

**BOARD OF REGENTS FOR HIGHER EDUCATION
HUMAN RESOURCES & ADMINISTRATION COMMITTEE**

Minutes

10:00 a.m., Tuesday, June 20, 2017

Regents Boardroom, 61 Woodland Street, Hartford, CT

COMMITTEE MEMBERS PRESENT

Naomi Cohen, Chair
Richard Balducci
David Jimenez (Telephonic)
Yvette Melendez
Elease Wright

BOR STAFF PRESENT

Mark Ojakian, President
Alice Pritchard, Chief of Staff
Steven Weinberger, Vice President for Human Resources
Ernestine Weaver, Counsel
Michael Lopez, Director of Human Resources
Maribel La Luz, Director of Communications
Erin Fitzgerald, Associate for Board Affairs
Rosalie Butler, Administrative Assistant

CSCU STAFF PRESENT

Stephen Adair, Professor, CCSU, Chair, FAC and Regent
TJ Barber, Director of Student Activities, MCC
Patrice Farquharson, Dean of Faculty, COSC

CALL TO ORDER

With a quorum present, Chair Cohen called the meeting to order at 10:04 a.m.

APPROVAL OF MEETING MINUTES FROM JANUARY 19, 2017

The minutes of the January 19, 2107 meeting were unanimously approved.

CSCU CODE OF CONDUCT

Chair Cohen provided historical background on a Regents' uniform, System-wide policy for all employees, Regents, and volunteers across all institutions and System offices. She noted that the FAC had been invited to prepare commentary on the Code of Conduct. The FAC submitted a draft Code of Conduct which is *appended to these minutes*. Discussion followed. A final draft is to be prepared for discussion and action at the September 7th meeting.

No action was taken.

Ms. Farquharson, Mr. Barber and Regent Adair left the meeting.

EXECUTIVE SESSION

At 10:37 a.m., on a motion by Regent Wright, seconded by Regent Balducci, the Committee voted to enter into Executive Session for the purpose of discussion concerning collective bargaining and the performance, evaluation, health or dismissal of a public officer or employee. Committee Chair Cohen announced that no votes would be taken in Executive Session. President Ojakian, Chief of Staff Pritchard, Attorney Weaver, Ms. Fitzgerald and VP Weinberger were asked to remain with the Committee throughout Executive Session. All other CSCU staff left the meeting.

RETURN TO OPEN SESSION

At 11:15 a.m., Committee Chair Cohen announced that the meeting had returned to Open Session and that no votes were taken in Executive Session. Discussion was limited to the performance, evaluation, health or dismissal of a public officer or employee, and collective bargaining.

President Ojakian left the meeting. Director La Luz and Ms. Butler rejoined the meeting.

TEMPORARY STIPEND FOR ADDITIONAL LEADERSHIP DUTIES PERFORMED AT THE COMMUNITY COLLEGES

Consistent with the Classification and Compensation Procedures for Management and Confidential Professional Personnel, President Ojakian apprised Regents that two community college presidents, Paul Broadie and James Lombella, will each receive a 10% stipend over their current rate of salary when they assume responsibility for the campuses of retiring presidents at Gateway and Tunxis Community Colleges respectively. Similarly, Dean of Academic Affairs Steven Minkler will receive a 10% stipend over his current salary when he assumes the duties of Lead Campus Administrator at Middlesex Community College. No backfill of the three Presidential retirees at these institutions is expected, creating an anticipated annual savings of \$1.012 million in salary and associated fringe benefit costs. (*Effective July 1, 2017*)

OLD BUSINESS

Director Michael Lopez provided Regents with an updated timeframe for migration of CSCU's FirstNet training modules to the State's online training portal.

NEW BUSINESS

No new business was discussed. The next meeting is scheduled for September 7, 2017.

The meeting was adjourned at 11:25 AM on a motion by Regent Balducci, seconded by Regent Melendez.

