Education of an approximate 60% reimbursement for applicable building improvements.

RECOMMENDATION

1. Approve CSCU to obtain legislation which will convey ownership of Gateway's North Haven campus at 88 Bassett Road from the Board of Regents to ACES.
2. Prior to final property conveyance a leaseback approval for GCC to maintain occupancy in the North Haven campus space will be subject to approval by the Board of Regents.

3/11/20 Finance & Infrastructure Committee
4/16/20 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Grading, Notations, and Academic Engagement

April 16, 2020

- WHEREAS, The CSCU Community Colleges have operated under Board of Trustees policies 3.5 (Grades), 3.5.1 (Granting of an Incomplete), and 3.5.2 (Administrative Transcript Notations – Letters other than A-F); and
- WHEREAS, All non-attendance taking institutions that participate in the Title IV, Higher Education Act (HEA) programs are required to confirm a student’s attendance in registered coursework for the purposes of fulfilling federal financial aid eligibility; and
- WHEREAS, All institutions that participate in the Title IV, HEA programs are required to report a student’s enrollment status to the National Student Loan Data System to maintain the eligibility and benefits to certain financial aid programs; now therefore be it
- RESOLVED, That the Connecticut Board of Regents for Higher Education adopt a community college policy on Grading, Notations, and Academic Enrollment to affirm the current grading structure and clarify the usage of administrative transcript notations; and be it further
- RESOLVED, That this policy shall result in a more accurate depiction of student enrollment at each census period while promoting student equity among financial aid and non-financial aid students; and be it further
- RESOLVED, That this policy shall replace Board of Trustees policies 3.5, 3.5.1, and 3.5.2, as well as the procedural implementation of the Unearned F (UF) administrative transcript notation; and be it further
- RESOLVED, That procedural guidance shall be developed prior to Fall 2020 in order to maintain the efficacy of this policy.

A True Copy:

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

ITEM

The proposed policy seeks to affirm the current grading structure used by all CSCU community colleges, as well as to clarify the definitions and usage of administrative transcript notations. This proposal further seeks to confirm a student's active engagement in their registered coursework prior to each 15-week semester census, and to provide a uniform framework for determining an unofficial withdrawal. This policy shall be utilized as a means to meet the standards of Title IV eligibility for financial aid students, resulting in an accurate depiction of official student enrollment at census.

BACKGROUND

In 2013, the US Department of Education/Federal Student Aid conducted a review of Housatonic Community College's administration of the programs authorized pursuant to Title IV of the Higher Education Act of 1965, as amended, 20 USC §§ 1070 et seq. (Title IV, HEA programs). While there were various findings cited in the 2014 audit report, the most concerning was "Failure to Confirm Enrollment Status" due to the impact on academic grading in relation to Title IV students. In 2015, the US Department of Education delivered a Final Program Review Determination, issuing a liability due from the college in the amount of \$418,154.64 directly attributable to this single finding. Also in 2015, President Paul Broadie II filed a written appeal to the US Department of Education, challenging the finding and liability.

In 2016, Administrative Judge Robert G. Layton upheld the decision, rendering the college liable to pay the US Department of Education. Housatonic Community College was unable to provide sufficient evidence to support its assertion that it confirmed students' enrollment status in terms of disbursing Title IV funds, and the college failed to meet its burden of proving that it properly disbursed Federal Pell Grant awards based on actual enrollment. The college was also cited for failing to consistently administer certain grades; a grade of F and an academic notation of N had been used interchangeably. It was therefore determined that the college could not accurately determine whether a student started attending a class based solely on a student's grades.

Subsequent to the US Department of Education issuing its Final Program Review Determination, the system engaged in an effort to distinguish between an "earned F" and an "unearned F" grade for all students for the purposes of determining students who had unofficially withdrawn versus completed a term with a poor grade. On August 13, 2015, the system effectively made a change to Connecticut Community Colleges Board of Trustees Policy Manual, Section 3.5.2, Administrative Transcript Notations – Letters other than A-F. Namely, the use of the "N" notation was discontinued in lieu of the creation of a "UF" notation without a policy change.

Confirming Enrollment Status

An institution may only disburse Title IV, HEA funds when a student is enrolled and eligible to receive those funds (34 CFR 668.164). Similarly, if a student does not begin attendance in a payment period or period of enrollment, the institution must return all Title IV, HEA program funds that were credited to the student's account at the institution or disbursed directly to the student for the payment period of enrollment (34 CFR 668.21(a)). This statement is true even for institutions that, by definition, are not required to take attendance. As such, a student's Federal Pell Grant eligibility must be recalculated if their enrollment status changes in a term (34 CFR 690.80). For financial aid purposes, a student's enrollment status should be confirmed in their registered coursework prior to each semester census and

subsequent financial aid disbursement. Final financial aid eligibility recalculations are performed at census, and funds are disbursed accordingly.

For students whose enrollment status has not been confirmed yet have been paid Title IV, HEA funds, their aid must be returned despite applicable tuition and fee charges still being present on their student accounts. This creates a liability owed to the school from the student, which often goes to collections or becomes subject to the tax intercept process – all costs to the system. In some cases, non-financial aid students would not pay tuition prior to the start of a term and be dropped for non-payment prior to the start of the term. This situation represents no financial liability owed to the college from the student. These situations present an equity issue over the treatment of financial aid versus non-financial aid students, based on the ability of financial aid to cover a student's eligible charges in relation to enrollment.

Administrative Transcript Notation Definitions

N – No Grade

An administrative transcript notation for any situation where there is no grade reported at the end of the traditional semester (i.e. no grade received from a faculty member, courses in progress, or no basis for a grade). From BOT 3.5.2, discontinued use without a policy change in Fall 2015.

UF – Unearned F

This notation is awarded to students who were enrolled in a course, did not officially withdraw, but who failed to participate in course activities through the end of the term. It is used when, in the judgment of the instructor, completed assignments and/or course activities were insufficient to make normal evaluation of academic performance possible. Students who receive this notation will have reported on their behalf a “last date of participation” by the assigning faculty member. When saved on the grade roster, this notation will immediately convert to a regular grade of F on the student's transcript. It will be punitive and count in the GPA. The UF notation is used for internal reporting and will not appear on the student's transcript. Effective for use without a policy change in Fall 2015.

Effects of Prior Implementation

The establishment of the UF was intended to create a distinction between an earned F for a student who completed a term, and a notation for a student who stopped-out of the college and did not complete the term. However, it became additionally used as a mechanism for determining whether the college confirmed a student's enrollment prior to financial aid disbursement as colleges.

Further, there were unintended consequences of implementing the UF as a grade on a student transcript. Compliance with the regulatory requirements for timely and accurate enrollment status reporting to the National Student Clearinghouse, and by extension reporting to the National Student Loan Data System (NSLDS) was jeopardized. Accurate reporting to these agencies is critical, since they determine when a student is eligible to enter repayment or deferment on a federal student loan, and determine a time limitation on Direct Subsidized Loan eligibility (in general, a student may not receive Direct Subsidized Loans for more than 150% of the published length of a program).

RECOMMENDATION

To provide for the equal treatment of all students, regardless of their method of payment for applicable course-related charges, it is recommended that the Board of Regents adopt a uniform policy on Grading, Notations, and Academic Engagement for all community colleges. The policy presented affirms the current grading structure, clarifies applicable administrative transcript notations, and provides a method to uniformly determine a student's enrollment status in their registered coursework across all colleges.

This recommendation clarifies the reporting of and appropriate record keeping for an unofficial withdrawal when students actively engage their registered coursework and subsequently leave the institution without officially withdrawing. The context of an academically related activity is consistent with federal regulations.

This recommendation also encompasses the following changes:

Addition of Registration Status Determination

NP – Never Participated. Used for students who have enrolled in coursework, but who have failed to engage in an academically related activity.

Discontinuation of Administrative Transcript Notation

N – No Grade (previously defined)

UF – Unearned F (previously defined)¹

Of note, there are both positive and negative outcomes associated with this policy change. However, the negative outcomes identified below are the result of compliance in practice. Additionally, financial aid allocations based upon enrollment would decrease because of the actual realized enrollment (Campus-Based Financial Aid, Institutional Financial Aid, and State Financial Aid/Roberta B. Willis Scholarship Program).

Positive Outcomes

- Colleges will be compliant with the Higher Education Act of 1965, as amended.
- Enrollment reporting will be accurate to NSLDS.
- Census enrollment will be accurate.
- Retention rates will increase since students who never attended will no longer be counted.
- Graduation rates will increase since students who never attended will no longer be counted.
- Bad debt and collections costs will decrease.

Negative Outcome

- Overall enrollment will experience a correction, since non-attending students will be identified prior to census and no longer be counted in census data.

04/03/2020 – BOR Academic and Student Affairs Committee

04/16/2020 – Board of Regents

¹ While not in any existing Board of Trustees or Board of Regents policies, it is highly recommended that the use of the UF notation, and all of its associated procedures, be discontinued, effective with the Fall 2020 semester.

Policy on Grading, Notations, and Academic Engagement

The CSCU Provost and Senior Vice President for Academic and Student Affairs, or designee, shall be the presiding authority over the application of this policy to all community colleges. It shall be included in all college catalogs, student handbooks, and college websites, and shall be made available upon request.

Grading

Affirmed for Fall 2020, all CSCU community colleges will use the following grading system defined below.

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

The calculation of the Grade Point Average (GPA) shall be two decimal places, truncated.

The letter grades shown above, with an additional designation of “#,” shall also be used for grades awarded to students in developmental courses.

I – Incomplete

Used as a temporary grade assigned by a faculty member when coursework is missing and the student agrees to complete the requirements.

Although a student may request an Incomplete, the faculty member is not required to honor the request. Faculty members should assign an Incomplete when there are extenuating circumstances, such as illness, that prevent a student from completing the assigned work on time. Further consideration should be given to determine if the student has attended for at least 60% of the duration of the course and completed the majority of the course requirements, and, in the judgment of the faculty member, the student can complete the remaining work no later than the tenth week of the next standard semester.

Any faculty member that assigns an Incomplete shall document such an activity, and inform the student, the Academic Dean, the Registrar, and other appropriate parties, as needed, using a common form. Supporting documentation, agreed upon by both the faculty and student, must include:

- A brief description of the requirements to be completed;
- The date by which the coursework must be submitted to the faculty member;

- A statement that the Incomplete will change to a specific letter grade if the work is not completed by the tenth week of the next standard semester.

If a student submits the required work on time, the faculty member shall calculate a grade to replace the Incomplete and submit it to the Registrar no later than the 10th week of the following semester. If a student fails to complete the required work or fails to submit the work by the specified time, or if the faculty member fails to submit a replacement grade, the Registrar shall convert the Incomplete to the letter grade specified, and that letter grade shall be entered on the student's transcript.

Students with an Incomplete are temporarily ineligible for semester or graduation honors. Upon conversion of the Incomplete to a letter grade, students may retroactively receive semester or graduation honors, and such recognition shall appear on the transcript, provided the student has earned the required GPA.

Administrative Transcript Notations

All colleges will use the following system of administrative transcript notations for student records, when required. Any other letters, whether called administrative notations, transcript notations, non-academic grades, or otherwise, currently in use shall be eliminated.

AU – Audit

Used for students not wishing credit for a course taken. This status will allow them to participate in class activities without being required to meet the examination requirements of the course. Students may ask to have papers critiqued, but faculty members are not required to grade an auditor's coursework. Full tuition and fees are charged for courses audited. A student who wishes to change from credit to audit status must request this within the first four weeks of the course, using such forms and procedures as the college may prescribe. Students auditing a course may not change to credit status.

M – Maintaining Progress

Used only for developmental courses to indicate that the student is maintaining progress, but not at the usual rate. It may be given to a student for a course only twice.

P – Pass

Used for successful completion of courses taken on a pass/fail basis. Students failing will receive a letter grade of "F."

TR – Transfer

Used in lieu of grades for courses accepted for credit from other institutions of higher education.

W – Withdrawal

Used to indicate that a student has withdrawn from a course.

Academic Engagement

While none of the community colleges are considered attendance-taking institutions, they are required to verify the academic engagement of each student in each registered course by demonstrating “academic attendance” or an “academically-related activity” for Title IV purposes. This must be completed prior to the predetermined census date of each traditional semester, as well as during periods of enrollment shorter than the traditional 15-week semester (i.e. summer terms). The purpose of this practice is to identify students who have enrolled in coursework, but have not demonstrated an academically-related activity as a means to accurately report official college enrollment and meet the regulatory standard of compliance.

Required Activity Prior to Census

All students are required to demonstrate academic engagement (defined below) in each of their registered courses no later than the predetermined census date of each period of enrollment. Students who make this demonstration in at least one of their registered courses shall be considered to have begun the period of enrollment. Students who do not make this demonstration in any registered courses shall be considered to have not begun the period of enrollment.

Students Who Begin a Period of Enrollment

Students who begin a period of enrollment shall be counted in official census data, reflective of their actual enrollment status. Students who then cease engagement in their coursework, without officially withdrawing from the college prior to the end of the withdrawal period, shall be assigned a letter grade of “F” with a corresponding last date of academic engagement for each affected course. These students shall be considered an unofficial withdrawal from the college, and be subject to Return of Title IV regulations, if applicable. The latest date reported by faculty shall be the date of determination for unofficial withdrawal from the college.

Students Who Do Not Begin a Period of Enrollment

Students who are determined to have not academically engaged in a period of enrollment leading up to census shall be assigned a registration status of “Never Participated (NP)” for each affected course. Students assigned an NP for all courses shall be removed from the period of enrollment, and shall be counted as “never attended” for enrollment reporting purposes. Courses with an NP designation are not counted toward a college’s official census, and affected students are not eligible to receive financial aid for courses assigned this status.

NP – Never Participated

A registration status used for students who have enrolled in coursework, but have failed to engage in an academically related activity by the predetermined census date. Students who receive an NP designation are no longer permitted to attend a course section after an NP has been reported. Additionally, they are not eligible to receive a final grade, and not eligible to access the learning management system for the affected course section.

Academic Engagement

In accordance with federal regulatory definition, academic engagement (otherwise known as “academic attendance” and “attendance at an academically-related activity”) includes, but is not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;

- Taking an exam, an interactive tutorial, or computer-assisted instruction;
- Attending a study group that is assigned by the institution;
- Participating in an online discussion about academic matters; and
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

This does not include activities where a student may be present, but not academically engaged, such as:

- Logging into an online class without active participation; or
- Participating in academic counseling or advising.

