

**CT BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGE AND UNIVERSITY (CSCU) SYSTEM**

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, January 15, 2015

Regents Boardroom, 61 Woodland Street, Hartford, CT

- 1. Call to Order**
- 2. Roll Call and Declaration of Quorum**
- 3. Adoption of Agenda**
- 4. Board of Regents Chairman, Nicholas M. Donofrio**
- 5. Board of Regents President, Dr. Gregory W. Gray**
- 6. Approval of Minutes**
- 7. Consent Agenda**
 - a) Suspensions**
 - i. Health Administration – M.S. – WCSU 1
 - ii. Teaching – M.A. – WCSU 3
 - b) Modification**
 - i. Reinstate Industrial Technology program and approve reorganization of new program in Manufacturing Management – BS – CCSU 5
 - c) New Programs**
 - i. Paramedic Studies – AS – Housatonic CC 12
 - ii. CIS-Mobile Application Developer Option – Capital CC 16
 - d) Renaming Central CSU School of Arts and Sciences to the College of Liberal Arts and Social Sciences – Central CSU 20**
 - e) Amendment to Student Code of Conduct (Hearing Process) 23**
 - f) Amendment to Sexual Misconduct Reporting, Support Services and Processes Policy 28**
 - g) Amendment to BOR University and College Presidential Search Policy 37**
 - h) Revision of Student Worker Pay Rates at CSCU Institutions 41**
 - i) Amendment to Reporting Suspected Abuse or Neglect of a Child Policy 45**
 - j) Amendment to Pre-employment Background Verification Policy 49**
- 8. Academic & Student Affairs Committee – Merle Harris, Chair**
- 9. Audit Committee – Craig Lappen, Chair**
- 10. Finance & Infrastructure Committee – Matt Fleury, Chair**
- 11. HR & Administration Committee, Naomi Cohen, Chair**
 - a) FY 2015 Salary Adjustments for Management Personnel 57
- 12. Executive Committee – Nicholas M. Donofrio, Chair**
 - a) Statement of Governing Board and Individual Board Member Responsibilities – *info* 64
- 13. Adjourn**

Opportunity to Address the Board

Students

Faculty & Staff

ITEM

Masters of Health Administration (MHA) suspended beginning in January 2014.

BACKGROUND

Summary

While there are seven (7) students in the program, no full time tenure-track faculty member was dedicated to the oversight of it when it was suspended.

Rationale

Staffing patterns need to be analyzed and the program's relevance and viability must be determined.

12/18/2014 – Academic & Student Affairs Committee
1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend the Masters of Health Administration (MHA) program at Western Connecticut State University for a period of not more than three years. The program must be reactivated or fully terminated by January 15, 2018.

A True Copy:

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

ITEM

Master of Arts in Teaching (MAT) suspended beginning in September 2014.

BACKGROUND

Summary

Three (3) students were enrolled in the program when it was suspended.

Rationale

The expense to run the program requires a cohort of, at a minimum, ten (10) students. Redesign is required.

12/18/2014 – Academic & Student Affairs Committee
1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Suspension of a Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to suspend the Master of Arts in Teaching (MAT) program at Western Connecticut State University for a period of not more than three years. The program must be reactivated or fully terminated by January 15, 2018.

A True Copy:

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

ITEM

That the resolution adopted by the Board of Regents for Higher Education on June 18 2014 changing the name of a program in Industrial Technology specializing in Manufacturing or Environmental and Occupational Safety to Manufacturing Management be amended approving a new degree program in Manufacturing Management within which a student may specialize in Manufacturing or Environmental and Occupational Safety while retaining the existing program in Industrial Technology

BACKGROUND

Summary

The program proposal supporting the board resolution of June 18, 2014 reads as follows:

STAFF REPORT

ACADEMIC & STUDENT AFFAIRS COMMITTEE

If program modification is concurrent with discontinuation of related program(s), please list for such program(s).
Program Discontinued: **Industrial Technology, Specializations in Manufacturing and Environmental & Occupational Safety** CIP: **15.0612** DHE# (if available): **00071** Accreditation Date: **July 2007**
Phase Out Period: **Spring 2014** Date of Program Termination **Fall 2016**

The staff report supporting the board resolution of June 18, 2014 reads as follows.

