AGENDA - REGULAR MEETING
10:00 a.m., Thursday, May 14, 2020
CONDUCTED VIA REMOTE PARTICIPATION
Call-in toll-free number 1-877-668-4493
Meeting number (access code): 199 599 279 # #

1. Call to Order, Roll Call & Declaration of Quorum
2. Adoption of Agenda
3. Opportunity to Address the Board*
4. Executive Session – discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee
5. Return to Open Session
6. Appointment of College CEOs
   A. Search Process and Overview – CSCU President Mark Ojakian & Dr. Alice Pritchard, Chief of Staff
   B. Appointment of Capitol-East CEOs – CSC Co-Chair and Regional President Rob Steinmetz
      i. Capital Community College
      ii. Manchester Community College
      iii. Middlesex Community College
   C. Appointment of Shoreline-West CEOs – CSC Co-Chair, Regional President Thomas Coley
      i. Gateway Community College
      ii. Housatonic Community College
7. Executive Committee – Matt Fleury, Chair
   A. Students First - Naming of the Single Accredited College: Connecticut State Community College
8. Appointment of Interim President of Single Accredited College
9. CSCU President Mark E. Ojakian
10. Board of Regents Chair Matt Fleury
11. Approval of Previous Meeting Minutes
    A. February 6, 2020
    B. April 16, 2020
12. Consent Agenda
    A. Academic Programs
       i. Discontinuations
          a. Computer Information Systems: Mobile Application Developer - AS Option – Capital CC ...
          c. Computer Support Specialist – AS – Capital CC .................................................................
          d. Computer Support Specialist: Hardware - AS Option – Capital CC .................................
          e. Computer Hardware Support Specialist – Certificate – Capital CC ..................................

*Opportunity to Address the Board:
Individuals wishing to address the Board of Regents should submit a communication via email no later than 24 hours prior to the start of the meeting to the following email address: fitzgeralde@ct.edu. All emails received will be compiled, shared with the Board members and posted on the CSCU website in advance of and during the meeting as well as attached to the meeting minutes.

Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.
12. Consent Agenda (cont.)
   A. Academic Programs (cont.)
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      iii. Modifications
          a. Robotics and Mechatronics Engineering Technology – BS - Central CT State University
             [includes an approval for an exception to the Credit Normalization Policy] ......................... 19
      iv. New Programs
          a. Mechanical Engineering - MS with OCPs in Advanced Manufacturing Technology and in
             Additive Manufacturing Technology – Central CT State University ................................. 21
          b. Applied and Computational Mathematics – BS – Western CT State University .................. 24
      v. Replication of a COT Program
          a. Technology Studies: Data Science Option – AS – Tunxis CC ............................................... 26
     vi. Application for Continued Accreditation
             1. Computer Networking: Cybersecurity - AS Option
             2. Computer Networking – Certificate
             3. Cybersecurity – Certificate
             4. Cisco Certified Networking Associate – Certificate –
   B. CSU Promotions and Tenures ......................................................................................................... 39
   C. Appointment of CSU Professor - Dr. Elliott Horch, Southern CSU ........................................... 49
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13. Academic & Student Affairs Committee – Merle Harris, Chair
   A. Policy: Guidelines for Starting BOR Approved New Programs .................................................. 73
   B. Policy: General Education Core for the Single Community College ......................................... 75
   C. One-Time Policy Exception: Criteria for Granting an Incomplete – Colleges ............................... 102

14. Audit Committee – Elease Wright, Chair .................................................................................... No Report/No Exhibits

15. Finance & Infrastructure Committee – Richard J. Balducci, Chair
   A. Information/Discussion Item
      i. Fiscal Impacts of Corona Virus Pandemic ............................................................................... 105

16. Human Resources & Administration Committee – Naomi Cohen, Chair ............................... No Report/No Exhibits

17. Adjourn
RESOLUTION

concerning

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

May 14, 2020

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

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

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

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

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

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

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

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

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

A True Copy:

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

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ITEM
Students First – Naming of the new institution as Connecticut State Community College.

BACKGROUND
In April 2017 CSCU President Mark Ojakian recommended to the Board of Regents the Students First strategy, including two central tenets to help address the system's fiscal challenges while improving quality of educational and supports for students: with one tenet being consolidation of administrative functions and the other being an organizational consolidation for the community colleges. The Board’s authority to merge colleges is statutorily prescribed in Section 10a-6 of the Connecticut General Statutes.

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

On December 19, 2019, the Board reaffirmed the Students First guiding principles, originally adopted on April 3, 2017, and stipulated the priorities and key considerations to be utilized during the transition to a single accredited community college.

In June 2020, CSCU intends to submit a transition plan to NECHE highlighting the work already accomplished and the additional work to be completed in preparation of the launch of the single accredited college in 2023. Central to this plan is demonstration that the single accredited college is being constituted with key activities underway including the naming of the college so that its identity can be separated from the CSCU system office.

To accomplish the objective of selecting a name, President Ojakian is recommending the Connecticut State Community College as the name for the Board’s consideration. In formulating this recommendation, several key factors have been considered.

Institutional mergers are a growing movement in higher education, often integrating multiple institutions to create one college and one identity. After reviewing research on this topic, it is clear that the choice of a name can influence the perception about an institution and how stakeholders make decisions about the institution. While a name is an important part of perception, it is only one part of the equation. Organizational values, vision, consistency, and experience all contribute to such perception.

President Ojakian and CSCU staff identified three potential naming options in determining a recommendation: Connecticut Community College, Connecticut State College, and Connecticut State Community College. The analysis of pros and cons of each potential name are as follows:

**Connecticut Community College:**
Pro: Short and concise; says clearly what it is; stays in line with what people currently know.
Con: Does not connote a major shift or change; audiences may continue to use current naming system. In a ranking of America’s top two-year institutions, only two of the top 10 are called “community” colleges.
Connecticut State College:
Pro: Short, easy to remember; creates a collegiate and unifying name people would be excited to belong to; and elevates the offering for students.
Con: Loses the connection to being a community-based institution.

Connecticut State Community College:
Pro: Incorporates all key points and clearly states what is offered. A clear new direction for a new institution.
Con: “Connecticut” and “Community” are both long words, and audiences will likely shorten or drop words.

CSCU’s recommendation is for the Board to move forward with Connecticut State Community College. This name signifies the stature of the future single accredited college which will be one of the largest in the country with 80,000 students and prestigious degrees in hundreds of academic programs. The investment made into the merger deserves a name that is a departure from the past and signifies a new identity that builds on the past but speaks to the future. However, it is important to continue to show the strong community connection. This name positions the new college as one statewide organization.

It is important to note that the naming of the college is just one step in the process of identifying the single accredited college. Perhaps more important than the formal name is the colloquial name or abbreviation that will be commonly used to identify the College, the determination of what each individual campus will be called, and the development of marketing materials. CSCU intends those processes to include significant feedback from community college students, faculty, and staff and to take place over the next two years as we prepare for the opening of the single accredited college for the 2023-2024 school year. Today’s proposal only calls for the naming of the single accredited college while the campus identification and marketing processes and strategies will happen in the future.

RECOMMENDATION
That the Board of Regents for Higher Education adopts the proposed resolution naming the single accredited college as Connecticut State Community College.
RESOLUTION

concerning

Program Discontinuation

May 14, 2020

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

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Discontinuation of a program in Computer Information Systems: Mobile Application Developer leading to an Associate of Science at Capital Community College.

BACKGROUND
Capital developed the Computer Information Systems: Mobile Application Developer A.S. Option as part of Capital’s participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

Since the inception of the Computer Information Systems: Mobile Application Developer A.S. Degree Option, Capital faced challenges enrolling students into this program. Program enrollment never met the enrollment goals set forth in the original degree program proposal. Enrollment has remained low throughout the program history, despite significant efforts to market the program to area secondary schools, and despite prior outreach and partnership with local workforce boards. Currently, there are only 5 students in the program.

Capital seeks to discontinue and terminate the Computer Information Systems: Mobile Application Developer A.S. Degree Option program and redirect program resources and curriculum into the parent Computer and Information Systems A.S. degree program.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Information Systems: Mobile Application Developer A.S. Degree Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

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.
RESOLUTION

concerning

Program Discontinuation

May 14, 2020

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

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Discontinuation of a program in Computer Information Systems: Web Publishing leading to an Associate of Science at Capital Community College.

BACKGROUND
The Computer and Information Systems: Web Publishing A.S. Degree Option was developed to prepare graduates for entry level employment as web site designers and web programmers. While employment demand in this area remains high, Capital has had significant difficulty enrolling students into this A.S. degree option program. Capital seeks to discontinue the Computer and Information Systems: Web Publishing A.S. Degree Option due to decreased program enrollment. Currently, there are only 2 students in the program.