The institution must make a determination of “academic attendance” or an “academically related activity;” a student’s certification of attendance that is not supported by institutional documentation is not acceptable.

04/03/2020 – BOR Academic and Student Affairs Committee
04/16/2020 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Holistic Case Management Advising Policy

For CSCU Community Colleges

April 16, 2020

- WHEREAS, Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting, which was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period;
- WHEREAS, over the past five years there were significant racial disparities in the IPEDS three-year graduation rate at the CSCU Community Colleges, averaging 7 percent for Black students, 11 percent for Latinx students, 18 percent for Asian students, and 19 percent for White students;
- WHEREAS, inadequacies in the CSCU Community Colleges' current advising structure, capacity, and staffing levels contribute to low graduation rates and equity gaps in attainment and other Key Performance Indicators;
- WHEREAS, research shows that the adoption of a holistic case management advising model supports the Guided Pathways principles—clarifying paths for students, getting them on a path, keeping them on a path, and ensuring their learning—and has yielded meaningful improvements in student retention, completion, and equity at community colleges that have successfully implemented Guided Pathways;
- WHEREAS, community colleges that have successfully implemented Guided Pathways and a holistic case management advising model reduced advisors' caseloads to levels significantly lower than the CSCU Community Colleges' current student (headcount) to advisor (full time equivalent) ratio of approximately 760:1;
- WHEREAS, community colleges that have successfully implemented Guided Pathways and a holistic case management advising model also adopted a student success technology platform that enables enhanced advising, progress monitoring, and greater coordination of services;

WHEREAS, the Holistic Case Management Advising Policy, informed by Guided Pathways best practices, establishes a holistic case management advising model at the CSCU Community Colleges that ensures all degree and certificate seeking students have an assigned Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion;

WHEREAS, the Board of Regents for Higher Education and the CSCU Community Colleges will reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022, and to adopt a student success technology platform to ensure the effective implementation of the holistic case management advising model,

WHEREAS, the Board of Regents for Higher Education is committed to rectifying low completion rates and equity gaps in attainment at the CSCU Community Colleges by implementing Guided Pathways practices as part of Students First; therefore be it

RESOLVED, That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

A True Copy:

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

HOLISTIC CASE MANAGEMENT ADVISING POLICY

The Board of Regents for Higher Education sets forth the following requirements for the CSCU Community Colleges, to be implemented by the CSCU System Office through the leadership of the Provost, Senior Vice President of Academic and Student Affairs, Vice President of Enrollment Management, and college administrators:

I. Adopt a holistic case management advising model, whereby

- A. All degree and certificate seeking students are assigned to a Guided Pathways Advisor upon admission, who advises them through to the completion of their time at the CSCU Community Colleges;
- B. Guided Pathways Advisors:
 1. Guide their assigned students in the creation of a personalized academic and career plan prior to initial registration; at minimum, this plan includes an outline of
 - a) Career and academic goals,
 - b) Requirements and expectations for chosen program of study,
 - c) Course sequence from initial registration to graduation,
 - d) Financial plan to pay for college,
 - e) Relevant holistic resources and services, and
 - f) Opportunities for employment and transfer;
 2. Continually monitor their assigned students' progress on their personalized academic and career plans, using at minimum indicators related to students'
 - a) Course registration,
 - b) Course drop and withdrawal,
 - c) Registration holds,
 - d) Academic performance,
 - e) Academic momentum, and
 - f) Use of holistic resources and services;
 3. Provide and coordinate sustained, strategic, integrated, proactive, and personalized support to their assigned students to help keep them on plan, which includes resources and services related to their academic, career, financial, and other individual needs;
 4. Ensure their assigned students regularly assess their personalized academic and career plans; and
 5. Collaborate with their assigned students to revise their personalized academic and career plans as needed.

- C. Faculty actively work with their students' Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B; and
 - D. Other academic and student affairs staff actively work with Guided Pathways Advisors to ensure all degree and certificate seeking students receive the services listed in Section I.B.
- II. Reduce the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022.**
- III. Adopt a student success technology platform to assist professional, faculty, and other academic and student affairs staff with**
- A. Assigning Guided Pathways Advisors to students and maintaining advisors' caseloads,
 - B. Creating and revising students' personalized academic and career plans,
 - C. Monitoring students' progress on their personalized academic and career plans, and
 - D. Supporting students through a communication system that includes but is not limited to
 - 1. Early alerts,
 - 2. Referrals to holistic resources and services,
 - 3. Case notes, and
 - 4. Reports.
- IV. Develop an initial implementation and assessment plan for the Holistic Case Management Advising Policy by December 2020.**

ITEM

Proposal to adopt a policy concerning Holistic Case Management Advising at the CSCU Community Colleges that 1) ensures all degree and certificate seeking students have an assigned professional Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion; 2) reduces the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022; and 3) adopts a student success technology platform that facilitates holistic case management advising.

RECOMMENDED MOTION FOR FULL BOARD

Resolved: That the Board of Regents for Higher Education formally adopts the Holistic Case Management Advising Policy for the CSCU Community Colleges.

EXECUTIVE SUMMARY

This staff report:

- Describes how the structure of advising at the CSCU Community Colleges prevents current advising staff from providing students with the supports necessary to improve retention, completion, and equity;
- Explains how a holistic case management advising model will benefit students at the CSCU Community Colleges and promote Guided Pathways principles;
- Illustrates how a holistic case management advising model ensures all degree and certificate seeking students are assigned a Guided Pathways Advisor for their entire time at the institution, who guides students in the creation of a personalized plan, monitors their progress, and coordinates the holistic supports they need to achieve their academic and career goals;
- Explains how a holistic case management advising model is effective only when Guided Pathways Advisors have reduced caseloads and access to a student success technology platform that facilitates personalized planning, progress monitoring, service coordination, and communication;
- Provides evidence that other community colleges have improved their students' retention and completion rates and reduced equity gaps in achievement after implementing a holistic case management advising model; and
- Documents the process by which the CSCU Holistic Case Management Advising Policy was created.

THE MODEL

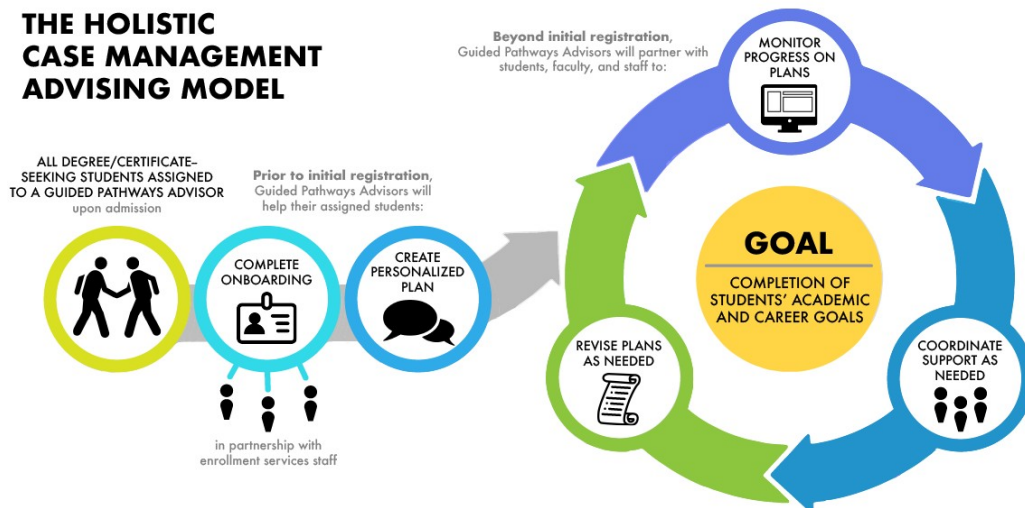
The Guided Pathways framework seeks to help community college students efficiently complete credentials, transfer, and attain jobs with value in the labor market. It consists of four pillars: 1) provide students with clearly structured program pathways with clearly defined expectations and

outcomes for education and employment, 2) get all students on an individualized plan that lays out the steps to achieve their academic and career goals, 3) help students stay on track to completion of a degree or credential, and 4) ensure that students are learning the knowledge, skills, and habits of mind to succeed in life.

A holistic case management advising model serves as the foundation of Guided Pathways efforts. Holistic case management advising is integral to helping students identify and plan for their academic and career goals, monitor students’ progress toward their goals and assist those who stray off plan, and ensure that students are learning essential critical thinking, problem solving, and decision making skills (Bailey et al., 2015).

The central premise of a holistic case management advising model is that every student is assigned to a professional advisor (such as a Guided Pathways Advisor) who guides students through college from intake to graduation, monitors their academic progress, and coordinates the seamless provision of support services with a team of faculty and staff that stretches across traditional departmental lines. Professional advisors are able to provide deeper, more personalized services to students as a result of reduced caseloads and regular contact with their advisees. The ultimate benefit of a holistic case management advising model is that students are more likely to build a meaningful relationship with their assigned advisor and to receive a continuum of care that helps ensure their efficient completion of a credential (Richardson, 2008).

Figure 1: Overview of the Holistic Case Management Advising model



Under this model, every degree and certificate-seeking student at the CSCU Community Colleges is matched with a professional advisor, named their Guided Pathways Advisor, upon admission, who remains with the student for their entire time at the institution. Once assigned, Guided Pathways Advisors guide their respective students through an intake process that involves an initial conversation about their academic and career goals. Based on this conversation, Guided Pathways Advisors work with students to develop action steps toward these goals in the form of a plan that not only maps out the courses toward their declared area/program of study, but also identifies financial needs, opportunities for employment and

transfer, and resources and services relevant to their academic and holistic needs. Guided Pathways Advisors and students continually assess and revise plans based on academic performance and clarification of a students' interests, goals, and life circumstances.

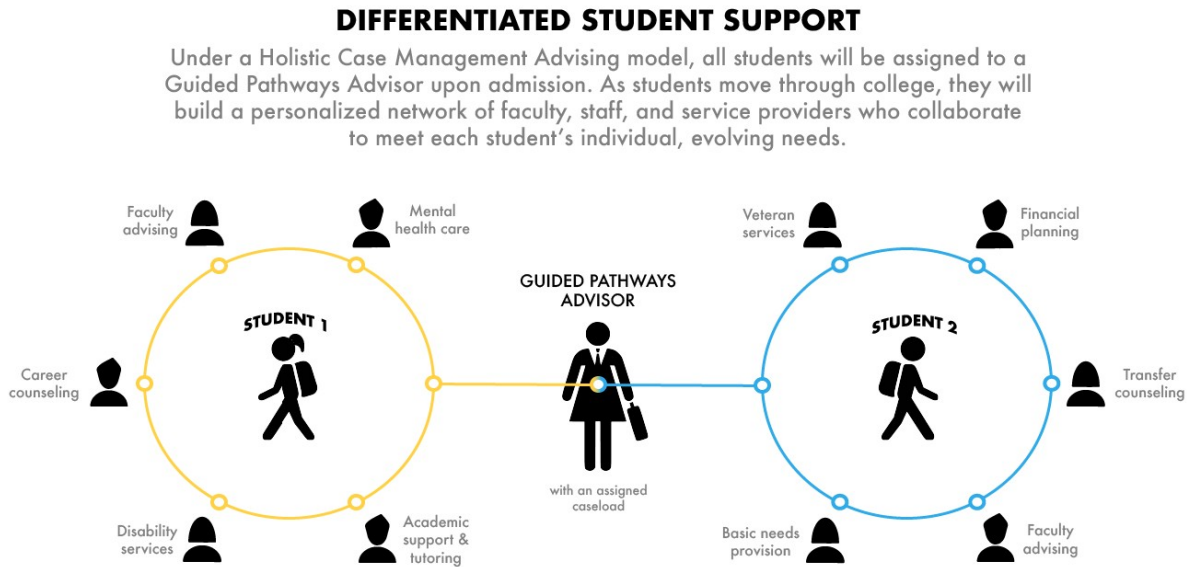
Students' plans are maintained on a student success technology platform, which students can access at any time to check their academic progress and adjust their plan. This technology platform also enables Guided Pathways Advisors, faculty, and other academic and student affairs staff to continually track students' progress on their personalized plans through academic performance indicators, risk factors, and metrics. It also facilitates communication between these stakeholders, enabling them to share feedback, through reports and early alerts regarding student performance and progress.

The continuous monitoring of student progress allows Guided Pathways Advisors, faculty, and other academic and student affairs staff to identify emerging barriers to student success and proactively intervene before problems worsen. Real-time student information collected on the technology platform also helps advisors triage cases, target resources to students who need them most, and tailor interventions to the specific, holistic needs of each student. If Guided Pathways Advisors can't provide the support themselves, then they are able to make referrals to other service providers on campus or in the community and track students' use of services through a system of case notes; access and user rights will be determined based on role and will comply with all federal guidelines as outlined in FERPA (Family Educational Rights and Privacy Act) or any other relevant policies and regulations.

The student success technology platform, while essential to creating these planning, monitoring, and intervention capacities, is only a tool that colleges must couple with ongoing, intentional professional development focused on developmental advising practices. For holistic case management advising to work effectively, the technology must also be accompanied by an institutional culture in which all stakeholders view themselves as sharing responsibility for student success and equity. Yet another critical ingredient of the model is multi-level leadership that builds support for holistic case management advising practices within and between departments (Kalamkarian et al., 2017).

A combination of these factors—assigned Guided Pathways Advisors, reduced caseloads, a college-wide student success technology platform, professional development resources for staff and faculty, a culture of shared responsibility, and committed leadership—can create the conditions for students to develop more meaningful relationships with an advisor and to receive the holistic supports necessary for completion. Furthermore, a holistic case management advising model better meets the varying needs of community colleges' diverse student bodies, and thus moves colleges closer to providing equitable educational opportunity for historically underserved groups (Achieving the Dream, 2018; Bettinger and Baker, 2011; Karp and Stacey, 2013; Miller and Murray, 2005; Pierce, 2016).