ITEM
Modification of a program in Industrial Technology specializing in Manufacturing or Environmental and Occupational Safety to Manufacturing Management leading to a Bachelor of Science degree at Central Connecticut State University.

The process used and the wording of both documents led to an unintended consequence. The Manufacturing Management program was in fact established, but the Industrial Technology Degree was terminated. The actual desired outcomes are as follows:

- (1) Remove the specializations Manufacturing and Environmental and Occupational Safety out from under the auspices of the Industrial Technology Degree, but retain the Industrial Technology Degree. The Industrial Technology Degree will continue as a viable program of study for students and will continue to be one of the four articulated technological pathways available to students under the Connecticut College of Technology: Engineering Technology, Industrial Technology, Technology Education, and Bimolecular Sciences
- (2) Establish a new degree program in Manufacturing Management with options available for specialization in Manufacturing or Environmental and Occupational Safety. [Note: Specializations are not assigned program codes but simply recorded with the associated degree program.] The Manufacturing Management program will maintain the transfer academic standards of the Engineering Technology pathway, one of the four articulated technological pathways available to students under the Connecticut College of Technology: Engineering Technology, Industrial Technology, Technology Education, and Bimolecular Sciences.

Staff at the Board of Regents has consulted with the Office of Higher Education on how best to correct this situation. It was advised that a new or amended board resolution is required. As such an amendment to the June 18, 2004 board resolution concerning these two programs is being requested.

Need for the Programs

Manufacturing supports an estimated 17.2 million jobs in the United States—about one in six private-sector jobs. Nearly 12 million Americans (or 9 percent of the workforce) are employed directly in manufacturing.

More than 600,000 manufacturing jobs go unfilled because workers don't have the right skills—this skills gap threatens U.S. competitiveness.

The current trends in manufacturing indicate a shortage of skilled labor in the Manufacturing sector. Connecticut Manufacturers are struggling to hire qualified workers.

An expected surge in exports could help create up to five million U.S. jobs by 2020, according to a report released by the Boston Consulting Group: "While the return of jobs to U.S. shores, also referred to as insourcing and on-shoring, is still a relatively new phenomenon, several large manufacturers have recently announced plans to expand or move production to the country."

The *manufacturing* management focus of the Manufacturing Management program distinguishes this degree from the *technology* management focus of the existing Industrial Technology Degree. CCSU has provided evidence of a need for both programs.

Students who earn a Bachelor of Science degree in Manufacturing Management will have a broad background in manufacturing and will be able to fill a number of jobs. Students are prepared for careers in areas such as:

- Production System Design
- Quality and Lean Management
- Automated Systems and Control
- Materials Management
- Manufacturing Process Planning
- Project Development

The Industrial Technology program is accredited by the Association of Technology, Management, and Applied Engineering - ATMAE (formally National Association of Industrial Technology- NAIT). CCSU reports that currently, 95% the industrial technology program graduates are working as full-time employees in a wide range of companies including Pratt Whitney, Sikorski, Hamilton Sunstrand, Tyco Healthcare, and Bobcat of CT. Students are prepared for careers in areas such as:

- Manufacturing Engineering
- Quality Engineering
- Sales Engineering
- Project Management
- Procurement
- Operations