Submitted by FAC:

Statement of Values, Principles and Professional Standards for the Connecticut State Colleges and Universities

Purpose

Public higher education institutions confront significant challenges across the United States and here in Connecticut. Declining levels of state support have contributed to mounting levels of student debt and erected financial barriers that limit access to the opportunities that higher education provides. In addition, political polarization has contributed to the politicization of science, a cultural anti-intellectualism, distrust of the merits of higher learning, and sharp clashes that stem from direct ideological confrontations.

This document seeks to reaffirm the core values that animate the missions of the Connecticut State Colleges and Universities. Realizing these values requires a commitment from all members of the CSCU community to act with integrity and in accordance with the highest ethical and professional standards.

This document does not provide new standards of conduct nor does it provide grounds for disciplinary procedures. The values and principles specified here are aspirational and intended as a guide to decision making and judgment.

Matters of discipline, censure, or termination must follow existing due process procedures as established in collective bargaining procedures and already existing policy documents.

Scope (as defined in previous documents)

Values

1. Pursuit of knowledge and learning.

As higher education institutions, all that we do is oriented to providing avenues to gain knowledge and advance learning in all of its forms. This includes maintaining appreciation for reasoned arguments to support claims of truth, the scientific method, the rigors of scholarship, the wonder and variety of human languages and cultures, and artistic expression in all of its forms.

Students in our institutions are evaluated and rewarded largely based on the degree of their dedication to these values. Teaching faculty are evaluated and rewarded based on their relative ability to inculcate them in their students and the extent to which they are exhibited in their creative work. Administrative and support staff secure the context and resources to advance them.

Several principles and standards are necessary to support the pursuit of knowledge and learning as a core value:

a. **Academic freedom** is essential to reduce the likelihood that the pursuit of knowledge and learning will become an instrument of administrative dictates, powerful interests, a political or ideological bloc, or other ancillary interest. The Board of Regents for Higher Education endorses the 1940 statement on academic freedom of the American Association of University Professors, including the 1970 amendment.

b. **Intellectual honesty** in teaching, learning, and research preserves the integrity of the scholarly process. Community members are expected to:

- ensure the originality of work and provide appropriate credit and reference for the work, the words, and the ideas of others;

- maintain faithfully the integrity of data and methodology in the reporting of research and the dissemination of findings;
- consult with and adhere to the requirements of institutional review boards, if one is conducting research on human subjects;
- adhere to established procedures for the humane treatment of animals, if one is conducting research on animals;
- fairly assign authorship credit in the dissemination of research, scholarship, and creative work.

c. **Professional standards** in many academic disciplines have been established and disseminated by disciplinary professional associations. If so, faculty are expected to adhere to the standards appropriate to their discipline.

d. **On controversy:** The pursuit of knowledge and learning often requires that matters that some may consider controversial or troubling be addressed directly. Even within some disciplines, there are often differences in theories, perspectives, and methodologies that can result in incisive arguments and protracted disagreements. Sharing and creating new points of view and deeper understanding may also require efforts to push beyond conventional or traditional ways of understanding. Maintaining respect for the rights of others to share and to argue for a perspective or a point of view with which one disagrees is essential for preserving our colleges and universities as places of critical inquiry in which the pursuit of knowledge and learning remains a core value.

2. Respect for Persons

As public higher education institutions, maintaining access is central to our mission, which requires that respect for persons operate as a core value. The respect for persons means that everyone be recognized and "treated as autonomous agents,"¹ who are granted the capacity and the opportunity to make decisions that affect their lives and well-being. This implies two interrelated convictions: people are entitled to full participation in our colleges and universities in contexts that are free from discrimination, and people are entitled to relevant public information so as to make informed decisions.

Several principles and standards are necessary to support the respect for persons as a core value:

a. **Pursuing and respecting diversity** is necessary to insure that all people have the same privileges, rights, and responsibilities regardless of race, ethnicity, gender, religion, sexual orientation, age, or other marker of identity. Maintaining our institutions as places that are free from discrimination also mandates that we act affirmatively to be inclusive of all members of the public.

b. **Bullying and harassment**, especially sexual harassment, violate the expectations required to maintain respect for persons. (Include references to existing policies on sexual harassment, and consensual relationships).