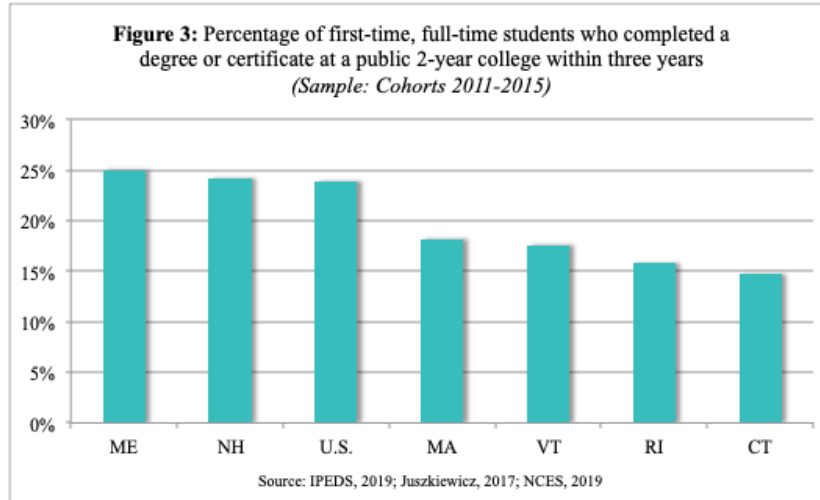
Figure 2: Student support under the Holistic Case Management Advising model



BACKGROUND

Why redesign academic advising?

The students of the CSCU Community Colleges face tremendous challenges to efficient completion of a postsecondary credential. These challenges have resulted in persistently low graduation rates across all twelve community colleges. Among first-time, full-time students who enrolled at the CSCU Community Colleges between 2011 and 2015, fifteen percent completed all the requirements for a degree or certificate within three years of starting. This was lower than the average IPEDS three-year graduation rate for all other state community college systems in New England during the same time period, which includes Massachusetts, Maine, New Hampshire, Rhode Island, and Vermont. Furthermore, Connecticut’s graduation rate is consistently lower than the national average.



Historically underserved and minoritized student groups at the CSCU Community Colleges face additional barriers to success that make them even less likely to graduate. The average IPEDS three-year graduation rate for Black students has been 7 percent over the past five years and 11 percent for Latinx students, compared to 18 percent for Asian students and 19 percent for White students. The Board of Regents has stated its goals to increase retention and graduation rates and eliminate achievement disparities among different ethnic/racial, economic, and gender groups at the CSCU Community Colleges (CSCU, 2019).

The trends in completion and equity at the 12 CSCU Community Colleges result from many factors. One contributing factor is that the system of academic advising is neither structured nor adequately resourced to meet students’ complex and diverse needs. Many of these needs are related to navigating the various decisions and processes involved in completing a credential. Many CSCU community college students also have financial and other individual needs that extend beyond the classroom but inevitably impact their educational experience and outcomes. The purpose of academic advising is to help students meet these holistic needs to maintain progress toward completion of a credential. Furthermore, academic advising should equip students with the knowledge, skills, and habits of mind to navigate the college environment and manage their needs with increasing independence and confidence (NACADA, 2003, 2006).

There are certainly pockets of advising excellence within the community college system. Students in cohort-based programs such as nursing or advanced manufacturing receive consistent, often mandatory advising, progress monitoring, and support from assigned faculty and staff; they also boast high rates of completion. However, these best practices in academic advising do not extend to the majority of CSCU community college students. The CSCU Guided Pathways Holistic Student Support Redesign (HSSR) team—through discussions with professional staff and faculty from all 12 CSCU Community Colleges and focus groups with students on four campuses—determined that the inconsistency in the quality of advising is due to resource deficits and structural issues, rather than any individual person, department, or campus.

Most obviously, advising offices are severely understaffed and financially under-resourced. Currently, there are approximately 760 students for every FTE (full time equivalent) professional advisor in the system; this far exceeds the median U.S. two-year institution advising ratio of

441:1, and the Board of Regents's ideal ratio of 250:1 as stated in its FY20/FY21 biennium expansion budget (Board of Regents, 2018; Carlstrom and Miller, 2013). The CSCU Community Colleges' current ratio reduces advisors' capacity to provide all students with the attention and services they need. Overwhelmed by the sheer number of students, professional advisors frequently only have the time to complete perfunctory tasks like course selection and registration. Current advising staff have little to no bandwidth for advising activities such as goal-setting, planning, and having conversations that develop students' critical-thinking and problem-solving skills. Even when students are able to schedule an appointment with an advisor, they often see a different advisor each semester because advisors are not typically assigned to a specific caseload of students. As a result, students often receive inconsistent and conflicting information, leaving them frustrated and their needs unmet.

Another structural issue with the advising system is that not all CSCU community college students are required to work with an advisor when they first enter college to create a detailed plan that maps out the courses, activities, and supports they need to complete their chosen program of study, gain employment, or transfer to a four-year university. Consequently, many students do not establish clear academic and career goals in their early semesters, nor do they identify the action steps and holistic supports needed to achieve their goals efficiently. The lack of a thoughtful and comprehensive plan makes it difficult not only for students to make effective decisions, but also for current advising staff to effectively monitor students' progress toward degree completion.

Current advisors' monitoring abilities are further limited by the available technology. Ellucian Degree Works, the planning and auditing tool currently used at the CSCU Community Colleges, lacks critical functionalities like digital early alerts that would allow advisors, faculty, and other academic and student affairs staff to identify when students run into problems and to intervene proactively. The provision of support often depends on a student initiating a request for support. However, many students either delay coming forward for support or don't come forward at all, limiting advisors' ability to provide students with the support they need, when they need it most.

Finally, the various academic and student affairs departments involved in the CSCU Community Colleges' advising system too often operate in uncoordinated silos, forcing students to visit several offices before getting the support they need. The current student information technology system reinforces this siloed structure by preventing advisors, faculty, and other academic and student affairs staff from collaborating to support students who require resources and services from various providers across campus. For example, they are unable to make referrals to each other or share notes about certain students, leaving it up to the student to coordinate the services themselves and retell their story to every provider. At the end of the day, no one is held accountable for ensuring that the students' needs are fully met.

Altogether, these structural and capacity issues deprive many CSCU community college students of an accountable, "go-to" advisor who actively guides them through college with a thoughtful academic and career plan tailored to their unique goals and circumstances, and an integrated support network of faculty and other academic and student affairs staff. Without one or all of these resources, students are more likely to feel disconnected from their college, make poorly informed and inefficient academic and career decisions, and run up against barriers when moving between different departments and campuses to find the supports and course offerings they need.

These experiences may increase the chances that students delay their education or drop out before completing a credential.

Weaknesses in the current structure and capacity of the CSCU Community Colleges' academic advising system further disadvantage students from historically underserved and minoritized groups. Even though these students face the highest barriers to graduation, they receive the same type and level of advising services due to scarce resources and inadequate student success policies. This standardized approach to advising does not compensate for the unequal opportunities in students' lives beyond the classroom, thus perpetuating the equity gaps in completion rates across the system.

Advising redesign can and should be leveraged to improve the CSCU Community Colleges' low and inequitable completion rates which, if left unabated, will profoundly and negatively impact the livelihood of Connecticut's students, families, communities, workforce, and economy. Advising redesign would also support and reinforce CSCU's Guided Pathways efforts by getting all students on a clearly defined path to completion and helping them stay on track.

Why a holistic case management advising model?

The CSCU Guided Pathways Holistic Student Support Redesign team's findings suggest that tweaking advising practices at the CSCU Community Colleges without addressing structural and resource deficits will not yield meaningful improvements in student success. Their findings also reveal that students would be better served if the focus of advising moved beyond providing information and course registration to promoting *holistic* student development, which requires meeting students where they are and addressing their individual needs (Achieving the Dream, 2018).

The Community College Research Center and Achieving the Dream identified five guiding principles for colleges looking to design more holistic advising systems—termed SSIPP (Achieving the Dream, 2018; Karp and Stacey, 2013):

- **Sustained:** students receive support throughout their entire time at the institution, particularly at key momentum points.
- **Strategic:** students receive the support they need, when they need them, in a way that is convenient and efficient for them.
- **Integrated:** students receive the support they need in a seamless, coordinated fashion, without being tossed around between departments.
- **Proactive:** students receive the support they need at the earliest stage possible, not when their situation has become a crisis.
- **Personalized:** students receive the type and intensity of support appropriate to their unique needs.

Other community colleges implementing Guided Pathways—such as Lorain County Community College, Sinclair Community College, the Alamo Colleges District, and the Austin Community College District—have shown that changes to institutional policies and practices are a powerful strategy to deliver advising services and supports to students in a more holistic, sustained, strategic, integrated, proactive, and personalized way. Specifically, these colleges made a

structural shift from a walk-in, self-service advising system to a *holistic case management advising model*. Their students are now assigned a single point of contact (such as a Guided Pathways Advisor) for their entire time at the institution, and advisors have specific and reduced caseloads. This new structure affords each student-advisor pair the time to build deep relationships with each other and co-create a personalized academic and career plan that considers the student’s evolving, unique goals and needs. Advisors are also trained to utilize student success technology platforms with special functionalities that enable them to regularly and proactively monitor students’ progress on their plans; intervene at the first sign that students are having trouble; refer students to the resources and services they need, when they need them; and collaborate with faculty, staff, and service providers across the institution to provide students with these supports in a seamless fashion.

Table 1: How students receive support under different scenarios

WITHOUT holistic case management advising & Guided Pathways, student support is frequently	WITH holistic case management advising & Guided Pathways, student support is always
Intermittent	Sustained
Delayed	Strategic
Siloed	Integrated
Reactive	Proactive
Standardized	Personalized

The combination of holistic case management advising and Guided Pathways practices at these colleges has resulted in significantly higher retention and graduation rates (Ashford, 2019; Dryden, 2018; Excelencia in Education, 2019; Ohio Higher Ed, 2018b). For example, at Lorain County Community College, the IPEDS graduation rate jumped from 8 percent to 25 percent within seven years (Dryden, 2018). At Lorain, the equity gap in developmental completion rates and first-term credit accrual has also narrowed; these short-term measures have been shown to correlate with longer-term measures like completion (Ohio Higher Ed, 2018a). It should be noted that these colleges were largely able to make these gains because of significant investments in human and technological resources, including hiring additional advisors, funding ongoing professional development for staff and faculty, and integrating a student success technology platform into their technical infrastructure. However, Lorain has demonstrated that colleges can make a strong return on these investments through increased student retention (Dryden, 2018).

Holistic case management advising as part of Guided Pathways efforts

Consistent with the revised CSCU Students First initiative approved by the Board of Regents on June 18, 2018, implementing a Holistic Case Management Advising Policy is one in a series of Guided Pathways initiatives designed to improve student success and increase student retention, completion, and equity. The new advising model will play a critical role in supporting key pillars of Guided Pathways: getting all students on a personalized plan, keeping them on plan, and ensuring their learning.

Holistic case management advising also complements other Guided Pathways efforts. For instance, faculty workgroups have been charged with developing program maps that include suggested course sequences, career opportunities, and labor market information. These maps will provide students and Guided Pathways Advisors with the foundation for academic and career planning. They will also give Guided Pathways Advisors a benchmark to assess their assigned students' academic progress. The CSCU Community College Areas of Study Policy serves as yet another tool to assist students and Guided Pathways advisors in making informed choices about their career and academic goals. Last but not least, the College and Career Success course (CCS 101) was intentionally designed by our community college faculty to offer students the opportunity for deep exploration of their academic and career goals. Taking CCS 101 would give students a valuable forum to continue the conversations that they begin with their Guided Pathways Advisors and develop a more thoughtful personalized plan to completion.

How was this model determined?

The Holistic Student Support Redesign (HSSR) team was established in February 2018 as part of the CSCU Guided Pathways (GP) work, and charged to explore and make recommendations for best practices in implementing advising models, monitoring student progress, designing a common first-year experience for students, and developing wraparound services to address external factors that impede a student's ability to meet their educational goals.

The team includes a diverse cross section of faculty, staff, and administrators from all 12 CSCU community colleges, CSCU State Universities and CSCU System Office. Members of the team consist of professional staff from core areas such as advising, counseling, enrollment services and financial aid, as well as faculty members and academic and student affairs administration (see Appendix). The team is led by two managers (Gayle Barrett, Middlesex and Michael Buccilli, Gateway), both with practitioner and director-level experience in advising, enrollment management and student affairs, on loan from their current roles at their respective colleges.

In an effort to move the redesign process forward, a HSSR steering team was established with the two primary managers, two collaborating managers (Tamika Davis, Tunxis; Heidi Zenie, Three Rivers) and four members from the HSSR team (Jill Rushbrook, Asnuntuck; Jason Scappaticci, Capital; Nora Uricchio, Manchester; Debra Zavatkey, Northwestern). In September 2019, the HSSR team unanimously adopted a set of design principles to guide the steering team's work. The steering team participated in a facilitated design institute through Achieving the Dream (ATD) in October 2019 and continues to receive individual support from ATD staff with expertise in state-wide advising redesign efforts.

The steering team developed the initial policy draft. Benjamin Wong, a Research Fellow for CSCU Guided Pathways, provided the steering team with research, writing, and editing support. After several rounds of internal feedback, the revised draft was brought to the full HSSR team for endorsement. HSSR managers coordinated regional forums, online feedback process, and specific sessions with key state-wide councils such as advising leads, deans of student affairs and presidents/CEOs. The HSSR steering team will collect and review feedback before moving the revised policy forward for approval by the following bodies: HSSR, Guided Pathways Task Force, and the Community College Implementation Committee (CCIC). If the CCIC approves, it

will then recommend to move the policy forward to the Board of Regents Academic and Student Affairs committee for consideration.

Ensuring student participation continues to be a primary goal of this work. HSSR managers participated in a student panel coordinated by the Student Advisory Council (SAC) to the BOR in spring 2018 and followed up with a SAC briefing and Q&A session in spring 2019. The HSSR team hosted four student focus groups in spring 2019 to dig deeper into the issues students face in our current advising support and structures. Focus groups were held at Gateway, Manchester, Naugatuck Valley and Northwestern and yielded valuable data that has shaped the proposed policy. HSSR managers with the SAC to review the draft policy in February.

What are the next steps if the policy is approved?

The HSSR managers, steering team, and full team will continue to develop and refine the holistic case management advising model and create an initial implementation plan to be presented to the Board of Regents Academic and Student Affairs Committee by December 2020. The plan will include detailed timelines, benchmarks, and a full assessment plan to track progress during the various stages during and post-implementation.

RECOMMENDATION

It is the recommendation of the System's Provost, Senior Vice President of Academic and Student Affairs, and Vice President of Enrollment Management that the Board of Regents give favorable consideration to the adoption of the proposed Holistic Case Management Advising Policy for the CSCU Community Colleges.