Capital seeks to discontinue and terminate the A.S. degree option program and redirect the program resources and curriculum into the parent Computer and Information Systems A.S. degree program. There are currently only two web design and development courses unique to this degree program - CST* 250 Web Design and Development II, and CST *258 Fundamentals of Internet Programming. These courses will remain in the Capital catalog and be offered periodically to students in the Computer and Information Systems degree program and related certificate programs.

Because of industry demand for graduates with skills in web design and web publishing, Capital will continue to offer coursework in this area, and will continue to offer a certificate program in this area. The certificate program is being modified to allow students to complete the certificate in a shorter time frame (12-months) as well as being revamped to align and prepare graduates for in-demand industry certifications.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Information Systems: Web Publishing A.S. Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

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

A True Copy:

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education
ITEM
Discontinuation of a program in Computer Support Specialist leading to an Associate of Science at Capital Community College.

BACKGROUND
The Computer Support Specialist AS degree was developed to prepare graduates for entry-level support Information Technology support roles, such as Help Desk Technician, Technical Support Specialist, and Customer Service Representative. While employment demand in this area remains high, Capital has had significant difficulty enrolling students into this A.S. degree program. Capital seeks to discontinue the Computer Support Specialist degree due to decreased program enrollment. Currently, there are only 7 students in the program.

Capital seeks to discontinue and terminate the Computer Support Specialist AS degree program and redirect the resources and curriculum into the existing Computer and Information Systems AS degree program. There are currently only three unique computer support courses in this degree program: CST* 125 Help Desk Concepts, CST* 140 Intro to Computer Hardware, and CST* 240 Advanced Computer Hardware. These courses will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Support Specialist AS degree will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming / computer technology course as needed.

We also anticipate that many of the 7 students remaining in this program will likely switch to one of the other computer-related degree programs at the college, however this (and other options) will be discussed with each student when they meet with their faculty advisor.

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.
RESOLUTION

concerning

Program Discontinuation

May 14, 2020

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

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Discontinuation of a program in Computer Support Specialist: Hardware leading to an Associate of Science at Capital Community College.

BACKGROUND
The Computer Support Specialist: Hardware Support A.S. Degree Option was developed to prepare graduates for entry-level support Information Technology support roles, such as Help Desk Technician, Technical Support Specialist, and Customer Service Representative. In recent years, changes such as virtualization and cloud-computing, outsourcing, decreased technology costs, and automation have all dramatically changed the employment landscape for Hardware Support technicians, in that, even “entry-level” jobs require more technical skill/specialization. In addition, Capital has had significant difficulty enrolling students into this A.S. degree option program. Currently, there are only 7 students in the program. Thus, Capital seeks to discontinue the Computer Support Specialist: Hardware Support AS Option due to low enrollment.

Capital seeks to discontinue and terminate the Computer Support Specialist: Hardware Support A.S. Option and redirect program resources and curriculum into the Computer and Information Systems A.S. degree program. There are currently only three computer support courses unique to this degree program - CST* 125 Help Desk Concepts, CST* 140 Intro to Computer Hardware, and CST* 240 Advanced Computer Hardware. These courses will remain in the Capital catalog and be offered periodically to students in the Computer and Information Systems degree program and related certificate programs.

Unique courses in this program will remain in the Capital catalog and will be offered periodically to students in the Computer and Information Systems AS degree program and related certificate programs. Additionally, students enrolled in the Computer Support Specialist: Hardware Support A.S. Option will be able to take required courses for graduation in an independent study format, or be provided the option (where appropriate) to substitute a different computer programming/computer technology course as needed.

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.

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RESOLUTION

concerning

Program Discontinuation

May 14, 2020

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

A True Copy:

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education
ITEM
Discontinuation of a program in Computer Hardware Support Specialist leading to a C2 Certificate at Capital Community College.

BACKGROUND
The computer technology industry is one of the fastest changing industries in the world. The Computer Hardware Support Specialist certificate was developed at Capital at a time when there were significant needs for Hardware Repair Technicians to re-build and repair PCs, as well as a time when companies employed large, on-site, help-desk teams to respond and reply to employee IT issues. Technological changes such as virtualization and cloud-computing, outsourcing, decreased technology costs, and automation have all dramatically changed this landscape. Additionally, the labor market has changed to require that even “entry-level” jobs require more technical skill/specialization. All of these changes have led our Computer Hardware Support Specialist certificate to be less competitive for graduates and less desirable for employers. Additionally, Capital has had significant difficulty enrolling students into this certificate program in recent years. Currently, there are 0 students in the program. Thus, Capital seeks to discontinue the Computer Hardware Support Specialist certificate due to low enrollment.

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

A True Copy:

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education
ITEM
Suspension of a program in Computer Software Support Specialist leading to a C2 Certificate at Capital Community College until May 2022.

BACKGROUND
The Computer Software Support Specialist Certificate was developed to prepare students for the positions of Help Desk Technician, Technical and Support Specialist, and Customer Service Representative. Additionally, the certificate was designed to provide graduates technical skills to diagnose and resolve software-related computer problems for clients in person, via phone or via teleconferencing.

While employment demand in this area remains high, in recent years, Capital has had significant difficulty enrolling students into Computer Software Support Specialist certificate and parent AS degree program. Currently, there is only 1 student in the program.

Capital seeks to discontinue the parent Computer Support Specialist A.S. degree program but only suspend the Computer Software Support Specialist Certificate. Our plan is to revamp and redesign the certificate, so that the Computer Software Support Specialist Certificate can be completed in 12-months (which it currently cannot). We also need to update the curriculum to align with specific industry-credentials.

During the certificate program suspension, Capital faculty will work with industry representatives on our Computer Advisory Board and analyze industry trends to determine the best curricular changes and focus area(s), to ensure the certificate sufficiently prepares graduates for entry-level employment and meets industry needs.

Students enrolled in the Computer Software Support Specialist certificate will be able to take any required courses for graduation in an Independent Study format, or be provided the option (where appropriate) to substitute a different computer technology course as needed.

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 suspension of this C2 Certificate.
RESOLUTION

concerning

Program Suspension

May 14, 2020

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

A True Copy:

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Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Suspension of a program in Mobile Application Developer leading to a C2 Certificate at Capital Community College until May 2022.

BACKGROUND
Capital developed the Mobile Application Developer Certificate and parent Computer Information Systems: Mobile Application Developer A.S. Option as part of Capital’s participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant. The TAACCCT grant objective was to create programs that train Trade Adjustment Assistance (TAA)-impacted workers, veterans, unemployed workers, and under-employed workers for current and emerging jobs. As part of this grant, CCC partnered with local workforce representatives to determine workforce needs within the information technology industry. As a result, Mobile Application Developer was identified as an emerging occupation for which additional training programs are needed. The proposed degree option and certificate programs met the goals of the TAACCCT grant, in both developing highly skilled workers for the information technology industry, and in providing a menu of educational options ranging from certificates to associate degrees with the potential for transfer to bachelor degree programs. The TAACCCT grant provides funding to support many facets of the proposed programs, including instruction, prior-learning assessment, recruitment, retention, internships and job placement services.

Since the inception of the Mobile Application Developer Certificate program, Capital faced challenges enrolling students into this program. Program enrollment never met the enrollment goals set forth in the original degree program proposal. Enrollment has remained low throughout the program history, despite significant efforts to market the program to area secondary schools, and despite prior outreach and partnership with local workforce boards. Currently, there are 0 students in the program.

Capital seeks to suspend the Mobile Application Developer Certificate program while we take time to re-tool it and bring it back at a future date with a different course sequence and alignment with the college’s regular Computer Information Systems parent program. There are currently three mobile application development courses unique to this certificate program (CSC* 262 Programming Mobile Devices I, CSC* 272 Advanced Mobile Apps I, CSC* 284 Advanced Mobile Apps II). Our plan is to revamp and redesign the curriculum, so that the Mobile Application Developer Certificate can be completed in 12-months. We also plan to update the curriculum to align with specific industry-credentials.

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 suspension of this C2 Certificate.
RESOLUTION

concerning

Modification of a Program

May 14, 2020

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

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Program modification of a program, Robotics and Mechatronics Engineering Technology, including an approval for an exception to the Credit Normalization Policy, leading to a Bachelor of Science at Central Connecticut State University.

BACKGROUND
The BS in Robotics and Mechatronics Engineering Technology was accredited in 2012. Since then, the fields of Robotics, Mechatronics, machine vision, and programmable logical controllers have rapidly advanced, necessitating curriculum updates. These changes were informed by our Industrial Advisory Board to meet industry and market requirements. Further, these changes will better position the program for reaccreditation by ABET. The proposed curriculum will also open more industrial opportunities to CCSU students.

The Robotics and Mechatronics Engineering Technology BS received exemption from BR# 14-111 to offer this program at 130 credits.