Curriculum

Manufacturing Management

Central Connecticut State University 1615 Stanley Street New Britain, Connecticut 06050-4010		Name: _____ I.D.# _____																																																																																							
Department of Manufacturing & Construction Management Effective 25 August 2014		B.S. MANUFACTURING MANAGEMENT Entry: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Transfer Cr. _____ Major Requirements																																																																																							
General Education (45-49 credits)	Core Requirements (45 credits)	Directed Technology Electives (12 credits)																																																																																							
Study Area I -Arts and Humanities (9)	Study Area II - Social Sciences (9)	Precision Manufacturing Option																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">Literature Elective</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>Arts & Humanities Elective</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>Arts & Humanities Elective</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	Literature Elective	3	<input type="checkbox"/>	Arts & Humanities Elective	3	<input type="checkbox"/>	Arts & Humanities Elective	3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">AC 210 Industrial Accounting</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>CET 113 Intro to Info Proc</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MGT 295 Fundamentals of Management</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MKT 295 Fundamentals of Marketing</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 121 Mechanical CAD</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 216 Manufacturing Processes</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 360 Production Systems</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 366 Purchasing and Supply Chain</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 390 Lean Operations Management</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 120 Intro to Technology Mgt</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 190 Global Quality Mgmt Systems</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 310 EH&S</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 362 Leading Project Teams</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 401 Senior Seminar and Internship</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 464 Six Sigma Quality</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"></td><td style="text-align: right;">45</td></tr> </table>	<input type="checkbox"/>	AC 210 Industrial Accounting	3	<input type="checkbox"/>	CET 113 Intro to Info Proc	3	<input type="checkbox"/>	MGT 295 Fundamentals of Management	3	<input type="checkbox"/>	MKT 295 Fundamentals of Marketing	3	<input type="checkbox"/>	MM 121 Mechanical CAD	3	<input type="checkbox"/>	MM 216 Manufacturing Processes	3	<input type="checkbox"/>	MM 360 Production Systems	3	<input type="checkbox"/>	MM 366 Purchasing and Supply Chain	3	<input type="checkbox"/>	MM 390 Lean Operations Management	3	<input type="checkbox"/>	TM 120 Intro to Technology Mgt	3	<input type="checkbox"/>	TM 190 Global Quality Mgmt Systems	3	<input type="checkbox"/>	TM 310 EH&S	3	<input type="checkbox"/>	TM 362 Leading Project Teams	3	<input type="checkbox"/>	TM 401 Senior Seminar and Internship	3	<input type="checkbox"/>	TM 464 Six Sigma Quality	3			45	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">MM 226 Principles of CNC</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 236 Tool Design</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MM 324 Fluid Power</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 480 Industrial Robots</td><td style="text-align: right;">3</td></tr> <tr><td colspan="3" style="text-align: center;">OR</td></tr> <tr><td colspan="3" style="text-align: center;">EH&S Option</td></tr> <tr><td><input type="checkbox"/></td><td>CM 335 Construction Safety</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 411 Industrial Hygiene</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 414 Accident Investigation</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 456 Hazardous Material Management</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	MM 226 Principles of CNC	3	<input type="checkbox"/>	MM 236 Tool Design	3	<input type="checkbox"/>	MM 324 Fluid Power	3	<input type="checkbox"/>	TM 480 Industrial Robots	3	OR			EH&S Option			<input type="checkbox"/>	CM 335 Construction Safety	3	<input type="checkbox"/>	TM 411 Industrial Hygiene	3	<input type="checkbox"/>	TM 414 Accident Investigation	3	<input type="checkbox"/>	TM 456 Hazardous Material Management	3
<input type="checkbox"/>	Literature Elective	3																																																																																							
<input type="checkbox"/>	Arts & Humanities Elective	3																																																																																							
<input type="checkbox"/>	Arts & Humanities Elective	3																																																																																							
<input type="checkbox"/>	AC 210 Industrial Accounting	3																																																																																							
<input type="checkbox"/>	CET 113 Intro to Info Proc	3																																																																																							
<input type="checkbox"/>	MGT 295 Fundamentals of Management	3																																																																																							