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APPENDIX

HSSR Membership List*

Rebecca Adams	<i>Professor of English, Chair of Humanities Department</i>	Housatonic Community College
Kathleen Ahern	<i>Interim Director of Advising & Retention</i>	Gateway Community College
Gayle Barrett (Non-Voting Member)	<i>Director of Enrollment Management/ Guided Pathways Manager/Student Success Center College Coach</i>	Middlesex Community College/System Office
Kerry Beckford	<i>Assistant Professor of English</i>	Tunxis Community College
Caitlin Boger-Hawkins	<i>Director of Planning, Research, and Institutional Effectiveness</i>	Northwestern Community College
Victoria Bozzuto (Ex-Officio)	<i>Guided Pathways Manager</i>	System Office
Paul Broadie	<i>President</i>	Gateway & Housatonic Community College
Michael Buccilli (Non-Voting Member)	<i>Director of Student Success, Guided Pathways Manager</i>	Gateway Community College/System Office
Alison Buckley	<i>Vice President for Enrollment Management</i>	System Office
Kellie Byrd-Danso	<i>Dean of Students</i>	Norwalk Community College
Patrick Carr	<i>Program Manager for Library Consortium Operations</i>	System Office
Diane Clokey	<i>Registrar</i>	Asnuntuck Community College
Jonah Cohen	<i>Professor of Human Services</i>	Gateway Community College
Les Cropley	<i>Director of Project Management and Academic Initiatives, Student Success Center</i>	System Office
Tamika Davis (Non-Voting Member)	<i>Director of Admissions/ Guided Pathways Manager/Student Success Center College Coach</i>	Tunxis Community College/System Office
Greg DeSantis (Ex-Officio)	<i>Executive Director Student Success Center and Academic Initiatives</i>	System Office
David Ferreira	<i>Dean of Academic & Student Affairs</i>	Northwestern Community College
Sarah Gager	<i>Dean of Student Services</i>	Naugatuck Valley Community College

Keith Gauvin	<i>Registrar</i>	Western Connecticut State University
Jeannine Gibson	<i>Acting Director of Academic Advising & Student Retention</i>	Housatonic Community College
Bonnie Goulet	<i>Director of Student Services</i>	Naugatuck Valley Community College
Sarah Hendrick	<i>Associate Director of Admissions</i>	Quinebaug Valley Community College
Bob Kozlowski	<i>Director of Advising and Retention</i>	Quinebaug Valley Community College
Amanda MacTaggart (Ex-Officio)	<i>Associate Director of the CSCU Student Success Center</i>	System Office
Margaret Malaspina	<i>Director of Financial Aid</i>	Capital Community College
Lesley Mara	<i>Director of Workforce Development, Strategic Partnerships & Sponsored Programs</i>	System Office
Helen Marx	<i>Associate Professor of Curriculum and Learning/ Faculty Director of Advising</i>	Southern Connecticut State University
J.D. Mathewson (Ex-Officio)	<i>Senior Research Associate</i>	System Office
Judy Mazgulski	<i>Retention Specialist</i>	Middlesex Community College
Steve McDowell (Ex-Officio)	<i>Director of Financial Aid Services</i>	System Office
Steve Mendes	<i>Registrar</i>	Norwalk Community College
Alese Mulvihill	<i>Interim Dean of Student Affairs</i>	Gateway Community College
Joseph Navarra	<i>Coordinator of Disability Services</i>	Manchester Community College
Latisha Nielsen	<i>First Year and New Student Advisor</i>	Manchester Community College
Kelly Pittman	<i>Transfer Coordinator/Academic Advisor</i>	Tunxis Community College
Francine Rosselli-Navarra (Ex-Officio)	<i>Professor & Chair, Department of Psychology & Anthropology, Guided Pathways Manager</i>	Manchester Community College/System Office

Jill Rushbrook	<i>Director of Advising</i>	Asnuntuck Community College
Jason Scappaticci	<i>Associate Dean of Student Affairs</i>	Capital Community College
Daniela Squizzato	<i>Acting Director of Student Success Initiatives</i>	Housatonic Community College
Tim St. James	<i>Interim Dean of Students</i>	Asnuntuck Community College
Kathy Taylor	<i>Associate Professor Legal/Business</i>	Naugatuck Valley Community College
Kristina Testa-Buzzee	<i>Associate Dean of Continuing Education and Workforce</i>	Norwalk Community College
Nora Uricchio	<i>Associate Professor, Radiologic Science; Program Coordinator, Radiation Therapy</i>	Manchester Community College
Pam Williams	<i>Research Librarian</i>	Three Rivers Community College
Jama Yusuf (Ex-Officio)	<i>Sr. Information Systems Development Manager, Information Technology</i>	System Office
Brenda Zanta (Ex-Officio)	<i>Student/Academic Information Systems Support Specialist</i>	System Office
Debra Zavatkay	<i>Registrar</i>	Northwestern Community College
Heidi Zenie (Non-Voting Member)	<i>Program Coordinator, Exercise Science and Sports & Leisure Management/ Guided Pathways Manager/Student Success Center College Coach</i>	Three Rivers Community College/System Office

*HSSR Membership as of December 18, 2019.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

One-time extension of deadline to submit

incomplete grades for CSCU Community

Colleges

April 16, 2020

WHEREAS, BOT 3.5.1 states that for courses granted an incomplete, “The course work must be completed by the end of the tenth week of the next standard semester;”

WHEREAS, The Student Advisory Committee requests temporary suspension of BOT policy 3.5.1 for the courses granted incomplete status in the fall 2019 semester and the winter 2020 intersession;

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

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

RESOLVED, That the Board of Regents for Higher Education formally adopts that the requirement that all incomplete coursework from the fall 2019 semester and winter 2020 intersession must be completed by the end of the tenth week of the spring 2020 semester will be temporarily suspended and an extension granted. Instead, students will have until May 17, 2020 to complete fall 2019 and winter 2020 intersession incomplete coursework for the CSCU Community Colleges.

A True Copy:

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

ITEM

That the requirement that all incomplete coursework from the fall 2019 semester and winter 2020 intersession must be completed by the end of the tenth week of the spring 2020 semester will be temporarily suspended and an extension granted. Instead, students will have until May 17, 2020 to complete fall 2019 and winter 2020 intersession incomplete coursework for the CSCU Community Colleges.

BACKGROUND

BOT 3.5.1 states that for courses granted an incomplete, “The course work must be completed by the end of the tenth week of the next standard semester.”

This item recommends a temporary extension for courses granted an incomplete during the fall 2019 semester and the winter 2020 intersession. It is not an amendment of policy, but an acknowledgment that due to the COVID-19 pandemic and its impact upon students, adherence to this deadline may be detrimental to student academic progress.

The Student Advisory Committee made this request of the System’s Provost and Senior Vice President of Academic and Student Affairs. The Provost subsequently asked for and received the support for this extension from the Community College Deans of Academic Affairs.

RECOMMENDATION

It is the recommendation of the System’s Provost and Senior Vice President of Academic and Student Affairs, the Community College Deans of Academic Affairs, and the Student Advisory Committee, that the Board of Regents approve this temporary extension.

ITEM

The organizational chart presents the first draft of the leadership structure for the Academic Affairs and Enrollment Management and Student Affairs functions of the consolidated community college and shows the cabinets for,

1. Provost and Vice President of Academic Affairs
2. Vice President of Enrollment Management and Student Affairs.

BACKGROUND

As we transition from small and medium sized institutions, to one of the largest community colleges in the country, one significant difference will be the need to develop areas of specialization to administer the institution. The transition from generalization to specialization will provide a meaningful positive impact for Connecticut community college students by ensuring that all students, regardless of location, receive an exceptional level of support to reach their short-term and long-term academic goals.

In addition to addressing the concerns articulated by NECHE, it is critical for the structure to both support the complexity of the operation and the dissemination of standard policies, procedures, interpretations, best practices, and training.

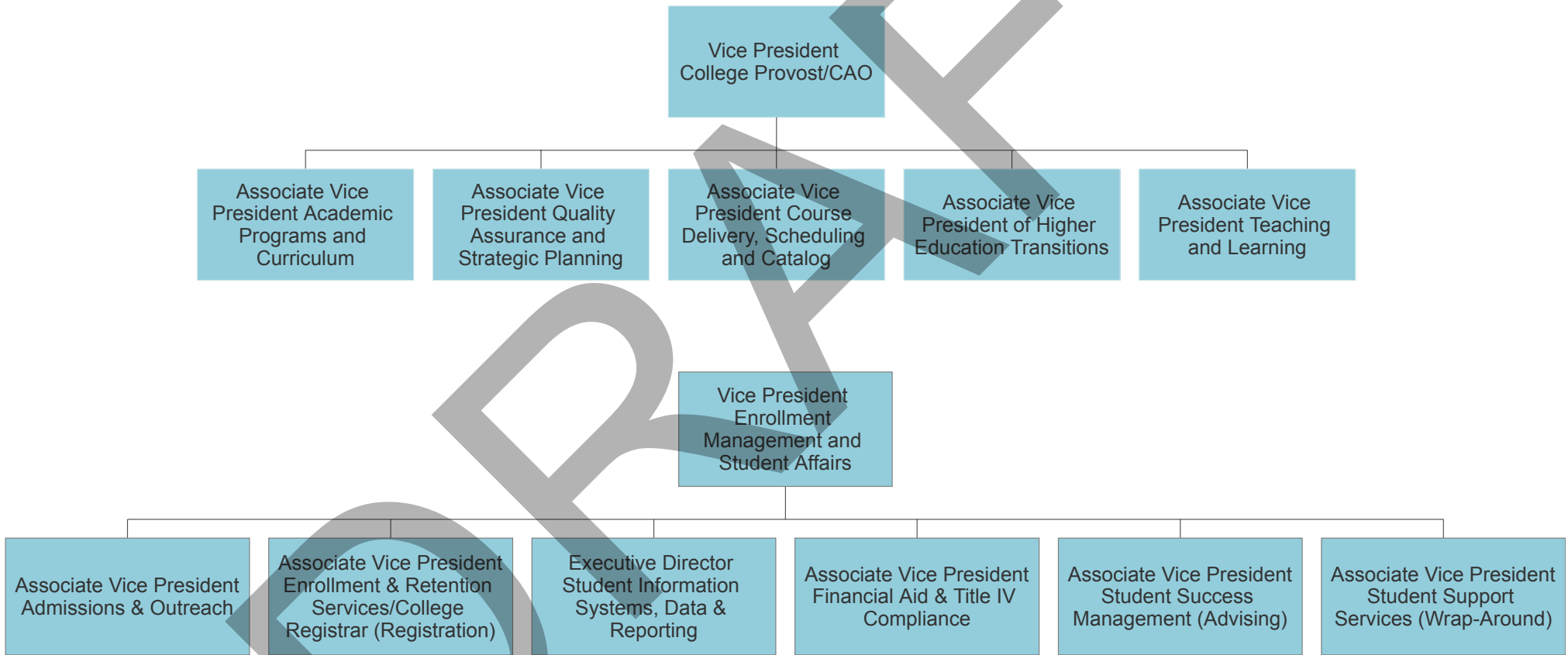
The organization charts for Academic Affairs and Enrollment Management and Student Affairs,

- Show the structure for positions reporting directly to the Vice Presidents
- Are benchmarked against similar-sized community colleges across the country
- Are designed to fulfill the needed functions for the areas of Academic Affairs and Enrollment Management and Student Affairs
 - In the current community colleges, many of these functions are fulfilled as partial responsibilities of faculty and staff
 - At the single college, administration designates single cabinet positions for each function; each of these Associate Vice Presidents will have staff that focus on specific functions
- Were developed to provide the administrative capacity necessary in these areas
- Were developed by and in consultation with system staff and leadership, community college Regional Presidents, Presidents, and CEOs; NECHE; and NCHEMS (The National Center for Higher Education Management Systems)
- Do not show processes, including curriculum governance; governance processes for Academic Affairs are being developed by the Shared Governance Work Group to the Students First Academic and Student Affairs Consolidation Committee.

RECOMMENDATION

That this report be received by the Academic and Student Affairs Committee to the Board of Regents as an information item.

DRAFT - College Provost and VP of Enrollment - DRAFT



CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Community College Policy regarding

Student Registration and Payment Plans to Address COVID -19 Impact

April 16, 2020

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 day to 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, Modification of the provisions of the Policy for Summer 2020 and Fall 2020 would enable students impacted by the COVID-19 state of emergency to seamlessly continue their education during this time of uncertainty; therefore be it

RESOLVED, That the Board of Regents for Higher Education formally adopts a policy that for the Summer 2020 and Fall 2020, community college campuses may allow students who owe up to \$1,200 (or more than \$1,200 with approval of the campus CEO) to register for courses, provided that the students agree to payment plans to satisfy their outstanding balance within one calendar year.

A True Copy:

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

ITEM

That the Board of Regents for Higher Education adopt a policy that for the Summer 2020 and Fall 2020, allows community college campuses to register students who owe up to \$1,200 (or more than \$1,200 with approval of the campus CEO), provided that the students agree to payment plans to satisfy their outstanding balance within one calendar year.

BACKGROUND

As a result of the state of emergency issued in Connecticut since March 10, 2020 and now nationwide, day to day life has changed and with it employment and financial security. For no fault of their own, many students are unable to complete payments for the current semester. The Community College Board Manual section 6.5.4 prohibits students who have outstanding balances from registering for future courses until the balances are paid. This policy creates a financial barrier on student progress, especially in light of the current state of emergency.

The proposed policy will allow students who carry a balance to continue with the education as long as they enter into payment plans that would satisfy their balances within one calendar year. This option would be available to students owing \$1,200 or less. Those students owing more than \$1,200 may enter into a payment plan subject to the approval of the campus CEO. Further, this policy is effective only for the Summer 2020 and Fall 2020 semesters.

RECOMMENDATION

It is the recommendation of the Chief Financial Officer that the Board of Regents approve this temporary policy to address student registration holds as a result of the COVID-19 pandemic.