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

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 Master of Science in Mechanical Engineering in Bachelor of Science in Mechanical Engineering-MS with OCPs in Advanced Manufacturing Technology and in Additive Manufacturing Technology at Central Connecticut State University.

BACKGROUND
The Engineering Department within the School of Engineering, Science, and Technology at Central Connecticut State University proposes to dissolve its Master of Science in Engineering Technology (MSET) degree program with two specializations and instead offer two independent Master of Science in Engineering degrees: a Master of Science in Civil Engineering (MSCE) and a Master of Science in Mechanical Engineering (MSME). The MSME will eventually afford students the option of three concentrations: (1) Mechanical Design, Materials, and manufacturing; (2) Thermo-fluids and Energy; and (3) Control, Dynamics, and Aerospace Systems. The Engineering Department intends to first offer the “Mechanical Design, Materials, and Manufacturing” concentration given our current and initially proposed resources. With continued growth, additional faculty members could be added to achieve full-scale program implementation across all three concentrations.

This proposal also includes two embedded 12-credit Official Certificate Programs in Additive Manufacturing Engineering and in Advanced Manufacturing Engineering. All credits of either OCP can be applied to the MSME. These OCPs also serve an important function of providing continuing education opportunities to licensed professional engineers.

The Master of Science in Engineering Technology (MSET) was developed prior to CCSU offering any engineering degrees. Enrollments within the program have steadily declined from 11 students in Fall 2015 to 1 student in Fall 2018. The MSET tends to draw only from the CCSU Bachelor of Science in Engineering Technology programs and a Master’s degree is generally not sought by professionals having that credential since it is generally not needed to secure a position.

The Master of Science in engineering programs (MSCE and MSME) are more appropriate next steps to our very successful and more analytical engineering degrees now offered. Over the past 3 years, the Mechanical Engineering BS program averages 308 students in Fall headcount enrollment and graduates an average of 49 students per year. Many of our graduates have needed to seek advanced degrees at other institutions. The MSME will draw students from a larger number of in-State graduates and professionals holding a BS in Mechanical Engineering. International students may also find the degree attractive to bolster their credentials for work in the US.

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

BACKGROUND
The BS in Applied and Computational Mathematics supports the mission of Western Connecticut State University by providing educational experiences that connect our broad-based liberal arts curriculum with opportunities for professional opportunities. Graduates of this degree will be prepared for myriad career opportunities as well as graduate study. In addition, the emphasis on applied capstone experiences, in which students have the opportunity to pursue research and/or participate in an internship, connects their work to real world problems. As our liberal arts degrees evolve, this program will serve as a model for weaving career applications into the curriculum.

Since the employment applications of this option are so broad and often emergent, no single CIP code is general enough to capture even a small range of potential jobs. As per SIAM, math careers outside of academia rarely carry a simple title of "Mathematician" and are often coupled with a specialty. Drawing from SIAM Careers in Applied Mathematics, BIGMath Network (a society that connects mathematical scientists in business, industry, government and academia), AMS/SIAM advertisement as well as other sources, we have compiled a document, (in the appendix), that includes over 130 possible job types that are realistic for graduates of this program to obtain.

The options of the program were chosen by, among other things, considering the specializations / qualifications of the current faculty within the mathematics department and university at large and the opportunities in the geographical region defined by New York City, Hartford, and Boston. This will ensure strong research projects with WCSU faculty, and the availability of internship opportunities in the region.

It should be noted that we are also leveraging existing technologies. The new program will expose students to data science and machine learning techniques, mathematical modeling, numerical analysis, and computational math by, including, but not limited to, using software the university already has access to, such as MATLAB, Mathematica, Python, LaTeX and others.

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

Data Scientists are becoming increasingly in demand in the business industry. Data Science, also known as Data Analytics, is one of the fastest growing fields according to the U.S. Bureau of Labor and Statistics. Statisticians are projected to grow the fastest of any occupation in this mathematical group, at 33.8 percent from 2016 to 2026. The field of data science will be a source of particularly high demand for these workers. This program would allow our students to enter this growing field, either by entering the field with an Associate’s Degree and being mentored by senior data scientists or continuing on to obtain a Bachelor’s degree in the field. Many of the CSU’s are beginning to offer programs in Data Science and our students would be poised to transfer to these programs. New Bachelor’s programs in Data Analytics are also being offered at St. Joseph’s University and University of Hartford, increasing the opportunities for transfer for our students.

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

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Approval of the replication of a C2 Certificate in Data Science at Tunxis 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. Tunxis Community College intends to create a C2 Certificate in Data Science that mirrors the program and curriculum at Northwestern Community College approved by the Board of Regents on September 19, 2019.

Data Scientists are becoming increasingly in demand in the business industry. Data Science, also known as Data Analytics, is one of the fastest growing fields according to the U.S. Bureau of Labor and Statistics. Statisticians are projected to grow the fastest of any occupation in this mathematical group, at 33.8 percent from 2016 to 2026. The field of data science will be a source of particularly high demand for these workers. This program would allow our students to enter this growing field, either by entering the field with an Associate’s Degree and being mentored by senior data scientists or continuing on to obtain a Bachelor’s degree in the field. Many of the CSU’s are beginning to offer programs in Data Science and our students would be poised to transfer to these programs. New Bachelor’s programs in Data Analytics are also being offered at St. Joseph’s University and University of Hartford, increasing the opportunities for transfer for our students.

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.
RESOLUTION

concerning

Continued Accreditation of a Licensed Program

May 14, 2020

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

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

at Capital Community College.

A True Copy:

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education
ITEM
Continued accreditation of 5 licensed programs in

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

at Capital Community College.

BACKGROUND
In Spring 2019, a request for continued accreditation of these programs was submitted to the BOR in tandem with other programs across the CSCU system due to expired licensures. After consideration of that joint proposal, the ASA Committee requested that a full proposal for continued accreditation of these program be submitted during Spring 2020. The following data reflects the current status of these programs.

**Computer Networking (CIP Code: 11.1001 / OHE #018103) A.S.**

**PERFORMANCE INDICATORS**

**Student Enrollment**
Projected full-time equivalent (FTE) enrollment for the Computer Networking AS (parent) degree’s Year 3: 15
Actual full-time equivalent (FTE) enrollment for Computer Networking AS (parent) degree’s most recent semester: 7.9
Difference: -7.1

**Cost Effectiveness**
Total Revenue generated by the Computer Networking AS (parent) degree during its most recent year: $39,121
Total Expenditures apportioned to the Computer Networking AS (parent) degree in its most recent year: $27,401
Difference (Net Gains): $11,720

**PROGRAM CHANGES**
Capital has improved the resources of the Computer Networking AS (parent) degree curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.
Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There have also been several curricular changes to the Computer Networking AS (parent) degree since program inception.

- The original degree proposal consisted of MAT 137 (Intermediate Algebra or higher) plus a 3-credit Math Elective course. Based on feedback from transfer institutions, these were changed to MAT 184 (Trigonometry with Embedded Algebra) plus MAT 167 (Statistics).
- The original degree proposal consisted of COM* 173 Public Speaking as an option. This course was dropped since the program advisory board recommended BMG 202 (Business Communications) as a more appropriate option and courses were repositioned within the program to provide room for a second technical elective (CSA*, CSC*, CST* elective).
- Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution.
- Based on feedback from the program Advisory Council, employers and student interest, Capital is replacing CST 283 with a new course in virtualization and cloud computing (CST xxx – Virtualization and Cloud Computing I) that provides students foundational skills in managing and deploying virtualized data platforms and virtual machines. The new course prepares students for the entry-level VMWare Certified Associate industry credential. The Computer Networking A.S. (parent) Degree learning outcomes have been updated to incorporate knowledge and skills in this competency.

**Computer Networking: Cybersecurity (CIP Code: 11.1003 / OHE #018105) A.S.**

**PERFORMANCE INDICATORS**

**Student Enrollment**
Projected full-time equivalent (FTE) enrollment for the Computer Networking: Cybersecurity AS Degree Option’s Year 3: 14.4
Actual full-time equivalent (FTE) enrollment for this CN: Cybersecurity AS Degree Option’s most recent semester: 24.1
Difference: up 9.7

**Cost Effectiveness**
Total Revenue generated by the CN: Cybersecurity AS Degree Option during its most recent year: $140,567
Total Expenditures apportioned to the CN: Cybersecurity AS Degree Option in its most recent year: $82,312
Difference (Net Gains): $58,255

**PROGRAM CHANGES**
Capital has improved the resources of the CN: Cybersecurity AS Degree Option curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking / cybersecurity courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking/ cybersecurity skills.

There have also been several curricular changes to the CN: Cybersecurity AS Degree since program inception.