<input type="checkbox"/>	MKT 295 Fundamentals of Marketing	3																																																																																							
<input type="checkbox"/>	MM 121 Mechanical CAD	3																																																																																							
<input type="checkbox"/>	MM 216 Manufacturing Processes	3																																																																																							
<input type="checkbox"/>	MM 360 Production Systems	3																																																																																							
<input type="checkbox"/>	MM 366 Purchasing and Supply Chain	3																																																																																							
<input type="checkbox"/>	MM 390 Lean Operations Management	3																																																																																							
<input type="checkbox"/>	TM 120 Intro to Technology Mgt	3																																																																																							
<input type="checkbox"/>	TM 190 Global Quality Mgmt Systems	3																																																																																							
<input type="checkbox"/>	TM 310 EH&S	3																																																																																							
<input type="checkbox"/>	TM 362 Leading Project Teams	3																																																																																							
<input type="checkbox"/>	TM 401 Senior Seminar and Internship	3																																																																																							
<input type="checkbox"/>	TM 464 Six Sigma Quality	3																																																																																							
		45																																																																																							
<input type="checkbox"/>	MM 226 Principles of CNC	3																																																																																							
<input type="checkbox"/>	MM 236 Tool Design	3																																																																																							
<input type="checkbox"/>	MM 324 Fluid Power	3																																																																																							
<input type="checkbox"/>	TM 480 Industrial Robots	3																																																																																							
OR																																																																																									
EH&S Option																																																																																									
<input type="checkbox"/>	CM 335 Construction Safety	3																																																																																							
<input type="checkbox"/>	TM 411 Industrial Hygiene	3																																																																																							
<input type="checkbox"/>	TM 414 Accident Investigation	3																																																																																							
<input type="checkbox"/>	TM 456 Hazardous Material Management	3																																																																																							
Study Area II - Social Sciences (9)	Study Area III - Behavioral Sciences (6)	Recommended Free Electives (to complete required 120)																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">ECON 201</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>History Elective</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>Social Sciences Elective</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	ECON 201	3	<input type="checkbox"/>	History Elective	3	<input type="checkbox"/>	Social Sciences Elective	3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">PSY 112</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>Behavioral Science Elective</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	PSY 112	3	<input type="checkbox"/>	Behavioral Science Elective	3	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">SET 490 International Field Studies</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>TM 490 Advanced Six Sigma</td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td></td><td style="text-align: right;">3</td></tr> <tr><td colspan="2"></td><td style="text-align: right;">Total 30</td></tr> </table>	<input type="checkbox"/>	SET 490 International Field Studies	3	<input type="checkbox"/>	TM 490 Advanced Six Sigma	3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3	<input type="checkbox"/>		3			Total 30																																							
<input type="checkbox"/>	ECON 201	3																																																																																							
<input type="checkbox"/>	History Elective	3																																																																																							
<input type="checkbox"/>	Social Sciences Elective	3																																																																																							
<input type="checkbox"/>	PSY 112	3																																																																																							
<input type="checkbox"/>	Behavioral Science Elective	3																																																																																							
<input type="checkbox"/>	SET 490 International Field Studies	3																																																																																							
<input type="checkbox"/>	TM 490 Advanced Six Sigma	3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