BOR – 4/16/2020

SEMI-ANNUAL REPORT ON THE STATUS AND PROGRESS OF CSUS 2020
AS OF NOVEMBER 30, 2019

University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
Central	Code Compliance/Infrastructure Improvements	\$24,238,366	\$16,418,636	\$5,763,579	\$2,056,151	\$2,056,151	\$24,238,366	\$22,843,592	\$22,644,898	\$1,394,774			Multi-phased program.
	<u>Project Listing</u>												
	- Replace Maloney Hall Elevator		\$51,953	\$0	\$0	\$0	\$51,953	\$47,612	\$47,612	\$0	Jun-10	May-12	Complete
	- Window Replacements in Four Buildings		\$569,690	\$0	\$0	\$0	\$569,690	\$569,690	\$569,690	\$0	Apr-09	Apr-11	Complete
	- Burritt Library HVAC Code Compliance Improvements		\$1,989,000	\$0	\$0	\$0	\$1,989,000	\$1,808,007	\$1,808,007	\$0	Jan-15	Feb-16	Complete
	- Founder's Hall HVAC Installation		\$697,492	\$0	\$0	\$0	\$697,492	\$696,521	\$696,521	\$0	Mar-09	Aug-13	Complete
	- Davidson Hall Window & Door Replacements (phase 1 & 2)		\$1,961,987	\$0	\$0	\$0	\$1,961,987	\$1,961,987	\$1,961,987	\$0	Dec-09	Aug-13	Complete
	- Security Improvements to General Fund Buildings		\$805,542	\$0	\$0	\$0	\$805,542	\$805,542	\$805,542	\$0	Jun-11	Nov-13	Complete
	- Burritt Library Exterior Repairs		\$86,921	\$0	\$0	\$0	\$86,921	\$86,921	\$86,921	\$0	Jun-09	Jul-10	Complete
	~ Burritt Library Renovation (Construction)			\$216,000		\$0	\$216,000	\$216,000	\$216,000	\$0	Oct-16	Mar-17	Complete
	- Kaiser Hall Gym and Lobby HVAC Improvements		\$82,500	\$0	\$0	\$0	\$82,500	\$82,016	\$82,016	\$0	Jul-09	Mar-12	Complete
	- Campus Wide Signage Program (phase 1)		\$534,370	\$0	\$0	\$0	\$534,370	\$533,631	\$533,631	\$0	May-10	Sep-13	Complete
	- Marcus White Fire Code Improvements		\$1,086,000	\$0	\$0	\$0	\$1,086,000	\$890,018	\$890,018	\$0	Sep-09	Dec-12	Complete
	- Replace Barnard Hall Roof/Entry Improvements		\$1,943,949	\$0	\$0	\$0	\$1,943,949	\$1,943,949	\$1,943,949	\$0	Feb-11	Jan-13	Complete
	- HVAC Improvements in General Fund Buildings (Phase 1, 2 & 3)		\$5,227,000	\$0	\$0	\$0	\$5,227,000	\$5,227,000	\$5,227,000	\$0	Sep-09	Oct-11	Complete
	- Remove Old Telecom Equipment from Buildings		\$0	\$327,000	\$0	\$0	\$327,000	\$326,024	\$326,024	\$0	Mar-14	Dec-16	Complete
	- Maloney Hall HVAC Improvements		\$0	\$1,004,000	\$0	\$0	\$1,004,000	\$532,162	\$532,162	\$0	Jun-13	Mar-15	Complete
	- Arute Field Stadium Turf Replacement		\$0	\$912,000	\$0	\$0	\$912,000	\$768,283	\$768,283	\$0	May-14	Aug-14	Complete
	~ Improvements to ITBD Building			\$0		\$0	\$0	\$0	\$0	\$0	T.B.D.	T.B.D.	Funds Reallocated to Copernicus Hall Low Roof Replacement
	~ Copernicus Hall Low Roof Replacement			\$200,000	\$0	\$0	\$200,000	\$200,000	\$200,000	\$0	Aug-17	Mar-18	Complete
	- Minor Capital Improvements Program		\$987,500	\$3,104,579	\$0	\$0	\$4,092,079	\$4,092,079	\$4,092,079	\$0	May-17	May-17	Complete
	- Future Projects to be Determined		\$394,732	\$0	\$2,056,151	\$2,056,151	\$2,056,151	\$2,056,151	\$1,857,458	\$198,694	Jul-09	Aug-20	Multi-phased program.
	Renovate/Expand Willard and DiLoreto Halls	\$61,085,000	\$0	\$5,892,000	\$55,193,000	\$55,193,000	\$61,085,000	\$60,681,948	\$59,257,479	\$1,424,469	Jun-15	Jan-19	In Close-out
	New Classroom Office Building	\$29,042,113	\$29,042,113	\$0	\$0	\$0	\$29,042,113	\$29,042,113	\$29,042,113	\$0	Mar-11	Aug-13	Complete
	East Campus Infrastructure Development (construction only)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Funds Reallocated
	Burritt Library Design & Expansion/Renovations	\$16,500,000	\$0	\$0	\$16,500,000	\$16,500,000	\$16,500,000	\$0	\$0	\$500,000	Sep-19	Jul-21	In Design

SEMI-ANNUAL REPORT ON THE STATUS AND PROGRESS OF CSUS 2020
AS OF NOVEMBER 30, 2019

University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments	
Eastern	Kaiser Hall/Bubble Renovations	\$25,385,809	\$6,491,809	\$210,000	\$18,684,000	\$18,684,000	\$25,385,809	\$24,526,125	\$19,887,768	\$859,684	Apr-17	Dec-20	In Close-out	
	Engineering Classroom Building	\$62,700,000	\$9,900,000	\$0	\$52,800,000	\$52,800,000	\$62,700,000	\$44,750,088	\$4,107,915	\$40,642,173	Dec-16	May-21	In Construction	
	Barnard Hall Renovations	\$23,099,000	\$4,359,730	\$130,421	\$18,608,849	\$18,608,849	\$23,099,000	\$22,539,680	\$5,092,542	\$17,447,138	Dec-18	Sep-20	In Construction	
	New Maintenance/Salt Shed Facility	\$2,259,157	\$2,259,157	\$0	\$0	\$0	\$2,259,157	\$2,259,157	\$2,259,157	\$0	Oct-10	May-12	Complete	
	Code Compliance/Infrastructure Improvements	\$14,907,318	\$8,441,961	\$4,825,000	\$1,640,357	\$1,640,357	\$14,907,318	\$14,368,329	\$14,150,061	\$518,065		Dec-20		Multi-phased program.
	<u>Project Listing</u>													
	- Campus Wide Brick Repointing Program		\$1,654,773	\$500,000	\$0	\$0	\$2,154,773	\$1,654,924	\$1,454,924	\$499,849	Jan-10	Ongoing		Phased project.
	- Planetarium Window Replacement		\$115,766	\$0	\$0	\$0	\$115,766	\$115,766	\$115,766	\$0	Mar-09	Dec-09		Complete
	- Develop Major Campus Entrances		\$480,582	\$0	\$0	\$0	\$480,582	\$480,582	\$480,529	\$0	Dec-09	Apr-12		Complete
	- South Electrical Loop		\$221,291	\$0	\$0	\$0	\$221,291	\$221,189	\$221,189	\$0	Mar-09	Aug-09		Complete
	- High Temperature Hot Water Line Repairs		\$1,217,268	\$0	\$0	\$0	\$1,217,268	\$1,217,256	\$1,217,256	\$0	Aug-09	Dec-11		Complete
	- South Campus Heat Plant Foundation Repairs		\$399,513	\$0	\$0	\$0	\$399,513	\$399,508	\$399,508	\$0	Mar-11	Mar-11		Complete
	- Damper and Air Handler Controls in Webb Hall		\$37,250	\$0	\$0	\$0	\$37,250	\$37,250	\$37,250	\$0	Mar-09	Aug-09		Complete
	- Soccer Field Drainage Upgrade		\$338,282	\$0	\$0	\$0	\$338,282	\$299,437	\$299,437	\$0	Oct-10	Dec-10		Complete
	- Renovate 333 Prospect Street (Phase 1 & 2)		\$1,264,555	\$0	\$0	\$0	\$1,264,555	\$1,264,380	\$1,264,380	\$0	Jul-11	Jul-13		Complete
	- Arboretum Sewer Main Replacement		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				Project Postponed
	- Minor Capital Projects Program		\$2,528,813	\$4,325,000	\$0	\$0	\$6,853,813	\$6,853,813	\$6,853,813	\$0	Jul-09	Jan-19		Complete
	- Sports Center Lobby Upgrades		\$183,868	\$0	\$0	\$0	\$183,868	\$183,868	\$183,868	\$0	Jan-14	Aug-14		Complete
	- Future Projects to Be Determined		\$0	\$0	\$1,640,357	\$1,640,357	\$1,640,357	\$1,640,357	\$1,622,141	\$18,216	Jul-15	Ongoing		Multi-phased program.
	Fine Arts Instructional Center		\$85,461,643	\$12,000,000	\$71,234,213	\$2,227,430	\$2,227,430	\$85,461,643	\$85,461,643	\$85,461,643	\$0	Mar-13	Jan-16	
Goddard Hall /Communications Building Renovation		\$32,951,000	\$0	\$2,872,787	\$30,078,213	\$30,078,213	\$32,951,000	\$32,363,001	\$23,672,126	\$2,655,725	Apr-15	Sep-19	In Construction	
Sports Center Addition and Renovation (design only)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funds Reallocated to Communications Building	
Outdoor Track – Phase II		\$1,629,152	\$1,629,152	\$0	\$0	\$0	\$1,629,152	\$1,629,152	\$1,629,152	\$0	Mar-10	Dec-10	Complete	
Athletic Support Building		\$1,921,000	\$1,921,000	\$0	\$0	\$0	\$1,921,000	\$1,777,153	\$1,777,153	\$0	Dec-11	Dec-13	Complete	
New Warehouse		\$2,269,000	\$2,269,000	\$0	\$0	\$0	\$2,269,000	\$1,886,660	\$1,886,660	\$0	Jan-12	Sep-13	Complete	

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AS OF NOVEMBER 30, 2019

University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
Southern	Code Compliance/Infrastructure Improvements	\$25,899,406	\$16,335,683	\$2,329,000	\$7,234,723	\$7,234,723	\$25,899,406	\$24,272,188	\$22,495,941	\$2,354,258			Multi-phased program.
	<u>Project Listing</u>												
	- Install Elevator/Entrance to Former Student Center		\$1,777,645	\$0	\$0	\$0	\$1,777,645	\$1,777,645	\$1,777,645	\$0	Aug-09	Jun-12	Complete
	- Shuttle System infrastructure		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funding Reallocated to Buley Library
	- Repairs to Pool in Moore Field House (Phases 1 & 2)		\$839,415	\$0	\$0	\$0	\$839,415	\$821,800	\$821,800	\$0	Mar-10	Sep-12	Complete
	- Moore Field House Mechanical and Electrical Improv. (Phase 1)		\$233,000	\$0	\$0	\$0	\$233,000	\$233,000	\$233,000	\$0	Sep-11	Aug-12	Complete
	- Earl Hall Mechanical/Electrical Upgrade		\$4,184,111	\$0	\$0	\$0	\$4,184,111	\$4,184,112	\$4,184,112	\$0	Sep-10	Aug-15	Complete
	- Jennings Hall Mechanical/Electrical Upgrade		\$4,495,163	\$0	\$0	\$0	\$4,495,163	\$4,495,198	\$4,495,198	\$0	Sep-10	Aug-15	Complete
	- Lyman Auditorium Mechanical/Electrical Upgrade		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	Funding Reallocated to Buley Library
	- Admissions House Roof and Exterior Repairs		\$221,000	\$0	\$0	\$0	\$221,000	\$217,957	\$217,678	\$0	Aug-10	Mar-12	Complete
	- Jess Dow Field Turf Replacement		\$743,262	\$0	\$0	\$0	\$743,262	\$725,071	\$725,071	\$0	Mar-11	Feb-12	Complete
	- Wintergreen Building Water Infiltration		\$370,760	\$0	\$0	\$0	\$370,760	\$366,468	\$366,468	\$0	Oct-11	Oct-13	Complete
	- Moore Field House Locker Room Renovations: Phase II & III		\$929,500	\$0	\$1,057,682	\$1,057,682	\$1,987,182	\$1,057,682	\$1,057,682	\$0	Jan-11	Jun-15	Complete
	- Moore Field House Roof Replacment - Phase II		\$0	\$0	\$772,264	\$772,264	\$772,264	\$772,264	\$772,264	\$0	Sep-14	Sep-15	Complete
	- Old Student Center North Wing Concept Design		\$20,000	\$0	\$0	\$0	\$20,000	\$0	\$0	\$0	-	-	Project Cancelled
	- Earl Hall Communications Dept. Entrance/Security Corridor		\$47,687	\$0	\$0	\$0	\$47,687	\$0	\$0	\$0	-	-	Project on Cancelled
	- Improvements to the Academic Mall		\$0	\$30,000	\$0	\$0	\$30,000	\$28,879	\$28,879	\$0	Jun-14	Mar-15	Complete
	- Wintergreen Building Renovations		\$0	\$0	\$1,972,815	\$1,972,815	\$1,972,815	\$1,965,301	\$1,965,301	\$0	Aug-15	Aug-16	Complete
	- Minor Capital Projects Program		\$2,432,845	\$2,299,000	\$0	\$0	\$4,731,845	\$4,731,845	\$4,731,845	\$0	Jul-09	Jan-18	Complete
	- Future Projects to Be Determined		\$41,295	\$0	\$3,431,962	\$3,431,962	\$3,473,257	\$2,894,966	\$1,118,999	\$2,354,258	Jul-15	Ongoing	Multi-phased program.
	New Academic Laboratory Building	\$72,115,000	\$8,944,000	\$57,698,000	\$5,473,000	\$5,473,000	\$72,115,000	\$72,115,000.00	\$72,115,000	\$0	Jan-13	Feb-18	Complete
	Health and Human Services Building (Phase 1 and Phase 2)	\$76,507,344	\$0	\$0	\$76,507,344	\$76,507,344	\$76,507,344	\$6,844,969	\$4,696,952	\$20,000,000	Mar-19	Sep-21	Bidding for Construction
	Fine Arts Instructional Center	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Funds reallocated to Phase 2 of Health & Human Services Building
	Buley Library - Phase 2	\$17,436,817	\$17,006,817	\$430,000	\$0	\$0	\$17,436,817	\$16,435,195	\$16,435,195	\$0	Jan-13	Apr-15	Complete
	School of Business	\$52,476,933			\$52,476,933	\$6,476,933	\$6,476,933	\$3,736,507	\$3,238,628	\$12,000,000	Jul-20	Jun-22	In Design
Western	Code Compliance/Infrastructure Improvements	\$17,734,734	\$7,658,330	\$2,825,404	\$7,251,000	\$7,251,000	\$17,734,734	\$12,860,782	\$12,860,783	\$0			Multi-phased program.