- The original degree proposal consisted of MAT 137 (Intermediate Algebra) as the sole mathematics requirement. Based on feedback from transfer institutions, this was replaced with MAT 137 (Intermediate Algebra) OR MAT 184 (Trigonometry with Embedded Algebra) OR MAT 167 (Principles of Statistics)
- Based on feedback from transfer institutions, ECN 102 (Principles of Microeconomics) was added as an optional course for students interested in pursuing transfer
- The original degree proposal consisted of COM* 173 Public Speaking as an option. This course was dropped since the program advisory board recommended BMG 202 (Business Communications) as a more appropriate option and courses were repositioned within the program to provide room for a second technical elective (CSA*, CSC*, CST* elective)

**Computer Networking (CIP Code: 11.1001 / OHE #018104) C2 Certificate**

**PERFORMANCE INDICATORS**

**Student Enrollment**

Projected full-time equivalent (FTE) enrollment for the Computer Networking Certificate’s Year 3: 0.9

Actual full-time equivalent (FTE) enrollment for Computer Networking Certificate’s most recent semester: 0.8

Difference: -0.1

**Cost Effectiveness**

Total Revenue generated by the Computer Networking Certificate during its most recent year: $3,426

Total Expenditures apportioned to the Computer Networking Certificate in its most recent year: $917

Difference (Net Gains): $2,509

**PROGRAM CHANGES**

Capital has improved the resources of the Computer Networking Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy,
Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There are also several curricular changes underway to the Computer Networking Certificate since program inception.

• Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution.

• Based on feedback from the program Advisory Council, employers and student interest, Capital is replacing CST 283 with a new course in virtualization and cloud computing (CST xxx – Virtualization and Cloud Computing I) that provides students foundational skills in managing and deploying virtualized data platforms and virtual machines. The new course prepares students for the entry-level VMWare Certified Associate industry credential. The Computer Networking A.S. (parent) Degree learning outcomes have been updated to incorporate knowledge and skills in this competency.

Cybersecurity (CIP Code: 11.1003 / OHE #018106) C2 Certificate

PERFORMANCE INDICATORS

Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Cybersecurity Certificate’s Year 3: 1.6
Actual full-time equivalent (FTE) enrollment for the Cybersecurity Certificate’s most recent semester: 2.4
Difference: up 0.8

Cost Effectiveness
Total Revenue generated by the Cybersecurity Certificate during its most recent year: $22,710
Total Expenditures apportioned to the Cybersecurity Certificate in its most recent year: $10,087
Difference (Net Gains): $12,623

PROGRAM CHANGES
Capital has improved the resources of the Cybersecurity Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking/cybersecurity courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking/cybersecurity skills.
No curricular changes have been made to the Cisco Certified Network Associate (CCNA) Certificate since program inception.

Cisco Certified Networking Associate (CIP Code: 11.1002 / OHE #018180) C1 Certificate

PERFORMANCE INDICATORS
Student Enrollment
Projected full-time equivalent (FTE) enrollment for the Cisco Certified Networking Assoc (CCNA) Certificate’s Year 3: 1.7
Actual full-time equivalent (FTE) enrollment for the Cisco Certified Net. Assoc (CCNA) Certificate’s most recent semester: 1.0
Difference: -0.7

Cost Effectiveness
Total Revenue generated by the Cisco Certified Networking Assoc (CCNA) Certificate during its most recent year: $2,284
Total Expenditures apportioned to the Cisco Certified Networking Assoc (CCNA) Certificate in its most recent year: $917
Difference (Net Gains): $1,367

PROGRAM CHANGES
Capital has improved the resources of the Cisco Certified Network Associate (CCNA) Certificate curriculum since program inception through becoming an approved Cisco Networking Academy. Cisco is an industry leader in computer networking technology. Through becoming a Cisco Academy, Capital has access to equipment and resources from Cisco that are utilized in all of the networking courses.

Additionally, Capital has upgraded and enhanced the computer networking laboratory by designing and hosting its own private virtual cloud that allows students to design and deploy virtual networks and machines to build and practice related networking skills.

There are also several curricular changes underway to the Cisco Certified Network Associate (CCNA) Certificate since program inception.

- Effective Fall 2020, Capital is removing the 4th course in the Cisco Networking curriculum – CST 283 Data Communication & Networking IV. This change is due in part to a change to the Cisco Academy curriculum, which Capital is an approved institution. In order to ensure this certificate maintains financial aid eligibility, a computer elective (CSA, CSC, or CST) course is being added.
RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents approve the continued accreditation of these programs. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.
RESOLVED: That the Board of Regents for Higher Education grant accreditation of a Mechatronics Automation Technician (CIP Code: 14.4201 OHE # 19029) leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education
ITEM
Continued Accreditation of a Mechatronics Automation Technician program leading to a C2 Certificate at Quinebaug Valley Community College.

BACKGROUND
Per the BOR’s Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment
The Mechatronics Automation Certificate is still in its beginning stages for enrollment. QVCC’s lab has limited equipment to hold larger size classes and the plan is to recruit interested high school students who would be available for daytime classes. This field of automation is an important part of filling those jobs that business and industry has had trouble finding skilled individuals. Apprenticeship is relatively new in this field as well and QVCC sees great opportunities to attract more businesses sending incumbent workers for more training.

Cost Effectiveness
The program has had a positive fiscal impact. Revenue exceeded expenditures by $35,448 in the program’s first 3 years.

Learning Outcomes
Student learning outcomes are assessed in each course with a combination of in-class activities, hands-on skill demonstrations, quizzes, and exams. The Mechatronics advisory board is consulted regularly to ensure that the assessed learning outcomes adequately prepare program graduates with skills and knowledge appropriate for the work force.

PROGRAM CHANGES
There are no changes to the program courses or alignment of disciplines.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic Council that the Board of Regents grant accreditation of this program. The System’s Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.
RESOLVED: That the Board of Regents for Higher Education approve the 2020 promotions and tenures recommended by the presidents of the Connecticut State Universities.
ITEM
Approval of the 2020 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND
In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents’ recommendations. The letters of recommendation are attached.
MEMORANDUM

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

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

DATE: April 21, 2020

SUBJECT: Promotion and Tenure

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

To Professor

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

To Coach II

Patrick Hall, Athletics

To Associate Professor

Caleb Bragg, Psychological Science
Cameron Brewer, Philosophy
Jotham Burrello, English
Myungjin Chae, Manufacturing & Construction Management
Sixia Chen, Computer Science
Jeanne Criscola, Design (Graphic Information)
Margaret Donohue, Counselor Education & Family Therapy
Timothy Garceau, Geography
Charisse Levchak, Sociology
Tatiana Melendez-Rhodes, Counselor Education & Family Therapy
Elizabeth Brewer Olson, English
Matthew Orange, Physical Education & Human Performance
Sinead Ruane, Management & Organization
Rahul Singhal, Physics & Engineering Physics
Chad Williams, Computer Science

To Coach I

Patrick Holden, Athletics

The following will be granted Tenure

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

/ml

c: A. Suski-Lenczewski
DATE: April 20, 2020

TO: Mark Ojakian  
President, Connecticut State Colleges and Universities

FROM: Dr. Elsa M. Núñez  
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

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

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

For Promotion to the rank of Professor:
- Dr. Cara Bergstrom-Lynch, Sociology
- Dr. Reginald Flood, English
- Dr. Kim Ward, Mathematical Science
President Mark Ojakian
April 20, 2020

For Promotion to the rank of Associate Professor:
  Dr. Sarah Baires, Anthropology
  Dr. Thomas Balcerski, History
  Dr. Amy Bataille, Health Sciences
  Professor Alycia Bright-Holland, Performing Arts
  Dr. Courtney Broscious, Political Science
  Dr. Stefan Kamola, History
  Dr. Niki Kunene, Business Administration
  Dr. Chantal Larose, Mathematical Sciences
  Dr. Tanya Moorehead, Education
  Dr. Jenna Scisco, Psychological Sciences

For Promotion to the rank of Coach IV:
  Mr. Brian Hamm, Athletics Department

C: File
April 17, 2020 - REVISED

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

Dear Mr. Ojakian:

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

**TENURE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Catherine Abel-Berei</td>
<td>Health &amp; Movement</td>
</tr>
<tr>
<td>Dr. Meghan Barboza</td>
<td>Biology</td>
</tr>
<tr>
<td>Dr. Russell Engel</td>
<td>Accounting</td>
</tr>
<tr>
<td>Dr. Lorrie G. Gardella</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Jesse Gleason</td>
<td>World Languages and Lit.</td>
</tr>
<tr>
<td>Dr. Darcy Kern</td>
<td>History</td>
</tr>
<tr>
<td>Dr. Younjun Kim</td>
<td>Economics</td>
</tr>
<tr>
<td>Dr. Joan Kreiger</td>
<td>Health &amp; Movement</td>
</tr>
<tr>
<td>Dr. Julie Ann Liefeld</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Matthew Miller</td>
<td>Env, Geo, &amp; Marine Sci.</td>
</tr>
<tr>
<td>Dr. Kyle O’Brien</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Jessica Powell</td>
<td>Curriculum and Learning</td>
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<tr>
<td>Dr. Sarah Roe</td>
<td>History</td>
</tr>
<tr>
<td>Dr. Louise Shaw</td>
<td>Curriculum and Learning</td>
</tr>
<tr>
<td>Dr. Amy Smoyer</td>
<td>Social Work</td>
</tr>
<tr>
<td>Ms. Kari Swanson</td>
<td>Library Services</td>
</tr>
<tr>
<td>Dr. Darcy Kern</td>
<td>History</td>
</tr>
<tr>
<td>Dr. Younjun Kim</td>
<td>Economics</td>
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</tr>
<tr>
<td>Dr. Amy Smoyer</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Yan Wei</td>
<td>Special Education</td>
</tr>
<tr>
<td>Dr. Binlin Wu</td>
<td>Physics</td>
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<tr>
<td>Dr. Olcay Yavuz</td>
<td>Educational Leadership</td>
</tr>
</tbody>
</table>

**PROMOTION**

From Assistant to Associate Professor:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Catherine Abel-Berei</td>
<td>Health &amp; Movement</td>
</tr>
<tr>
<td>Dr. Jemel Aguilar</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Kimberly Bean</td>
<td>Special Education</td>
</tr>
<tr>
<td>Dr. Elisabeth Counselman</td>
<td>Social Work</td>
</tr>
<tr>
<td>Dr. Jesse Gleason</td>
<td>World Languages and Literatures</td>
</tr>
<tr>
<td>Dr. Darcy Kern</td>
<td>History</td>
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<td>Curriculum and Learning</td>
</tr>
<tr>
<td>Dr. Sarah Roe</td>
<td>History</td>
</tr>
<tr>
<td>Dr. Melanie Savelli</td>
<td>Comm., Media and Screen St.</td>
</tr>
<tr>
<td>Dr. Louise Shaw</td>
<td>Curriculum and Learning</td>
</tr>
<tr>
<td>Dr. Amy Smoyer</td>
<td>Social Work</td>
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<td>Dr. Yan Wei</td>
<td>Special Education</td>
</tr>
<tr>
<td>Dr. Olcay Yavuz</td>
<td>Educational Leadership</td>
</tr>
</tbody>
</table>
From Associate to Full Professor:

Dr. Eric Cavallero (Philosophy)
Dr. Adiel Coca (Chemistry)
Dr. Russell Engel (Accounting)
Dr. Lorrie G. Gardella (Social Work)
Dr. Sean Grace (Biology)
Dr. Rebecca Harvey (Social Work)
Dr. Peter Latchman (Health and Movement)
Dr. Julie Liefeld (Social Work/MFT)
Dr. William Lunn (Health and Movement)
Dr. Theresa Marchant-Shapiro (Political Science)
Dr. Helen Marx (Curriculum and Learning)
Dr. Laura Raynolds (Curriculum and Learning)
Dr. Kari Sassu (Counseling and School Psych.)
Dr. Derek Taylor (Comm., Media and Screen St.)

From Assistant Librarian to Associate Librarian
Kari Swanson (Library Services)

From Associate Librarian to Librarian
Wendeline Hardenberg (Library Services)

From Athletic Trainer I to Athletic Trainer II
Matthew Almeida

From Athletic Trainer II to Athletic Trainer III
Lisa Dupuis

From Athletic Trainer III to Athletic Trainer IV
Alison Dale

From Coach A to Coach I
Brian Nill

From Coach I to Coach II
Mark Fogel

From Coach II to Coach III
Christopher Moran

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

Sincerely,

Joe Bertolino
President

cc: R. Prezant, T. Tyree
To:  Mark E. Ojakian  
President  
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: April 14, 2020

Re: REVISED WCSU Promotion & Tenure Recommendations

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

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

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

Promotion to Associate Professor
Dr. Daniel Baluha, Chemistry Department  
Dr. Eileen Campbell, Nursing Department  
Dr. Linda Dalessio, Nursing Department  
Dr. Nicole DeRonck, Education & Educational Psychology Department  
Dr. Jennifer Flynn, Management Information Systems Department  
Dr. Jacqueline Guzda, Communication & Media Arts Department  
Dr. Laurel Larsen, Music Department
Mark E. Ojakian
April 14, 2020
Page 2

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

*Promotion to Athletic Trainer 4*
Peter Algarin, Athletics Department

c:  M. Alexander, Academic Affairs
   K. Betts, Student Affairs
   F. Cratty, Human Resources
   J. Gates, CSCU
   M. Murray, Promotion & Tenure Committee
CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

ELLIOTT HORCH

May 14, 2020

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

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

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

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

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

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

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

A True Copy:

___________________________________
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Award of the title Connecticut State University (CSU) Professor to Elliott Horch of Southern Connecticut State University

BACKGROUND
In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION
President Joe Bertolino endorses the recommendation of Southern’s nominating committee and requests that the Board of Regents award the title CSU Professor to Elliott Horch of the Department of Physics. The System President Mark E. Ojakian and Provost Jane M. Gates concur with this recommendation. President Bertolino’s letter of recommendation is attached.
April 22, 2020

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

Dear President Ojakian:

On behalf of Southern Connecticut State University, I am delighted to recommend Dr. Elliott Horch to you and the CSCU Board of Regents for designation as a Connecticut State University Professor, effective May 14, 2020.

In this distinguished appointment, Dr. Horch, a Professor of Physics, would replace the recently retired Dr. Terrell Ward Bynum, Professor of Philosophy and join Southern’s current CSU Professors: Dr. Vivian Shipley, Professor of English and Dr. David Levine, Professor of Art History.

The CSU Professor Advisory Committee, chaired by SCSU Chemistry Department Chair Adiel Coca, stated that Dr. Horch met the benchmark of excellent in all three selection categories: creative activity, teaching, and service.

A full Professor since 2013, Dr. Horch has developed a remarkable record of teaching and service excellence and has, with little company in his scholarship stratum, a remarkable record of peer reviewed publications and grant success.

With more than 80 publications, almost 60 in the past seven years, and approximately $8 million in grants, primarily from the National Science Foundation and Department of Defense, Dr. Horch represents one of Southern’s most successful scholars in any field.

Add to the mix his strong teaching credentials, devotion to our students, and his level of important service, and you have an individual who can easily serve as a model for newer faculty members who have high aspirations.

Since joining the Physics Department at Southern in 2007, Dr. Horch has earned a stellar reputation for his outstanding work at an international level. With research interests in astrophysics, binary stars, and exoplanets, he regularly collaborates with scientists from around the globe.

An accomplished designer of high-resolution imaging devices and optical detectors to survey the stars and planets, he developed the Differential Speckle Survey Instrument and the SCSU Interferometer, both of which have been used in leading astronomy research.
Allied to this his impressive record of productivity, and Dr. Horch has become a widely respected member of the scientific community. His efforts led to him receiving the Connecticut State University System Research Prize in 2011 and the SCSU Faculty Scholar Award the following year.

Dr. Horch has taught at all levels of our Physics program and was instrumental in the development of our new Master’s Degree in Applied Physics. He has taught more than 20 courses at Southern, four of them new. It is clear from his student evaluations that students enjoy having Dr. Horch as an instructor and perhaps unsurprisingly, he has been nominated 14 times for the university’s J. Philip Smith Outstanding Teaching Award.

Currently the Chair of the SCSU Research and Scholarship Committee, Dr. Horch is also a member of several professional organizations and external organizing committees. For example, he is the chair of the Scientific Organizing Committee for the Gemini Science Meeting scheduled for June, 2020. He is also Chair of the Science and Technology Advisory Committee for the Gemini Observatory, which has sites in Hawaii and Chile.

This recommendation is in compliance with the terms of the process as outlined within the BOR/AAUP Collective Bargaining Agreement. I have enclosed a draft resolution awarding this title to Dr. Horch to be presented to the Board of Regents for their consideration at the May 14th Board of Regents meeting. If you require any further information, please do not hesitate to contact me.

Sincerely yours,

Joe Bertolino
President
RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 14, 2020

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants’ Selection Committee for the 2020-21 program year.

A True Copy:

______________________________
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
CSU-AAUP Faculty Research Grants

BACKGROUND
Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE
The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RESOURCES
A total of $962,041 has been allocated for the 2020-21 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of $49,727 in residual funds from previous years is available for distribution this year. A grand total of $1,011,768 is available for research projects to be recommended for funding during the 2020-21 program year.