<input type="checkbox"/>		3																																																																																							
		Total 30																																																																																							
Study Area IV - Natural Scientific (7)	Six credits designated "International" met: <input type="checkbox"/> YES <input type="checkbox"/> NO																																																																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">PHYS 111 w/lab</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>CHEM 161/162 w/lab</td><td style="text-align: right;">4</td></tr> </table>	<input type="checkbox"/>	PHYS 111 w/lab	3	<input type="checkbox"/>	CHEM 161/162 w/lab	4	First Year Experience requirement met: <input type="checkbox"/> YES <input type="checkbox"/> NO																																																																																		
<input type="checkbox"/>	PHYS 111 w/lab	3																																																																																							
<input type="checkbox"/>	CHEM 161/162 w/lab	4																																																																																							
Skill Area I - Communication Skills (6)	Double counting Restriction - Of the courses taken in the major and minor/concentration, a total of two courses may be counted to fulfill the Study Areas portion of the general education program.																																																																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">ENG 110*</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>ENGR 290</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	ENG 110*	3	<input type="checkbox"/>	ENGR 290	3	RESIDENCY REQUIREMENTS: A minimum of 30 credits at CCSU with 15 credits in the Major and 9 credits in the Minor or Concentration (total 24 in Major).																																																																																		
<input type="checkbox"/>	ENG 110*	3																																																																																							
<input type="checkbox"/>	ENGR 290	3																																																																																							
Skill Area II - Mathematical (6)	NOTE: Eligibility for high honors requires the student to earn 62 credits in residence at CCSU.																																																																																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">STAT 104</td><td style="width: 10%; text-align: right;">3</td></tr> <tr><td><input type="checkbox"/></td><td>MATH 115</td><td style="text-align: right;">3</td></tr> </table>	<input type="checkbox"/>	STAT 104	3	<input type="checkbox"/>	MATH 115	3																																																																																			
<input type="checkbox"/>	STAT 104	3																																																																																							
<input type="checkbox"/>	MATH 115	3																																																																																							
Skill Area III - Foreign Language (0-3)																																																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">3 sequential years of one foreign language at the high school level</td><td style="width: 10%;"></td></tr> <tr><td><input type="checkbox"/></td><td>Passed the foreign language exam.</td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Completed 112 or 114 foreign language courses</td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Completed above 112 or 114 foreign language course</td><td></td></tr> <tr><td><input type="checkbox"/></td><td>Demonstration of native proficiency in a language other than English</td><td></td></tr> </table>	<input type="checkbox"/>	3 sequential years of one foreign language at the high school level		<input type="checkbox"/>	Passed the foreign language exam.		<input type="checkbox"/>	Completed 112 or 114 foreign language courses		<input type="checkbox"/>	Completed above 112 or 114 foreign language course		<input type="checkbox"/>	Demonstration of native proficiency in a language other than English																																																																											
<input type="checkbox"/>	3 sequential years of one foreign language at the high school level																																																																																								
<input type="checkbox"/>	Passed the foreign language exam.																																																																																								
<input type="checkbox"/>	Completed 112 or 114 foreign language courses																																																																																								
<input type="checkbox"/>	Completed above 112 or 114 foreign language course																																																																																								
<input type="checkbox"/>	Demonstration of native proficiency in a language other than English																																																																																								
Skill Area IV - Univ. Requirements (2-3)																																																																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"><input type="checkbox"/></td><td style="width: 85%;">PE 144 Fitness/Wellness Venture</td><td style="width: 10%; text-align: right;">2</td></tr> </table>	<input type="checkbox"/>	PE 144 Fitness/Wellness Venture	2																																																																																						
<input type="checkbox"/>	PE 144 Fitness/Wellness Venture	2																																																																																							