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AS OF NOVEMBER 30, 2019

University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
	<u>Project Listing</u>				\$0	\$0	\$0						
	- Feldman Arena Improvements		\$819,636	\$0	\$0	\$0	\$819,636	\$819,636	\$819,636	\$0	Sep-09	Jun-11	Complete
	- Midtown Perimeter Site Improvements		\$463,019	\$0	\$0	\$0	\$463,019	\$463,020	\$463,020	\$0	Apr-10	Jul-11	Complete
	- Campus Wide Utilities/Site Improvements		\$1,682,694	\$0	\$0	\$0	\$1,682,694	\$1,682,694	\$1,682,694	\$0	Jul-09	Mar-14	Complete
	- Higgins Annex HVAC Improvements		\$136,541	\$0	\$0	\$0	\$136,541	\$136,541	\$136,541	\$0	Sep-10	Jul-12	Complete
	- Higgins Hall and Annex: Roof Repairs/Replacements (Phase 1 & 2)		\$510,500	\$0	\$0	\$0	\$510,500	\$510,500	\$510,500	\$0	Jul-10	Oct-11	Complete
	- Higgins Annex Learning Emporium		\$173,216	\$0	\$0	\$0	\$173,216	\$173,216	\$173,216	\$0	May-13	Sep-13	Complete
	- Renovate Restrooms in Founders Hall: Waterbury Campus		\$186,213	\$0	\$0	\$0	\$186,213	\$186,213	\$186,213	\$0	Jun-09	Dec-10	Complete
	- Elevator Upgrades in Berkshire Hall		\$40,571	\$0	\$0	\$0	\$40,571	\$40,571	\$40,571	\$0	Oct-09	Feb-10	Complete
	- Install HVAC for MDF/IDF and Server Rooms		\$349,990	\$0	\$0	\$0	\$349,990	\$349,990	\$349,990	\$0	Mar-10	Oct-11	Complete
	- Replace Portions of University Boulevard		\$297,723	\$0	\$0	\$0	\$297,723	\$297,723	\$297,723	\$0	Sep-09	Dec-10	Complete
	- Minor Capital Projects Program		\$2,499,542	\$2,748,452	\$0	\$0	\$5,247,994	\$5,247,994	\$5,247,994	\$0	Jul-12	May-18	Complete
	- Renovate Former Holy Trinity Church		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			Project funding reallocated
	- Higgins Annex Classroom Renovations for Lecture Halls		\$498,686	\$0	\$0	\$0	\$498,686	\$498,686	\$498,686	\$0	Mar-11	Jan-12	Complete
	- Future Projects to Be Determined		\$0	\$0	\$2,454,000	\$2,454,000	\$2,454,000	\$2,454,000	\$2,454,000	\$0	Jul-15	Jul-19	Complete
	White Hall Renovation - Second & Third Floors	\$0		\$76,952	\$4,797,000	\$4,797,000	\$4,873,952	\$4,441,142	\$1,182,805	\$3,258,337	Aug-19	Aug-20	In Construction
	Fine Arts Instructional Center	\$84,226,596	\$0	\$84,226,596	\$0	\$0	\$84,226,596	\$84,226,596	\$84,226,596	\$0	May-11	Aug-14	Complete
	Higgins Hall Renovations	\$34,576,000	\$0	\$2,982,000	\$31,594,000	\$31,594,000	\$34,576,000	\$33,488,417	\$27,542,946	\$5,945,470	Sep-17	Aug-19	In Close-out
	Berkshire Hall Renovations (design only)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	T.B.D.	T.B.D.	
	University Police Department Building	\$6,445,000	\$0	\$4,745,000	\$1,700,000	\$1,700,000	\$6,445,000	\$6,445,000	\$6,445,000	\$0	Aug-15	Feb-18	Complete
	Midtown Campus Mini-Chiller Plant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	N.A.	N.A.	Project Cancelled
System Wide													
	New and Replacement Equipment	\$103,239,000	\$18,000,000	\$18,395,000	\$66,844,000	\$66,844,000	\$103,239,000	\$99,810,000	\$92,424,647	\$10,814,353	Ongoing	Sep-20	Multi-phased program.
	Alterations/Improvements: Auxiliary Service Facilities	\$53,672,422	\$13,672,422	\$15,000,000	\$25,000,000	\$25,000,000	\$53,672,422	\$47,799,969	\$37,424,107	\$10,375,862	Ongoing	Dec-20	Multi-Phased Program
	CCSU: Barrows Hall Basement Renovations		\$0	\$236,663	\$0	\$0	\$236,663	\$236,663	\$236,663	\$0	Jun-13	Aug-13	Complete
	CCSU: HVAC Improvements In Res. Halls (Phase I, II & III)		\$1,717,398	\$0	\$0	\$0	\$1,717,398	\$1,717,398	\$1,717,398	\$0	Sep-09	Jul-14	Complete
	CCSU: Campus-Wide Residence Halls Side Improvements		\$219,602	\$0	\$0	\$0	\$219,602	\$219,602	\$219,602	\$0	Sep-16	May-17	Complete

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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
	CCSU: Vance Hall Basement Renovations		\$0	\$134,800	\$0	\$0	\$134,800	\$134,800	\$134,800	\$0	Jun-13	Dec-13	Complete
	CCSU: Vance Hall Floors 1-6 Bathroom Renovations		\$0	\$106,023	\$0	\$0	\$106,023	\$106,023	\$106,023	\$0	Jun-13	Aug-13	Complete
	CCSU: Vance Hall Renovations- Ground, 1, 2, 5 & 6 Floor			\$770,176	\$0	\$0	\$770,176	\$770,176	\$770,176	\$0	Jun-15	Aug-15	Complete
	CCSU: Student Center & Memorial Hall Sidewalk Imp.		\$0	\$184,514	\$0	\$0	\$184,514	\$184,514	\$184,514	\$0	Jun-15	Aug-15	Complete
	CCSU: Vance Hall Door Lock Upgrades			\$379,904	\$0	\$0	\$379,904	\$379,904	\$379,904	\$0	Jun-15	Aug-15	Complete
	CCSU: Aux. Service Minor Capital Program		\$0	\$2,387,920	\$8,000,000	\$8,000,000	\$10,387,920	\$9,292,174	\$4,447,348	\$4,844,826	Ongoing	Dec-20	Multiple Phased Program
	ECSU: Fire Alarm - Burnap,Crandall and Noble Halls		\$655,465	\$0	\$0	\$0	\$655,465	\$655,465	\$655,465	\$0	Mar-12	Sep-12	Complete
	ECSU: High Rise Elevator Upgrades		\$625,441	\$0	\$0	\$0	\$625,441	\$625,441	\$625,441	\$0	Jan-12	Sep-13	Complete
	ECSU: Academic Quad Landscape		\$0	\$316,900	\$0	\$0	\$316,900	\$316,900	\$316,900	\$0			Complete
	ECSU: Aux. Service Minor Capital Program		\$0	\$1,341,286	\$5,000,000	\$5,000,000	\$6,341,286	\$3,704,781	\$3,004,781	\$2,636,505	Ongoing	Dec-20	Multiple Phased Program
	ECSU: HTHW Lines Repairs Five Residential Halls			\$276,726	\$0	\$0	\$276,726	\$276,726	\$276,726	\$0	Dec-16	Dec-16	Complete
	ECSU: Hurley Hall Addition & Renovation Study		\$0	\$70,000	\$0	\$0	\$70,000	\$70,000	\$70,000	\$0	Apr-15	N.A.	Feasibility Study
	ECSU: Landscape at Mead, Neidjalik & Hurley		\$0	\$9,500	\$0	\$0	\$9,500	\$9,500	\$9,500	\$0	Jun-14	Sep-14	Complete
	ECSU: Low Rise Apartments Roof Replacements		\$456,759	\$0	\$0	\$0	\$456,759	\$456,760	\$456,760	\$0	Apr-11	Jul-12	Complete
	ECSU: Low Rise Apartments Structural Study (phase 1)		\$17,500	\$0	\$0	\$0	\$17,500	\$17,500	\$17,500	\$0	Oct-10	Jan-11	Study Complete
	ECSU: Low Rise Apartments Walkway and Stair Replacement (Phase 1)		\$258,611	\$0	\$0	\$0	\$258,611	\$258,570	\$258,570	\$0	Apr-11	Dec-11	Complete
	ECSU: Low Rise Apartments Walkway and Stair Replacement (Phase2)		\$170,949	\$0	\$0	\$0	\$170,949	\$170,949	\$170,949	\$0	Apr-11	Sep-12	Complete
	ECSU: Masonry Repointing Study & Repairs		\$0	\$46,680	\$0	\$0	\$46,680	\$46,680	\$46,680	\$0	Nov-13	Aug-15	Complete
	ECSU: Nobel Hall Cooling Tower		\$0	\$154,900	\$0	\$0	\$154,900	\$154,900	\$154,900	\$0	Jun-13	Dec-13	Complete
	ECSU: Occum Hall Building Automation		\$0	\$265,561	\$0	\$0	\$265,561	\$265,561	\$265,561	\$0	May-15	Aug-15	Complete
	ECSU: Student Center Lighting Control System		\$0	\$388,713	\$0	\$0	\$388,713	\$388,713	\$388,713	\$0	Jan-13	Aug-13	Complete
	ECSU: Windham St. Sidewalk Expansion		\$0	\$270,414	\$0	\$0	\$270,414	\$270,414	\$270,414	\$0	Jan-14	Aug-14	Complete
	SCSU: Repair/Resurface North Campus Parking Lot		\$1,055,895	\$0	\$0	\$0	\$1,055,895	\$1,055,895	\$1,055,895	\$0	Mar-12	Aug-12	Complete
	SCSU: Underground HTHW Pipe & Temporary Boiler Installation		\$69,667	\$0	\$0	\$0	\$69,667	\$69,667	\$69,667	\$0	Aug-15	Oct-15	Complete
	SCSU: Connecticut Hall - Flooring Replacement & Painting		\$703	\$0	\$0	\$0	\$703	\$703	\$703	\$0	Apr-19	May-19	Complete
	SCSU: Brownell Hall Mechanical & Electrical Improvements (Design)			\$308,738	\$0	\$0	\$308,738	\$308,738	\$308,738	\$0	Jul-15	Aug-15	Complete
	SCSU: Aux. Service Minor Capital Program		\$0	\$2,320,010	\$6,970,000	\$6,970,000	\$9,290,010	\$9,216,890	\$6,371,745	\$2,918,265	Ongoing	Dec-20	Multiple Phased Program

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University	Project or Program	Estimated Total Project Cost	*Phase I Fiscal Years 2009 - 2011	Phase II Fiscal Years 2012 - 2014	Phase III Fiscal Years 2015-2021	Phase III Available as of Fiscal Year 2020	Total Available as of Fiscal Year 2020	Amount Committed as of 11/30/19	Amount Expended as of 11/30/19	Projected Fiscal Year 2021	Scheduled Design Completion	Scheduled Construction Completion	Status/Comments
	SCSU: CT Hall Renovations		\$0	\$1,468,254	\$0	\$0	\$1,468,254	\$1,464,232	\$1,464,232	\$0	Mar-13	Aug-13	Complete
	SCSU: Farnham Hall Renovations		\$4,977,238	\$0	\$0	\$0	\$4,977,238	\$4,977,238	\$4,977,238	\$0	Jun-09	Feb-12	Complete
	SCSU: North Campus Water Infiltration Study		\$0	\$30,000	\$0	\$0	\$30,000	\$30,000	\$30,000	\$0	Jul-14	Sep-14	Complete
	SCSU: 190 Pine Rock Existing Conditions Review			\$35,600	\$0	\$0	\$35,600	\$35,600	\$35,600	\$0	Jan-14	Mar-14	Complete
	SCSU: Recreation Center Study		\$0	\$29,960	\$0	\$0	\$29,960	\$29,960	\$29,960	\$0	Jan-14	Mar-14	Complete
	SCSU: Schwartz Hall Chiller/Cooling Tower		\$0	\$977,753	\$0	\$0	\$977,753	\$977,752.52	\$977,753	\$0	Apr-15	Aug-15	Complete
	SCSU: West Camps Residence Hall Masonry Evaluation				\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$0	Sep-16	Nov-16	Complete
	WCSU Residence Hall Repairs		\$1,081,000	\$0	\$0	\$0	\$1,081,000	\$1,003,870	\$1,003,870	\$0	Jul-10	Aug-19	Complete
	WCSU: Midtown Student Center Roof		\$985,000		\$0	\$0	\$985,000	\$985,000	\$985,000	\$0	Jul-15	Feb-17	Complete
	WCSU: Aux. Service Minor Capital Program			\$2,215,000	\$5,000,000	\$5,000,000	\$7,215,000	\$5,229,109	\$3,243,218	\$1,985,891	Ongoing	Aug-20	Multiple Project
	- Future Projects to Be Determined		\$1,381,194	\$274,005	\$0	\$0	\$1,655,199	\$1,655,199	\$1,655,199	\$0	Jul-18	Jul-18	Complete
	Telecommunications Infrastructure Upgrade	\$18,415,000	\$10,000,000	\$2,841,000	\$5,574,000	\$5,574,000	\$18,415,000	\$18,415,000	\$18,413,287	\$1,713	Ongoing	Ongoing	Multi-phased program. Per Public Act 10-44, effective July 1, 2010 phase I
	<u>Project Listing</u>												
	- CCSU: Upgrade Telecom Infrastructure in ITBD Building		\$832,297	\$0	\$0	\$0	\$0	\$832,297	\$832,297	\$0	May-10	Jan-13	Complete
	- ECSU: Complete Network Backbone Loop: Admin. to Facilities		\$480,439	\$0	\$0	\$0	\$0	\$480,439	\$480,439	\$0	Oct-09	Mar-11	Complete
	- SCSU: Addit. Fiber and Conduit on North Side of Campus		\$85,000	\$0	\$0	\$0	\$0	\$85,000	\$85,000	\$0	Jan-10	Oct-11	Complete
	- WCSU: Redundant Dark Fiber to Westside Campus		\$298,000	\$0	\$0	\$0	\$0	\$298,000	\$298,000	\$0	Mar-10	Jul-11	Complete
	- System-Wide Infrastructure Upgrades		\$8,304,264	\$2,841,000	\$5,574,000	\$2,574,000	\$13,719,264	\$13,719,264	\$13,572,719	\$0	Jul-09	Aug-18	Complete
	Land and Property Acquisition	\$10,250,190	\$3,650,190	\$2,600,000	\$4,000,000	\$4,000,000	\$10,250,190	\$6,823,626	\$4,000,000	\$2,823,626	Jul-09	Ongoing	Multi-phased program. Per Public Act 10-44, effective July 1, 2010 phase I
	Deferred Maintenance/Code Compliance Infrastructure Improvement	\$48,557,000			\$48,557,000	\$48,557,000	\$48,557,000	\$43,414,363	\$42,841,754	\$3,000,000	Jul-15	Ongoing	Multi-phased program.
	Stategic Master Plans of Academic Programs	\$3,000,000			\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$2,992,898	\$7,102	Jan-15	Ongoing	Multi-phased program.
	Consolidation & Upgrade of System Student Financial Information Technology System	\$20,000,000			\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$20,000,000	\$0	Oct-15	Dec-16	Complete
	Advanced Manufacturing at Asnuntuck Community College	\$25,500,000			\$25,500,000	\$25,500,000	\$25,500,000	\$23,477,806	\$21,455,613	\$2,022,194	Feb-16	Jan-19	Complete
	Supplemental Project Funding	\$16,000,000			\$16,000,000	\$16,000,000	\$16,000,000						
	Totals	\$1,069,500,000	\$190,000,000	\$285,000,000	\$594,500,000	\$548,500,000	\$1,023,500,000	\$849,846,922	\$760,478,014	\$138,044,945			

ITEM

Guided Pathways Implementation

SUMMARY

The Academic and Student Affairs Committee of the BOR is considering a proposal to adopt a policy concerning Holistic Case Management Advising at the CSCU Community Colleges that:

- 1) ensures all degree and certificate seeking students have an assigned professional Guided Pathways Advisor and support network of faculty and staff who collaborate with students to plan for their educational goals and deliver the necessary holistic services to stay on track to completion;
- 2) reduces the student (headcount) to Guided Pathways Advisor (full time equivalent) ratio to 250:1, with the goal of reaching full scale by Fall 2022; and
- 3) adopts a student success technology platform that facilitates holistic case management advising.