The CSU institutions received a total of 271 proposals from a total of 294 individual faculty members; requesting funds totaling $1,335,239; $333,471 or 33 percent more than what is available for distribution. Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by two faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION
The Selection Committee has recommended that a total of 259 faculty members receive grants totaling $993,915. Its recommendations are contained in the attached roster by CSU institution.
**CSU** CSU-AAUP Faculty Research Grants Applications – Spring 2020 Competition

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Last Name</th>
<th>First Name</th>
<th>Department</th>
<th>Grant Title</th>
<th>Funded Amount</th>
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<td>Aging and Sexuality in the Press</td>
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<td>The Impact of Corruption on Entrepreneurship and Innovation in Ukraine</td>
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<td>Author</td>
<td>Faculty/Department</td>
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<td>Kapper Martin</td>
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<td>Creative MICE (Meetings, Incentives, Conventions/conferences, and Exhibitions) Tourism: Building Synergies with Cultural Heritage Tourism</td>
<td>Kim Eunhye Grace</td>
<td>Geography</td>
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<td>Do Hephl1 variants require immunological &quot;help&quot; to mediate an in vivo allograft response?</td>
<td>King Thomas</td>
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<td>Kumar Rati</td>
<td>Communication</td>
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<td>Does age increase or decrease creativity? The moderating effect of perceived organizational support</td>
<td>Lim Hyoun-Sook</td>
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<td>How is teacher leadership implemented, and how it influences instructional quality in 48 countries?</td>
<td>Liu Yan</td>
<td>Educational Leadership, Policy and Instructional Technology</td>
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<td>Methylation analysis of extracellular vesicle DNA from bovine IVF embryo spent culture media</td>
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<td>McGrath Kate</td>
<td>History</td>
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<td>Engineering</td>
<td>Combustion of Bio-Derived Fuels in the Lab-Scale Hybrid Propellant Rocket Engine at the Increased Flow Rates of Oxidizer: Study of Combustion of Pure Bees Wax and Bees Wax Enriched with Aluminum Powder</td>
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<td>Clayton</td>
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<td>Temporal, Spatial, and Life Stage Variability in Community Physiological Profiles of Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of Chondrus crispus, an Ecologically Important Lower Intertidal Red Seaweed</td>
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<td>Mathematics</td>
<td>Quantum State Preparation</td>
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<td>The Everyday Geographies of Caregiving: Youth experiences of caring for parents diagnosed with ALS (Lou Gehrig's Disease) in Connecticut</td>
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<td>Representing Mental Illness: Allen Ginsberg's &quot;Kaddish&quot;</td>
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The title of the paper I will write is, "African Solidarity: Myth or Reality? A Study of Camara Laye's *L'Enfant Noir* (1947) and Fatou Diome's *Le Ventre de l'Atlantique* (2003)."

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$55,030

$361,930

$306,900

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$361,930
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**TOTALS**: $152,202
RESOLVED: That the Board of Regents for Higher Education approve the Guidelines provided in the attached Staff Report for Board Approved Programs.

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 approve the Guidelines for Board Approved Programs.

BACKGROUND

As part of the new program approval process, institutions submit an Application for New Program Proposal form. This form includes a pro forma budget that outlines projected enrollments, cost, and revenues for the program during its first three years. These projections are used in conjunction with other information, such as how the program meets institutions and/or state needs, for the Board’s consideration in taking action.

Given the pressures that the current Covid19 crisis will likely place on CSCU system’s budget, the Academic and Student Affairs Committee to the Board of Regents has asked that this information receive increased consideration before programs are initiated once they are approved by the BOR, namely that an approved program is started or delayed after considering evidence of the following:

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

RECOMMENDATION

It is the recommendation of the System’s Provost and Senior Vice President of Academic and Student Affairs, that the Board of Regents approve these guidelines.
WHEREAS the CT Board of Regents for Higher Education approved the Revised Students First Plan, BR 18-089, on June 21, 2018, and reaffirmed the plan on December 19, 2019, to consolidate CSCU’s 12 community colleges into a singly accredited institution;

WHEREAS the Students First plan requires the consolidation of the community colleges and calls for the alignment of the curriculum into a single catalog of programs and courses and includes a single general education core;

WHEREAS a common general education curriculum contributes to the development of an educated person by exposing students to multiple disciplines and multiple methods of inquiry in broad foundational courses in the arts and humanities, social and behavioral sciences, physical and natural sciences, and mathematics; cultivates student success by helping students acquire skills and knowledge - such as oral/written communication, information literacy, and critical thinking skills - to further their education and thrive in a complex, diverse, and changing world;

WHEREAS a common general education curriculum permits students to change majors with minimal loss of credit or disruption in progress to degree completion and aids in seamless transfer;

WHEREAS the Provost and Senior Vice President for Academic and Student Affairs for the CSCU charged the Students First Academic and Student Affairs Consolidation Committee to develop a general education core for the consolidated college;

WHEREAS the Students First Academic and Student Affairs Consolidation Committee created and the Provost charged a general education work group comprising 12 elected members, one from each community college, and 6 members elected by the Students First Academic and Student Affairs Consolidation Committee;

WHEREAS the general education work group developed a proposal, sought feedback in a two and a half month period of public comment, and modified the original proposal based on all the feedback received;
WHEREAS all of the colleges were given the opportunity within a three and a half month period to vote on endorsing the revised core and to offer additional comments;

WHEREAS the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee voted in favor of moving the revised proposal to the Board of Regents; therefore be it

RESOLVED that the Board of Regents for Higher Education approve the adoption of the proposed 21-25 credit general education core for the singly accredited community college.

A True Copy:

______________________________________
Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education
ITEM
Approval of the 21-25 credit general education core for the singly accredited Connecticut community college.

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

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

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

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

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

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

*Guiding Principles for the Curriculum.*

The General Education Curriculum will:

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

In addition,

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

A General Education course will:

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

*General Education Program Outcomes.* Upon completion of the General Education Core Curriculum, students will be able to demonstrate beginning competency in communication, critical thinking, and the foundational knowledge and methods of inquiry in multiple disciplines. These discipline competencies include at a minimum: arts and humanities, understanding of the social world, scientific reasoning/understanding, quantitative literacy, and oral/written communication.
General Education Core Curriculum Outcome Categories. The proposed General Education core is an outcomes-based model embedded in a discipline framework. The TAP FRAMEWORK outcomes will serve for the categories of the proposed 21 credit core. TAP outcomes are in place for all categories except the two for which the general education work group recommends modification: Arts and Humanities to replace and augment Aesthetic Dimensions, and Social / Behavioral Science to replace Social Phenomena. The Framework Implementation and Review Committee (FIRC) is charged with making any revisions to the current outcomes (Outcomes currently exist for Aesthetic Dimensions and Social Phenomena). The proposed 21 credit general education core allows each program to decide whether the College Career and Success course will be required in the general education core, if it is vetted as a Continued Learning/Information Literacy Course.

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

<table>
<thead>
<tr>
<th></th>
<th>Course/Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eng. 101 Composition</td>
<td>3 credits</td>
</tr>
<tr>
<td>2</td>
<td>Math 100 or higher (college level)</td>
<td>3-4 credits</td>
</tr>
<tr>
<td>3</td>
<td>Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)</td>
<td>3-4 credits</td>
</tr>
</tbody>
</table>
| 4 | Choose one from:  
- Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning  
- Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes | 3-4 credits (lab optional) |
| 5 | Choose one from:  
- Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes  
- Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes | 3 credits |
| 6 | Choose one from:  
- Oral Communication – COM courses vetted for TAP Oral Communication  
- Written Communication II – ENG course vetted for TAP Written Communication II outcomes | 3 credits |
| 7 | Choose one from: (Program directed)  
- A course vetted for one of the following TAP categories that has not been fulfilled elsewhere in the general education requirements:  
  - Continued Learning/Info Literacy  
  - Scientific Knowledge  
  - Scientific Reasoning  
  - Social / Behavioral Science  
  - Historical Knowledge  
  - Written Communication II  
  - Oral Communication  
Program alignment groups will determine how this will be designated | 3-4 credit |

Students must take at least one course in the Gen Ed core which meets a diversity requirement.*  

Total: 21-25 credits

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

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

* Diversity courses will be vetted by a faculty led curriculum diversity committee.
Results of Endorsement Votes

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

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

Endorsement Feedback on the Proposal

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

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

- The Humanities department will not consider voting on the endorsement of the proposal until outcome revisions are finalized. The department supports the inclusion of the diversity requirement. The department suggests that a similar writing requirement be added to the core. Faculty members voiced concern regarding the Written Communication II being optional.
- The First Year Studies department discussed putting diversity courses into the General Education Proposal, but after discussion believed it was too much given what was already in Gen Ed. The department felt diversity should be added to the other courses and be embedded in
the core. They suggested making “diversity” part of the measurable outcomes so it could be checked off as being done; it would be part of the course description and written outcomes. Some courses already have diversity in them, so this idea would just put diversity in all or many of the courses taught.