¹ This phrase is taken from The Belmont Report, which was disseminated in 1979 by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. It is widely available and can be found here: <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/index.html>

c. **Conflicts of interest**, especially when they are not disclosed, can create conditions in which recommendations or claims are advanced that are belied by a hidden motive or agenda. Conflicts of interest should be avoided and community members should consult the Connecticut State Colleges and Universities Ethics Statement.

d. **Transparency** on all matters of public, institutional, and academic policy are necessary to insure that students, faculty, and all staff have access to the necessary information to make informed decisions. Students have the right to receive academic advising and counseling to inform their decisions regarding their program of study and prospects for future opportunities and employment.

e. **On fair evaluations**. The evaluation of students, which includes the determination of course grades, should be done fairly based on reasonable and specified criteria. The evaluation of colleagues and staff should follow specified criteria. All evaluations should be reasoned and fair and administered to advance the core values of our institutions.

f. **On matters of controversy**. Many of the deepest and most troubling dilemmas currently confronting higher education institutions in the United States seemingly involve contradictions between maintaining respect for persons and the pursuit of knowledge and learning. That is, how do we balance between being inclusive, promoting diversity, and being vigilant in protecting minority populations while promoting a spirit of open inquiry in which people with diverse ideologies and perspectives are encouraged to speak freely and openly? Do people who express intolerance have a right to be heard and respectfully considered? The question defies a simple answer, but community members should be wary of inviting speakers or engaging in speech that does not respect both values.

3. Beneficence and Service

As public higher education institutions, our mission is to provide positive benefits and opportunities to the students we serve, as well as contribute to the well-being of our communities and the state of Connecticut. Human beings, as creatures on this good earth, are distinguished as the makers of their own worlds. Human reason and creativity, our arts and sciences, our practices and culture offer the knowledge and tools, the wonder and vibrancy of our humanly created worlds.

Higher education is the seedbed for this vibrant creativity. Public colleges and universities add the additional democratic promise: the opportunity and joy of being a maker of our own worlds is not an exclusive privilege of an elite. It is open to all.

This spirit of generosity that animates the sharing of knowledge and learning within our institutions requires us to welcome and to provide service to the students that come to us and to contribute to the culture and the institutions in our local communities and in the wider world.

Realizing the core value of beneficence and service requires outreach into community, creating a welcoming and encouraging environment for students, parents, and members of the community, being a good steward of public resources, and maintaining healthy and safe workplaces.

4. Shared Governance

As workplaces, higher education institutions are unique in that they are built on traditions and practices that maintain shared governance. As educated professionals in specific disciplines and practices, faculty members are the experts in their fields, and so maintain a certain provenance in their disciplinary areas and in all matters related to programs and curriculum.

At the institutional level, faculty are elected by their colleagues to serve on key governance committees that include promotion and tenure committees, curriculum committees, and other governance bodies. Many academic and institutional policies are subject to faculty and staff review and comment, and people should be free to voice their views and their dissent. Faculty are also key contributors in the hiring and performance review of their colleagues.

At the system level, to facilitate policy research and decision making in CSCU and its constituent units, the president or his/her designees may appoint various CSCU bodies such as councils, committees, task forces, etc.

The BOR recognizes that in order to provide the best possible education for our students, every member of the CSCU faculty and staff must have the opportunity to understand and take part in the flow of information to and from the BOR, the CSCU president, and the aforementioned CSCU bodies at the system level and on the campuses. Barring explicit exceptional circumstances that prevent adherence to best practices in shared governance, the CSCU bodies will include representatives designated by elected faculty and staff leadership organizations. [Currently, those leadership organizations include the Faculty Advisory Committee (FAC), the CSU Leadership Group, and the Community College Governance Assembly (CCGA).] The CSCU bodies will also be expected to post mission statements, membership lists, agendas, and minutes on a website accessible to CSCU employees. The website will also maintain an updated organizational chart that includes an explanation of the reporting structure for every administrator and CSCU body.