Industrial Technology

Central Connecticut State University

1615 Stanley Street
New Britain, Connecticut 06050-4010

Department of
Manufacturing & Construction Management

Effective: Spring 2014

Name: _____

I.D.# _____

**BS - Industrial Technology, Technology Management
Concentration**

Enby: Fall Spring Transfer Cr.

Major Requirements

General Education (45-49 credits)

Study Area I - Arts and Humanities (9)

<input type="checkbox"/>	Literature Elective	3
<input type="checkbox"/>	Arts/Humanities Elective	3
<input type="checkbox"/>	Arts/Humanities Elective	3

Study Area II - Social Sciences (9)

<input type="checkbox"/>	Social Sciences Elective	3
<input type="checkbox"/>	ECON 201	3
<input type="checkbox"/>	History Elective	3

Study Area III - Behavioral Sciences (6)

<input type="checkbox"/>	PSY 112	3
<input type="checkbox"/>	Behavioral Science Elective	3

Study Area IV - Natural Scientific (7)

<input type="checkbox"/>	CHEM 161 w/lab CHEM 162	4
<input type="checkbox"/>	PHYS 111 w/lab	3

Skill Area I - Communication Skills (6)

<input type="checkbox"/>	ENG 110*	3
<input type="checkbox"/>	COMM 140	3

Skill Area II - Mathematical (6)

<input type="checkbox"/>	STAT 104*	3
<input type="checkbox"/>	MATH 115*	3

Skill Area III - Foreign Language (0-3)

- 3 sequential years of one foreign language at the high school level
- Passed the foreign language exam
- Completed 112 or 114 foreign language courses
- Completed above 112 or 114 foreign language course
- Demonstration of native proficiency in a language other than English

Skill Area IV - Univ. Requirements (2-3)

<input type="checkbox"/>	PE 144	2
--------------------------	--------	---

Business Requirements (24 credits)

<input type="checkbox"/>	AC 210	Industrial Accounting	3
<input type="checkbox"/>	ENG 403	Technical Writing	3
<input type="checkbox"/>	MGT 295	Intro-Mgt. & Org. Behavior	3
<input type="checkbox"/>	MKT 295	Intro to Marketing	3
<input type="checkbox"/>	TM 190	Global Quality Mgmt Systems	3
<input type="checkbox"/>	TM 310	Environment, Health & Safety	3
<input type="checkbox"/>	TM 362	Leading Project Teams	3
<input type="checkbox"/>	TM 401	Industrial Internship	3

Six credit designated "international"

met: YES NO

First Year Experience requirement

met: YES NO

Assessment Exam Taken

met: YES NO

Specialization Requirements (39 credits)

Technical and Management courses selected in consultation with, and approved by, advisor. At least one half of the credits must be at the 300 or 400 level.

Electives required to complete 122 (10-14 credits)

DOUBLE COUNTING RESTRICTION: Of the courses taken in the major and minor/concentration, a total of two courses may be counted to fulfill the Study Areas portion of the general education program.

RESIDENCY REQUIREMENTS: A minimum of 30 credits at CCSU with 15 credits in the Major and 9 credits in the Minor or Concentration (total 24 in Major).

HIGH HONORS: Eligibility for high honors requires the student to earn 62 credits in residence at CCSU.

PLACEMENT EXAM: A placement exam is required prior to taking any course marked with an *.

Students

		Industrial Technology Enrollment														
		Fall 2011			Fall 2011			Fall 2012			Fall 2013			Fall 2014		
		FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT	FT	PT	TOT
Headcount		136	57	193	142	68	210	142	67	209	149	66	215	134	62	196
FTE		126.2	21.7	147.9	132.9	26.1	159.0	131.0	26.7	157.7	139.9	26.0	165.9	126.6	26.0	152.6

Industrial Technology Graduates					
Academic Year					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
BA	52	49	56	56	66

Faculty

The full-time faculty members for Manufacturing Management are, Dr. Mario Emiliani, Dr. Paul Resetarits, Dr. Eric Kirby, Dr. Haoyu Wang, and Dr. Ravindra Thamma. All of the faculty members hold PhDs and have extensive industrial and academic experience in their respective areas.

Learning Resources

No additional resources are needed; there are currently ample resources to support both curriculums.

Facilities

No additional facilities are needed; there are currently ample resources to support both curriculums.

Fiscal Note

PROJECTED Program Revenue	Year 1		Year 2	
	Full Time at \$8706	Part Time at \$378	Full Time at \$8706	Part Time at \$378
Tuition <i>(Do not include internal transfers)</i>	\$17,412	\$4,158	\$82,826	\$5,292
Program-Specific Fees	\$0	\$0	\$0	\$0
Other Rev. <i>(Annotate in text box below)</i>	\$0		\$0	
Total Annual Program Revenue	\$21,570		\$88,118	

Review of Documents:

Campus Review
Campus Budget and Finance
Campus President
Academic Council
System Office

Accreditation:

Most Recent NEASC Institutional Accreditation Action and Date: 5th Year Report, 2013 Also Accreditation received from the Association of Technology Management and Applied Engineering (ATMAE) 2006 with recent reaccreditation visit in March 2014 yielding a recommendation for continuing accreditation.