Implementation of this policy, which is one of the primary pillars of Guided Pathways, is unambiguously the most promising approach to improving completion rates and closing the achievement gap experienced by our minoritized students. It also has clear budget, financial, and operational impacts to the Community Colleges, including impacts to the FY21 budget which will be presented to the Board for consideration later in the spring. While staff at the System Office are still compiling that budget proposal, we intend to include funding for implementation of this advisement program at three community colleges this fall, with additional colleges coming on-line over the two following years.

This commitment to Guided Pathways will entail new expenditures, but will also result in enrollment gains and additional revenue to the system. We have evaluated the return on investment of guided pathways in the Connecticut context, based on work done on this subject by Dr. Robert Johnstone, the founder of the National Center for Inquiry and Improvement. Dr. Johnstone's model is based on the experience of other colleges and systems that have implemented Guided Pathways and found that the effort improved persistence and increased credit attempts among students receiving the advisement. The model quantifies how modest improvement in the number of classes taken and share of students who return each semester can have a significant impact on tuition and fee revenue.

Relying on conservative assumptions, we can predict that Guided Pathways will ultimately pay for itself once the intervention is in place for enough time for the additional credit attempts and persistence to occur. Naturally, there are some significant start-up costs related to organizing and training a significant cohort of new advisors, as well as some time required for those advisors to be effective.

Our early estimate is that the program will cost about \$3 million in the first year, including the cost of hiring approximately 60 advisors and supervisors, developing a training program for those advisors (and for the two following cohorts) and providing technology tools to assist the advisors in developing a path for students and monitoring their success. We are actively refining these budget estimates. While it will be difficult to expect a significant change in enrollment and related revenue in the first year of operation, we ultimately expect that a full scale implementation at 12 colleges could produce an additional \$20 million or more and increase full-time-equivalent enrollment by 20%.

We will provide additional detail when we submit a spending plan for Board of Regents consideration later this year. However, it is reasonable and appropriate for the Board to have even this limited and preliminary information available as it weighs the proposed advisement policy that is before it now.

03/11/2020 – Finance/Infrastructure & Human Resources Administration Committees – information item
03/26/2020 – BOR – information item

ITEM

Students First update – Shared Services and Institutional Resources

SUMMARY

The Students First plan supports institutional resources in two important ways. First, the plan consolidates administrative functions of the separate accredited institutions, allowing for uniform procedures and improvements to the system's administrative capacity including human resources, information technology, risk management, compliance, internal controls and support of our academic mission. Second, the plan creates significant and recurring savings and revenue enhancement that will allow the system to become financially sustainable. These are interrelated effects, with administrative consolidation resulting in reduced staff costs and greater efficiency.

This update discusses administrative functions that are being restructured in three main areas:

- **Human Resources/Payroll Staffing**: Creating HR Centers of Excellence and shifting payroll to a shared service model within Finance. See appendix A and C.
- **Information Technology Staffing**: creating a centralized IT office while maintaining a campus-based day-to-day workforce. See appendix B.
- **Finance and Administration Staff**: replacing Deans of Administration with Associate Deans of Campus Operations; reducing facilities staffing to industry standards; centralized management of capital projects; and expanding system support for day-to-day financial operations (e.g. accounts payable, purchasing, accounting, financial reporting).

The consolidation plan will expand the system budget in the short term. Maintaining 12 separately accredited institutions in the transition period to creating a single college will necessarily result in additional costs. There are upfront costs to implementation that will diminish as the ONE COLLEGE moves closer to consolidation, and duplications that will temporarily exist while we consolidate. For instance, the reworking of our student information and support systems will need resources during the transition. It is expected that increases to the system office budget will be temporary during this transition period. See Appendix C.

ATTACHMENTS:

Appendix A – DRAFT CSCU Human Resources staffing

Appendix B – DRAFT CSCU Office of Information Technology staffing

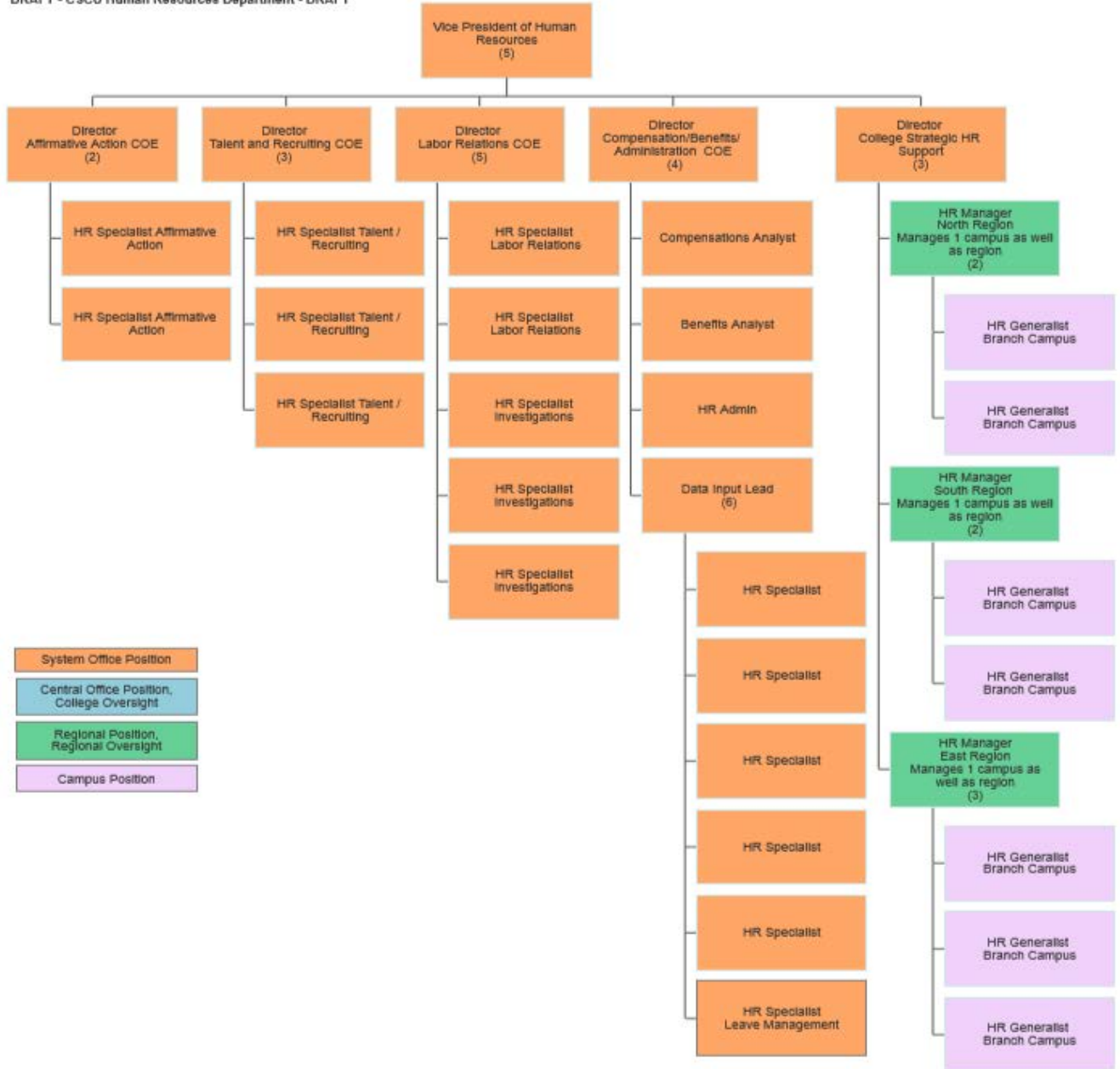
Appendix C – DRAFT CSCU Finance and Administration shared services staffing

03/11/2020 – Finance/Infrastructure & Human Resources Administration Committees – information item

03/26/2020 – BOR – information item

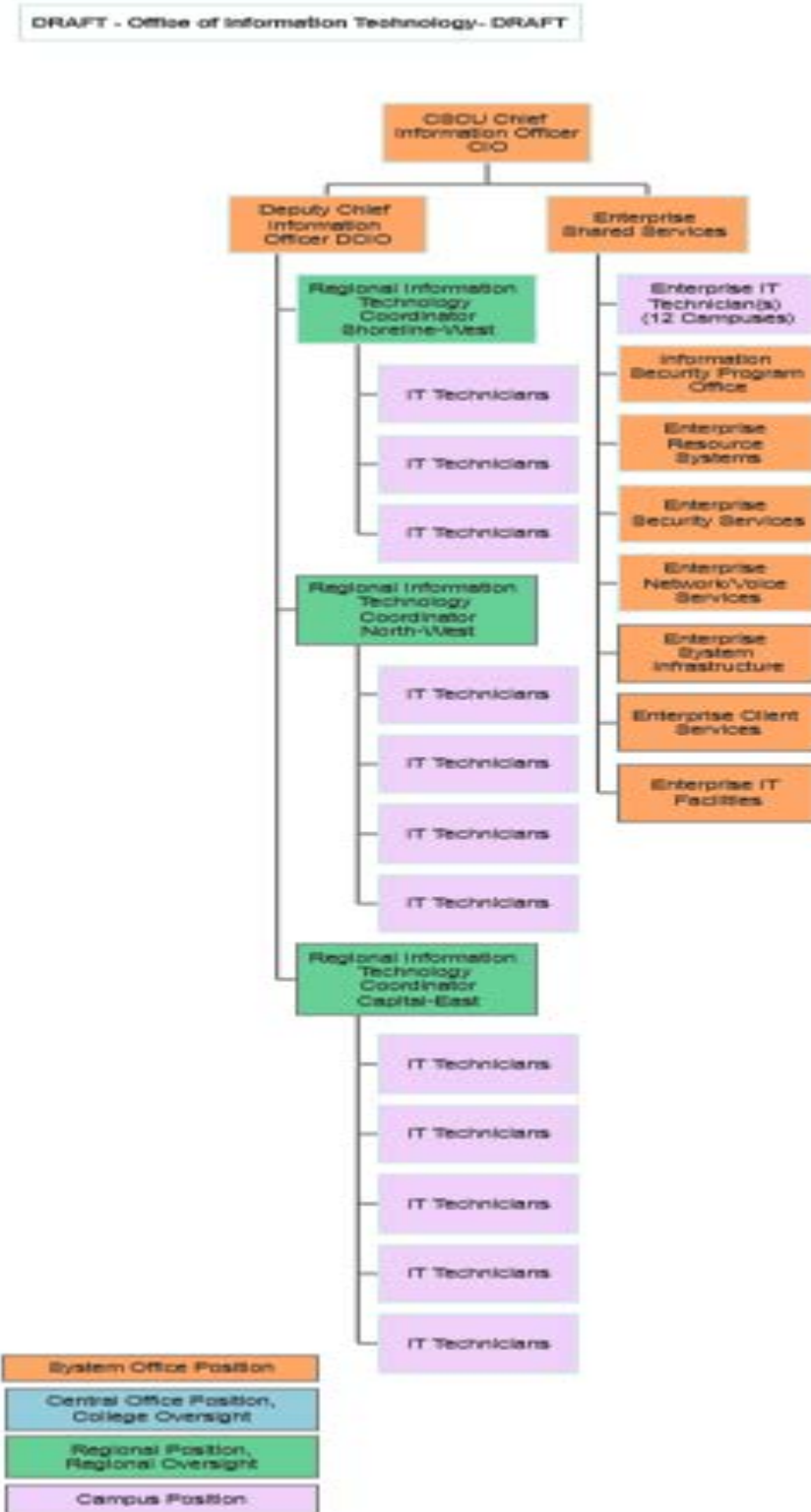
Appendix A – Human Resources Department - DRAFT