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

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

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

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

- Diversity Requirement: All colleges expressed support for the idea of students having to meet a diversity requirement, but there was strong opposition expressed at some colleges that such a requirement should not be limited to a 21-credit general education core. Arguments against including this as part of the core: (1) general education courses are introductory level courses and many of the course that address diversity at a deep level are offered at the 200-level, thus making the courses that would best fulfill a diversity requirement unable to fulfill that requirement; (2) limiting the diversity requirement to 21 credit core will exclude program courses that might otherwise meet the definition of a diversity course; (3) limiting students to fulfill a diversity requirement within only 21 credits will unduly restrict their choices; (4) the social and behavioral science outcomes already include a diversity outcome; (5) the process by which courses will be designated as diversity courses needs to be spelled out; and (6) lessons learned from developing the framework 30 for TAP programs suggests that it is best to avoid embedded outcomes like this diversity requirement.

- Number of Credits: At some colleges that currently have a 27- or 30-credit general education requirement, concern was expressed that the proposed 21-credit core was not sufficiently rigorous. At the same time, appreciation was expressed by program coordinators at most of the colleges for keeping the core to 21 credits to allow for greater flexibility on the program side, especially for programs with external accreditation.

- Arts & Humanities: In response to feedback from earlier versions of the proposal, the Arts and Humanities were combined into a single category with a single set of outcomes. Concern was expressed programs would opt to have students take Humanities rather than Arts courses and all college students should take a course in the Arts. A proposed solution was to keep the category combined but create one set of outcomes for Arts (a revised version of the current TAP Aesthetic Dimensions category) and another for Humanities (currently missing from the TAP framework 30) such that this category would mimic other combined categories and whichever set of outcomes was not met initially could be met in the seventh open category.
• Shared governance concerns: As can be seen in the language of the resolutions, many colleges expressed concerns about a lack of shared governance in the development and approval of the proposal. The General Education Work Group comprised an elected representative from each college (11 faculty members and 1 staff member) along with 6 members elected (de-facto) from the SF ASA CC (1 staff member from GCC, 1 staff member from GCC on-loan full time to the system office, 1 faculty/administrator from NVCC, 2 faculty members working part-time at MCC and TRCC, respectively, and part time at the system office, one system office administrator with 25+ years as a faculty member). Thus, the work group feels that the concerns of a diverse group of faculty and staff voices was represented in its work. In addition, the work of the committee was shared with all governance bodies at the colleges on two separate occasions and the committee chair offered to host discussions at each college in both 2018 and 2020. The chair, along with other committee representatives, visited 11 of the 12 colleges for informal discussions in 2018 and 7 of the colleges in 2020. Feedback from college governance committees in response to the first general education proposal was incorporated into subsequent proposals. College autonomy is assured by following the TAP model for endorsement in which each college vets the proposal through their individual governance processes. Through these various means, all members of the college community had the opportunity to provide feedback on the proposed general education core.

• Vetting guidelines and vetting process: Some concern was expressed about the guideline that general education courses be vetted in a single category as a number of colleges currently allow courses to be vetted in multiple categories. Concern was also expressed that the vetting process is still not fully developed. The work group felt strongly that the vetting process should involve discipline experts but that the exact procedures were beyond the scope of the group’s charge and needed to be informed by the work shared governance group.

Post Endorsement Process

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

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

RECOMMENDATION

Having ensured that the governance process set out by the Students First Plan for the development and approval of curriculum for the singly accredited Connecticut community college was followed, the
College Consolidation Implementation Committee recommends that the Board of Regents approve the proposed 21-25 credit General Education Core for the single accredited Connecticut community college.

05/01/2020 – BOR Academic & Student Affairs Committee
05/14/2020 – Board of Regents
APPENDIX

Community College Resolutions regarding Students First

Asnuntuck Community College

Faculty Council Resolution Recalling Elected Representatives to Students First Plan Committees
February 7, 2020

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

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

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

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

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

Further Resolved that the Faculty Council of Asnuntuck Community College will not act on any proposals generated by Students First Plan committees until there is a representative governance structure that will create policies and procedures for developing, evolving, and assessing the curricula that will be the academic program of the proposed one college. Vote: 14-2, 7 Feb 2020

5/3/2019 ACC’s Faculty Council passed the following vote of no confidence:
"Resolved, that the Asnuntuck Community College Faculty Council, as the representative body for faculty at Asnuntuck Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."
The vote was by secret ballot without a public announcement of the tally

Capital Community College

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

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

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

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;
Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;

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

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

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

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

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

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

Capital Community College Senate No Confidence Vote
5/9/2019 Senate vote: 11 in favor, one abstention. College survey: 91% in favor

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

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

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

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

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

Whereas the committees created as part of this plan do not provide adequate faculty representation and participation in academic decision-making;
Whereas the processes adopted for curriculum reform are rushed and unlikely to build academic excellence into programs, but will instead result in programs that meet the "lowest common denominator", and which cannot respond effectively to ever changing regional needs;

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

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

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

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

Gateway Community College

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

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

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

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

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

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

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

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

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

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

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;
Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media that over 400 faculty and staff are working in a transparent and collaborative process while in reality the objections to the process have been systematically ignored and opposition has been met with threats of replacement; now therefore, be it

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

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

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

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

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

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

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

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

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

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

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

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

Whereas faculty, staff, management, and related expenses currently paid out of the community college operating accounts are being utilized by the BOR, not reflecting transparency in actual BOR expenditures and reporting;
Whereas the plan to build a single community college for Connecticut with 12 campuses removes the community from the community colleges;

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

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

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

Housatonic Community College
2/4/2020 RESOLUTION:
The HCC College Senate opposes the Students First Initiative because it does not support the needs of our unique, diverse student populations; therefore,

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

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

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

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

Manchester Community College

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

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

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

Whereas, faculty, the Academic Senate, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;
Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;

Whereas, the system office has repeatedly blocked efforts to develop a curricular governance structure for the creation, evolution, and assessment of the curricula for the proposed one college;
Whereas, the system office has repeatedly claimed to NECHE, the Legislature, and the media
that over 400 faculty and staff are working in a transparent and collaborative process while in reality objections to the process have been systematically ignored;

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

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

Whereas, the system office has increased its own budget by over 45% since 2017; justified its work by claiming to address a “fiscal crisis” but has added over $16 million dollars to its own budget during the last four years, resources that should have gone to support students, advising, tutoring, and other teaching and learning activities on campus [System Office expenditure totals for the last four years:
2017: 30,330,990
2018: 34,312,167
2019: 39,500,000
2020: 46,690,000];

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

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

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

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

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

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

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

"Resolved, that the Manchester Community College Academic Senate, as the representative body for faculty and staff of Manchester Community College, votes No Confidence in the 'Students First' plan and consolidation, Mark Ojakian, president of the CSCU system, and the Board of Regents for the CSCU system."
The vote total was: 58 “yes”; 11 “no”; 7 abstentions.

Naugatuck Valley Community College

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

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

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

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

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

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

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

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

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

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

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

9 yea, 1 nay, 2 abstentions

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

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

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

Whereas, the faculty and staff at Naugatuck Valley Community College does not know whether the Board of Regents will be applying for a substantive change or new candidacy with NECHE;
Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curricula as an independently accredited college should;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, Naugatuck Valley Community College has a governance process in place to develop and manage the curricula for NVCC as an independently accredited college;
Whereas, the proposed one college curricula are not curricula for Naugatuck Valley Community College but for a new institution that has yet to be named or defined;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Vote count: 1 yes, 1 no
Northwestern Connecticut Community College

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

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

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

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

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

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

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

Norwalk Community College

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

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

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

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

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

Whereas we believe that we can more productively utilize our time and effort in supporting initiatives at our college that will improve the learning experience for our students while at the same time supporting the needs of our unique student population and the community we serve; and
Whereas the BOR has repeatedly misrepresented to NECHE, to the legislature, and to the media the large number of faculty and staff voluntarily and collaboratively working on “Student’s First” Consolidation committees and task forces, while the work has been anything but collaborative as concerns and questions voiced by faculty and staff have been ignored or met with threats of replacement now, therefore, be it

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

Approved by the Norwalk Community College senate at its January 29, 2020 meeting with a unanimous vote of 22-0.

NCC Senate Resolution on SF General Education, February 26, 2020

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

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

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

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

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

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

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

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

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

Resolved, that the Norwalk Community College Senate, the shared governance body of Norwalk Community College, will not support the voting process for the proposed General Education core, and will not, for the above reasons, support the proposed General Education core as it has been presented.
In accordance with the NCC governance process, this resolution has already been passed by the NCC Curriculum Committee and the NCC General Education Committee. Approved by the Norwalk Community College senate at its February 26, 2020 meeting with a unanimous vote of 25-0.