12/18/2014 – Academic & Student Affairs Committee
1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Reinstatement of a Program

January 15, 2015

RESOLVED: That the resolution adopted by the Board of Regents for Higher Education on June 18 2014, *“That the Board of Regents for Higher Education approve modification changing the name of a program in Industrial Technology specializing in Manufacturing or Environmental and Occupational Safety to Manufacturing Management leading to a Bachelor of Science degree at Central Connecticut State University”*

Be amended to read:

“That the Board of Regents for Higher Education approve a new degree program in Manufacturing Management within which a student may specialize in Manufacturing or Environmental and Occupational Safety while retaining the existing program in Industrial Technology; both leading to a Bachelor of Science degree at Central Connecticut State University”

A True Copy:

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

ITEM

Application for a new career-track Paramedic Studies Associate in Science Degree program at Housatonic Community College.

BACKGROUND

This Associate in Science Degree program is a collaborative effort between the Bridgeport Emergency Medicine Institute and Housatonic Community College. It provides a pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry for Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program or a registered nursing program.

Summary

The Bridgeport Emergency Medicine Institute graduates approximately 25 students every year who are eligible to take the National Registry of Emergency Medical Technicians exam to become licensed Paramedics in the State of CT. Although the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS) has verified that this program is the equivalent of 38 college credits, there is currently no pathway for these students to move these credits into a college degree. This proposal provides that pathway for movement into an Associate Degree of Science

Need for the Program

CT has an unfulfilled demand for Paramedics. CT may be eliminating the AEMT (Advanced Emergency Medical Technician) level, which leaves no other level than Basic Life Support. Prospects for employment of Paramedic graduates seeking employment in CT are excellent. All services in this area continue to be hungry for entry level competent Paramedics. Many parts of the State are underserved, and elimination of the AEMT provider will cause that condition to worsen. According to the Bureau of Labor Statistics, demand for Paramedics is projected to grow 23% by the year 2022. This is partly due to an aging population, and partly due to a new model of healthcare, called "Mobile Intensive Healthcare or Community Paramedicine." Since the advent of the Affordable Care Act, the emphasis has shifted to patient outcomes, especially the "Triple Aim": lowered costs, improved patient experience and improved outcomes. Large grants are being awarded for innovation in health care that meets the Triple Aim. Recently the availability of one billion dollars in seed money was announced in May, 2014 by the Centers for Medicare and Medicaid Services to investigate alternative models of healthcare; one of these areas is in the delivery of emergency and home health care. In this model, paramedics are dispatched to patients' homes to assess the necessity of a visit via ambulance to the emergency room. If the condition is found to be not life-threatening, as the majority of 911 calls for emergency assistance are, the Paramedic can deliver care at the home or transport the patient to the correct facility: to an immediate-care clinic, a psychiatric facility, etc. For every trip to the emergency room that is avoided, thousands of dollars are saved. Current salaries for Paramedics vary in the state from about \$20 to 28 per hour, with the Bridgeport area paying the highest. According to the third edition of the Health Occupations & Technology publication, produced by

(continued next page)

the Connecticut Area Health Education Centers, the demand for Paramedics is expected to grow much faster than the average for all occupations through 2014, as full-time paid EMTs and Paramedics replace unpaid volunteers. This publication estimates the average annual salary for paramedics to be \$33,737. In addition to ambulance services, many Paramedics obtain employment in city fire departments, which offer full-time hours and good benefits.

Curriculum

All Paramedic clinical training is done at the Bridgeport Emergency Medicine Institute (BEMI) located at Bridgeport Hospital and related sites. Paramedic courses at the Bridgeport Emergency Medicine Institute have been assessed by the University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS).

An Emergency Medical Technician (EMT) or Advanced Emergency Medical Technician (AEMT) certification is required for entry into the Paramedic Program. Candidates for the Paramedic Program must have and maintain their EMT or A-EMT Certification and must apply to and be accepted into the program at the Bridgeport Emergency Medicine Institute.