DRAFT - CSCU Human Resources Department - DRAFT



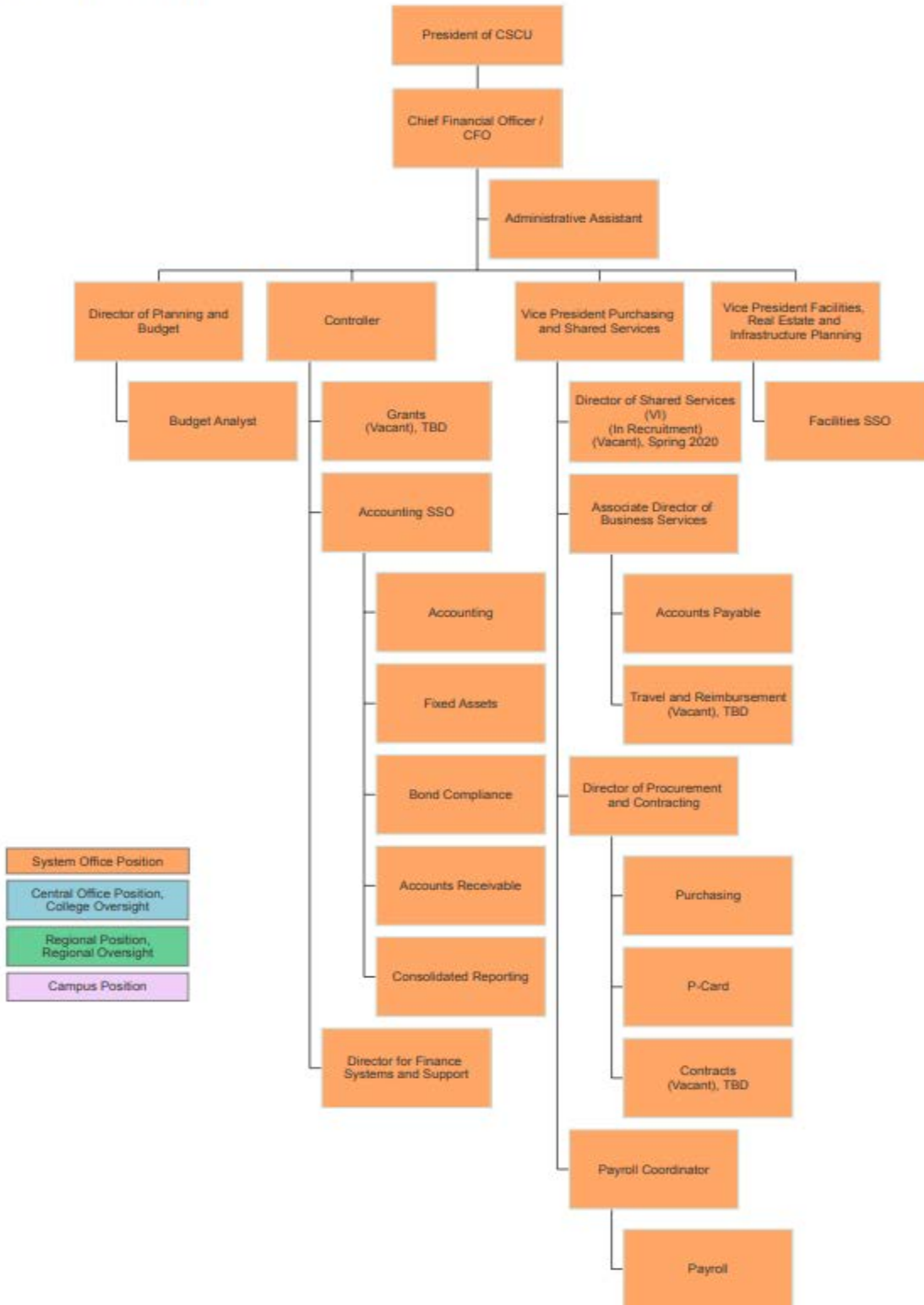
System Office Position
Central Office Position, College Oversight
Regional Position, Regional Oversight
Campus Position

Appendix B – Office of Information Technology - DRAFT



Appendix C – CSCU Finance Shared Services - DRAFT

DRAFT - CSCU Finance Shared Services - DRAFT



RESOLUTION

concerning

EMERGENCY CSCU FACILITY USE
FOR
DIVISION OF EMERGENCY MANAGEMENT and HOMELAND SECURITY
COVID-19 EMERGENCY NEEDS

March 26, 2020 approved by Executive Committee

April 16, 2020 - ratified by full Board

- WHEREAS, On March 10, 2020 Governor Ned Lamont issued declarations of public health and civil preparedness emergencies, proclaiming a state of emergency throughout the State of Connecticut as a result of the coronavirus disease 2019 (COVID-19) outbreak in the United States and confirmed spread in Connecticut; and
- WHEREAS, On March 22, 2020 Governor Ned Lamont issued Executive Order 7J ordering and directing among other things: an expedited process for the leasing and use of real property during the current health care crisis to provide additional accommodations and facilities beyond what is currently available in Connecticut as may be necessary to address the effects of COVID-19; including but not limited to housing, healthcare and medical treatment; and
- WHEREAS, The Connecticut Division of Emergency Management and Homeland Security (DEMHS) which administers the State Emergency Preparedness Plan has requested use of the Connecticut State Colleges and Universities facilities which are under the supervision, care and control of the Board of Regents for Higher Education (BOR), and
- WHEREAS, Current DEMHS projections identify college and university large spaces for hospital overflow and residential life facility beds for healthcare workers who cannot return home and additional hospital overflow space, and
- WHEREAS, BOR approval is requested to affirm its solidarity during this COVID-19 crisis and approve CSCU participation in the MOU with DEMHS, in cooperation with the Department of Administrative Services (DAS); therefore be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities authorizes the CSCU to enter into a MOU with DEHMS and DAS for emergency use of space and reimbursement of all incurred expenses.

A CERTIFIED TRUE COPY:

Erin A. Fitzgerald,
Secretary

MEMORANDUM OF UNDERSTANDING

Between

**THE CONNECTICUT BOARD OF REGENTS FOR
HIGHER EDUCATION**

And

**THE STATE OF CONNECTICUT
DEPARTMENT OF ADMINISTRATIVE SERVICES**

And

**THE STATE OF CONNECTICUT DIVISION OF EMERGENCY
MANAGEMENT AND HOMELAND SECURITY**

THIS MEMORANDUM OF UNDERSTANDING (the “MOU”) is entered into this ____ day of March, 2020, by and among the State of Connecticut Board of Regents for Higher Education (“BOR”) on behalf of the Connecticut State Colleges and Universities (“CSCU”), the State of Connecticut Department of Administrative Services (“DAS”) and the State of Connecticut Division of Emergency Management and Homeland Security (“DEMHS”), pursuant to the provisions of Connecticut General Statute Section 4b-29, as amended, and Governor Lamont’s Executive Order 7J. (BOR o/b/o CSCU DAS and DEMHS may collectively be referred to herein as the “Parties”).

WITNESSETH:

WHEREAS, on March 10, 2020 the Governor of the State of Connecticut issued declarations of public health and civil preparedness emergencies, proclaiming a state of emergency throughout the State of Connecticut as a result of the coronavirus disease (“COVID-19”) outbreak in the United States and confirmed spread in Connecticut; and

WHEREAS, during the current public health crisis, additional accommodations and facilities beyond what is currently available to DAS may be necessary to address the effects of COVID-19, including but not limited to, emergency housing, health care, and medical treatment; and

WHEREAS, BOR has care, custody and control over certain real property comprising the Connecticut State Colleges and Universities system (the “CSCU Properties” as more fully defined below); and

WHEREAS, DEMHS and DAS desire to have a mechanism in place by which DEMHS may arrange for the use of dormitories, gymnasiums, student unions, auditoriums and other facilities at the CSCU Properties for emergency, temporary shelters, emergency health services and other activities in response to the COVID-19 emergency.

NOW THEREFORE, in consideration of the foregoing recitals and mutual agreements and undertakings set forth below, the parties hereto hereby agree as follows:

1. PREMISES

This MOU will encompass all or portions of the CSCU Properties located at the following locations: Asnuntuck Community College, Capital Community College, Central Connecticut State University, Charter Oak State College, Eastern Connecticut State University, Gateway Community College, Housatonic Community College, Manchester Community College, Middlesex Community College, Naugatuck Valley Community College, Northwestern CT Community College, Norwalk Community College, Quinebaug Valley Community College, Southern Connecticut State University, Three Rivers Community College, Tunxis Community College and Western Connecticut State University, as more particularly described in Exhibit A attached hereto and made a part hereof. The Parties agree that Exhibit A may be amended without further signature or approval to add or delete CSCU Properties as may be needed to address changing needs of the COVID-19 emergency response.

2. USE

CSCU Properties will be used to provide emergency shelter and housing, emergency health care and related services, and such other services as may be deemed necessary by DAS and/or DEMHS in response to the COVID-19 emergency.

The Parties agree that all labor, equipment and materials required to prepare the CSCU Properties in a clean manner for the uses contemplated by this MOU shall be provided by and paid for by DEMHS in conjunction with DAS.

3. COSTS

CSCU shall not be responsible for the satisfaction of any needs or direct or indirect costs arising out the use of CSCU Properties pursuant to this MOU, including, but not limited to: utility costs, staff/vendor labor and material expenses, campus Police or private security expenses, repairs or replacement due to damage to either state or personal property at a campus and other related cost incurred as a result of this MOU. Any expense incurred by CSCU shall be invoiced to and reimbursed by DEMHS or DAS as quickly and efficiently as possible.

4. TERM

The term of this MOU shall commence upon the date this MOU is approved by the Office of Policy and Management, and shall continue for an indefinite time until terminated as set forth herein. This MOU shall terminate within fourteen (14) days after the Governor revokes the current public health and emergency preparedness emergencies, or at such earlier or later date as the Parties agree. This MOU shall not be binding on the Parties unless and until it is approved by the Secretary of the Office of Policy and Management.

5. OTHER AGREEMENTS

- a. DEMHS agrees that it shall instruct its personnel, volunteers, invitees and shelter residents that they must abide by rules and security requirements in place at each of the CSCU Properties that are used by DEHMS under this MOU, which rules and requirements are consistent with all state laws and regulations; in addition an outline of specific campus requirements may be provided to DEHMS in advance of any facility use. DEHMS further agrees that it shall take all reasonable measures to address any failure of said persons to abide by those rules and requirements.
- b. The Parties agree that BOR shall have no obligation pursuant to this MOU to in any manner sanitize, modify, renovate or update its facilities, including but

not limited to the facilities listed on Exhibit A. DEMHS may install temporary equipment, furniture and other tangible personal property as necessary to provide the emergency response services set forth herein. DEMHS shall remove such temporary property at the termination of this MOU at no cost to BOR.

- c. DEMHS, from its' current best judgment, shall list on Exhibit B the projected spaces, type of use anticipated for those spaces, and projected occupants per space at each campus. The projected spaces will be referenced as an anticipated priority use 1, 2 or 3 so that CSCU can remain aware for preparation purposes.
- d. The Parties acknowledge that CSCU staff and/or vendors under current contracts may refuse to perform services under this MOU that are beyond the scope of those contracts. The Parties agree that any CSCU staff or vendor that agrees to and does provide work under this MOU may provide the following services during the term of the MOU:
 - i. General disinfecting and cleaning services, however such services may not meet healthcare facility requirements.
 - ii. Emergency maintenance repairs only
 - iii. Campus Police, if available
 - iv. Contracted Security, if available
- e. DEHMS shall provide all Center for Disease Control ("CDC") required protective equipment to avoid virus transmission to all CSCU staff/contractors that are performing work with respect to services under this MOU.
- f. If the CSCU cannot provide appropriate staff/contractor levels to support this MOU, DEHMS, DAS and the CSCU will collaborate to supplement the work with outside vendors.
- g. DEHMS shall assure that management and oversight over all non-CSCU staff and vendors is fully maintained throughout the duration of this

agreement. CSCU is not required under this MOU to directly interface with any DEHMS non-management staff or clients.

- h. BOR shall not be responsible for the satisfaction of any needs arising out of the use of the CSCU Properties pursuant to this MOU, including but not limited to: the provision of power resources (e.g. generators and/or fuel cells); food service; sanitary facilities; domestic items; security; or health care services. Further, the Parties understand and agree that food service providers engaged to provide food service at the CSCU Properties have no contractual obligation to provide food and/or beverages to any person by reason of this MOU.
- i. CSCU reserves the right to reject relocation of any clients or other individuals from one CSCU emergency location to another CSCU Property emergency location.
- j. In the event that any damages occur at a CSCU campus to public or private property by reason of this MOU, CSCU will invoice DEMHS for such reasonable repair or replacement; except that no such invoice will be sent for damage to the facilities caused by the negligent, reckless or intentional acts of the officers, employees or agents of CSCU.

6. AMENDMENTS

No changes, amendments, or modifications of any of the terms or conditions of this MOU shall be valid unless reduced to writing and signed by the Parties hereto, and approved by the Office of Policy and Management.

(Signature Page Follows)

IN WITNESS WHEREOF, this MOU has been duly executed by the following parties:

BOARD OF REGENTS FOR HIGHER EDUCATION
On behalf of the Connecticut State Colleges and Universities

By: _____
Name: _____
Title: _____
Date: _____

DEPARTMENT OF ADMINISTRATIVE SERVICES

By: _____
Name: Noel Petra
Title: Its Deputy Commissioner
Date: _____

DIVISION OF EMERGENCY MANAGEMENT AND HOMELAND SECURITY

By: _____
Name: _____
Title: _____
Date: _____

OFFICE OF POLICY AND MANAGEMENT

By: _____
Name: Paul Hinsch
Title: _____
Date: _____

EXHIBIT A

CSCU Properties

BOR projected emergency use type of spaces - 3/21/20

Campus	Location	Residential Life	Gymnasium (square feet)	Daycare (state licensed child care facilities, apx. 20-children, some vendor managed)	Multi Purpose Medium to Large Size Space (square feet) * indicates large lobby space	Medium to Large Food Service Facility (vendor managed)	Campus Health Clinic (minimal capacity for routine student issues)	Police Officers (may not have capacity to control campus event)	
Asnuntuck Community College	Enfield				4,000				
Capital Community College	Hartford				5,000		yes		
Central Connecticut State University	New Britain	2,520 beds	6,000 & 9,000		7,000	yes	yes	yes	Dorm vacancies not determined. CCSU can accelerate vacating 116 bed dorm if identified with sufficient time.
Charter Oak State College	New Britain								
Eastern Connecticut State University	Willimantic	1,685 beds	9,000	yes	5,000	yes	yes	yes	staged student move out between March 30 & April 12 (There are an additional 400 campus beds but they do not have elevator access)
Gateway Community College	New Haven			yes	4,000	yes	yes	yes	food service and cafeteria directly assessable from street sidewalk
Housatonic Community College	Bridgeport				5,000 & *3,000	yes			
Manchester Community College	Manchester		9,000		5,000 & *4,000	yes	yes		
Middlesex Community College	Middletown				3,500	yes			
Naugatuck Valley Community College	Waterbury			yes	*3,500	yes	yes		
Northwestern Community College	Winsted		2,546						
Norwalk Community College	Norwalk			yes	6,000	yes			
Quinebaug Community College	Danielson		3,500						
Southern Connecticut State University	New Haven	2,500 beds	5,000 & 9,000		9,000 & *4,000	yes - two	yes	yes	anticipated vacant on 3/30/20
Three Rivers Community College	Norwich			yes	4,500	yes			
Tunxis Community College	Farmington				two	yes			one large space is a 40,000 s.f manufacturing building we just purchased. Can be used for secured storage.
Western Connecticut State University	Danbury	1,856 beds	5,000 & 9,000		7,000	two	yes	yes	anticipated vacant on 3/30/20