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

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

Quinebaug Valley Community College

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

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

Three Rivers Community College

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

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

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

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

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

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

Approved by a vote of thirty-two to two

Three Rivers Community College Congress

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

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

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

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

Whereas, the process currently outlined for curriculum approval is vague and inadequate;
Whereas, the proposed one college should have a governance structure in place in order to develop and manage its own curriculum as an independently accredited college would;

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

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

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

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

Resolution on Students First Plan General Education
11 March 2020

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

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

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

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

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

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

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

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

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

_Tunxis Community College_

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, the charge to the Shared Governance Workgroup does not include creating a governance structure to review and revise the curricula currently being proposed for the new one college;
Whereas, faculty, the Faculty Advisory Council, and other bodies have repeatedly requested to participate in a thoughtful, deliberative process to create a logical, functional shared governance structure that can be used to develop the curricula for the proposed one college;

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

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

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

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

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

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

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

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

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

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

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

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

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

Faculty Advisory Council Community College

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

Passed 28 Feb 2020
Faculty Advisory Committee (FAC), the statutorily representative system-wide body of the Connecticut State College and University Faculty, fully supports college governance bodies' resolutions to reject the Students' First curriculum endorsement process as an illegitimate substitute for shared governance and encourages all college governance bodies to hold votes on such resolutions.

Passed 28 Feb 2020
CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

One-time modification of the current Board of Trustee Policy (3.5.1) criteria for granting an incomplete for CSCU Community Colleges

May 14, 2020

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

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

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

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

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

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

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

BACKGROUND
BOT 3.5.1 states that “most of the course requirements” be completed in order for an incomplete to be granted. This item recommends a temporary modification that allows a college’s chief academic officer to make an exception for courses that cannot meet the threshold identified in the current policy.

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 Enrollment Management Crisis Team made this request of the System’s Provost and Senior Vice President of Academic and Student Affairs.

RECOMMENDATION
It is the recommendation of the System’s Provost and Senior Vice President of Academic and Student Affairs, that the Board of Regents approve this temporary exception.
ITEM

Fiscal Impacts of Corona Virus Pandemic

Overview

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

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

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

CARES Act Funding

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

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

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

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

The Universities will make payments to students based on the number of credits enrolled for the spring, with a higher grant paid to students who receive Pell grants. Again, only the grants for FAFSA-filers will be paid now, and the remaining students will be paid in a few weeks if the USDOE changes its guidance.
The remaining “institutional” portion of the CARES Act grants will be used by the universities to partially reimburse the room and board refunds that were paid to students when the campuses closed. This will cover slightly more than half the cost of those refunds. The use of the colleges’ institutional allotment is not yet determined, as we continue to track eligible expenses and develop the FY21 spending plan.

CARES Act Allocations

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

Corona Virus Expenditures

Campuses have been closely tracking expenses related to the pandemic. The accounting of expenses through 4/7 is shown below. These expenses have been reported to OPM and it is anticipated that certain categories will be reimbursed out of emergency response funding provided to the State. The significant expenses paid by the Universities to clear out facilities for use as surge hospitals and first responder accommodations is expected to be fully covered by the state at a minimum. We will continue to track these expenses and work to ensure maximum reimbursement.
### CSCU Projected Expenses
COVID 19 Est. cost of Student Refunds, Expenses and Donated Items (as of 4/7/2020)

<table>
<thead>
<tr>
<th>Colleges:</th>
<th>Spring 2020 Semester</th>
<th>Donated Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asnuntuck</td>
<td>$2,391</td>
<td>$62,858</td>
<td>$1,518</td>
</tr>
<tr>
<td>Capital</td>
<td>13,672</td>
<td>615,440</td>
<td>5,728</td>
</tr>
<tr>
<td>Gateway</td>
<td>20,993</td>
<td>36,968</td>
<td>4,320</td>
</tr>
<tr>
<td>Housatonic</td>
<td>37,107</td>
<td>41,473</td>
<td>1,495</td>
</tr>
<tr>
<td>Manchester</td>
<td>-</td>
<td>147,452</td>
<td>-</td>
</tr>
<tr>
<td>Middlesex</td>
<td>468</td>
<td>44,683</td>
<td>2,703</td>
</tr>
<tr>
<td>Naugatuck Valley</td>
<td>2,024</td>
<td>7,490</td>
<td>38,360</td>
</tr>
<tr>
<td>Northwestern</td>
<td>3,961</td>
<td>29,208</td>
<td>6,400</td>
</tr>
<tr>
<td>Norwalk</td>
<td>29,217</td>
<td>8,978</td>
<td>85,668</td>
</tr>
<tr>
<td>Quinebaug</td>
<td>21,877</td>
<td>22,919</td>
<td>1,216</td>
</tr>
<tr>
<td>Three Rivers</td>
<td>81</td>
<td>25,882</td>
<td>5,214</td>
</tr>
<tr>
<td>Tunxis</td>
<td>12,867</td>
<td>-</td>
<td>1,770</td>
</tr>
<tr>
<td>System Office</td>
<td>240,931</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total CCC</td>
<td>$385,590</td>
<td>$1,043,351</td>
<td>$154,393</td>
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<tr>
<td></td>
<td>$57,488</td>
<td>$447,858</td>
<td>$290</td>
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</table>

### State Universities

<table>
<thead>
<tr>
<th>Colleges:</th>
<th>Expenditures</th>
<th>Spring 2020 Semester</th>
<th>Donated Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSU</td>
<td>2,551,396</td>
<td>6,957,692</td>
<td>11,186</td>
<td>9,520,274</td>
</tr>
<tr>
<td>ECSU</td>
<td>374,887</td>
<td>6,648,974</td>
<td>-</td>
<td>7,023,861</td>
</tr>
<tr>
<td>SCSU</td>
<td>1,372,278</td>
<td>6,818,543</td>
<td>-</td>
<td>8,190,821</td>
</tr>
<tr>
<td>WCSU</td>
<td>720,092</td>
<td>3,704,562</td>
<td>2,925</td>
<td>4,427,579</td>
</tr>
<tr>
<td>Total CSU</td>
<td>$5,018,652</td>
<td>$24,129,771</td>
<td>$14,111</td>
<td>$29,162,534</td>
</tr>
</tbody>
</table>

### Grand Total CCC

<table>
<thead>
<tr>
<th></th>
<th>Expenditures</th>
<th>Spring 2020 Semester</th>
<th>Donated Items</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$5,461,730</td>
<td>$25,620,980</td>
<td>$168,794</td>
<td>$31,251,504</td>
</tr>
</tbody>
</table>

### State Budget Outlook
The state legislature has indicated that they will not return to active session before the required adjournment date next week. As a result, it is highly likely that our funding levels next year will reflect the second year of the adopted biennial budget. These funding levels are shown below. As you can see, the only difference between the Governor’s proposed and the pre-existing enacted budget are the inclusion of funding for PACT and for Guided Pathways. In both of these cases we will continue to see if we can identify funding, including during any special session called by the legislature to address outstanding issues.
<table>
<thead>
<tr>
<th>Allotment:</th>
<th>FY20</th>
<th>FY21</th>
<th>FY21</th>
</tr>
</thead>
<tbody>
<tr>
<td>GF State Appropriation CSUs</td>
<td>145,330,562</td>
<td>153,315,495</td>
<td>153,315,495</td>
</tr>
<tr>
<td>GF Fringe Benefits paid by State CSUs</td>
<td>134,481,635</td>
<td>147,182,875</td>
<td>147,182,875</td>
</tr>
<tr>
<td><strong>CSU Total</strong></td>
<td><strong>279,812,197</strong></td>
<td><strong>300,498,370</strong></td>
<td><strong>300,498,370</strong></td>
</tr>
<tr>
<td>GF State Appropriation CCs</td>
<td>140,733,737</td>
<td>149,218,817</td>
<td>149,218,817</td>
</tr>
<tr>
<td>GF Fringe Benefits paid by State CCs</td>
<td>123,820,820</td>
<td>125,314,619</td>
<td>125,314,619</td>
</tr>
<tr>
<td>Developmental Services &amp; Transitional Adult Education</td>
<td>7,327,566</td>
<td>8,912,702</td>
<td>8,912,702</td>
</tr>
<tr>
<td>Outcomes Based Funding Incentive</td>
<td>1,196,017</td>
<td>1,202,027</td>
<td>1,202,027</td>
</tr>
<tr>
<td>Operating Fund Fringe Benefits paid by State</td>
<td>24,400,000</td>
<td>36,550,000</td>
<td>36,550,000</td>
</tr>
<tr>
<td>Debt Free Community College</td>
<td></td>
<td>2,450,842</td>
<td></td>
</tr>
<tr>
<td>Funding for Net Cost of Guided Pathways</td>
<td></td>
<td>2,130,284</td>
<td></td>
</tr>
<tr>
<td><strong>CC Total</strong></td>
<td><strong>$297,478,140</strong></td>
<td><strong>$325,779,291</strong></td>
<td><strong>$321,198,165</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
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<td><strong>$626,277,661</strong></td>
<td><strong>$621,696,535</strong></td>
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