Students may take their EMT and Paramedic courses before, during or after the non-clinical prerequisites taken at Housatonic Community College. Provided they have also successfully completed their Paramedic courses and passed their licensure exam with the National Registry of Emergency Medical Technicians, students can apply for the Associates in Science in Paramedic Studies following completion of the non-clinical courses offered at HCC.

Students

Housatonic Community College serves a large number of students preparing for careers in allied health in both credit and non-credit areas. Students may begin their education in the non-credit program at BEMI and then elect to continue on their career ladder through the A.S. degree in Paramedic Studies. Graduates of BEMI from 1995 and later, when the program which was accredited in 2014 was substantively in place, are eligible for the Associate Degree, provided the Paramedic has maintained licensure.

The Paramedic Studies program is designed to offer a professional pathway for graduates of the Bridgeport Emergency Medicine Institute who have passed the National Registry as Paramedics to obtain their Associate in Science Degree from Housatonic Community College so that they can then move into a four-year program in one of the Allied Health programs within the ConnCSU system. Another option will be to apply the Paramedic Studies credits to the core curriculum of the BS in General Studies at Charter Oak College.

Faculty

Since the number of students in this program would be no more than 25 in any given year, the amount of time needed to administer this academic program would be minimal. The pre-nursing advisor who is currently working closely with Bridgeport Hospital School of Nursing would add administration of this program and advising of these students to existing duties.

(continued on next page)

The courses offered at HCC are part of our current core curriculum, and so no new faculty will be required.

Learning Resources

No new resources at HCC are required.

Facilities

The courses in this program taught at HCC will require no additional facilities, as they are already part of our core curriculum.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

Accreditation: The Bridgeport Hospital Emergency Medicine Institute is accredited through the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

Note about College Credit Certification: University of the State of New York, Regents Research Fund National College Credit Recommendation Service (National CCRS) has verified that this program is the equivalent of 38 college credits. Charter Oak State College accepts these credits as verified by NCCRS, as long as BEMI continues to maintain its college credit recommendation with NCCRS.

11/12/2014 – ConnSCU Academic Council

12/18/2014 – BOR-Academic and Student Affairs Committee

1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of a New Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a career-track program titled Paramedic Studies leading to an Associate in Science (A.S.) degree at Housatonic Community College for a period of three years until January 15, 2018.

A True Copy:

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

ITEM

Licensure of a new Mobile Application Developer career-track degree option and certificate program at Capital Community College for a period of three years.

BACKGROUND**Summary**

The proposed Associate in Science, Computer & Information Systems Mobile Application Developer Option and Mobile Application Developer Certificate will prepare graduates for both entry-level employment in the information technology industry, and for transfer to baccalaureate programs in Information Technology/Information Systems. The Mobile Application Developer degree option and certificate program are being developed as part of CCC's participation in the Northeast Resiliency Consortium - a US Department of Labor Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant.

Need for the Program

As part of the Northeast Resiliency Consortium, CCC partnered with our local workforce investment board to evaluate workforce needs within the information technology industry. Through this evaluation, the Mobile Application Developer career area was identified as an emerging occupation for which additional training programs are needed. The TAACCCT grant objective is to create programs that train Trade Adjustment Assistance (TAA)-impacted workers, veterans, the unemployed and underemployed workers for current and emerging jobs. The proposed degree and certificate programs meet 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, from a certificate to an associate degree and potential transfer to a bachelor degree.

Curriculum*Core Courses*

CSC*105 Programming Logic
CST*150 Web Design and Development I
CST*201 Introduction to MIS (new)
CSC*231 Database Design I (new)
CSC*220 Object Oriented Programming with Java OR
CSC*247 Game Development with C++
CSC*250 System Analysis and Design
CSC*262 Programming Mobile I (new)
CSC*263 Programming Mobile II (new)
CSC*xxx Programming Mobile III (new)

Learning Outcomes

1. Identify and perform all stages of the Systems Development Lifecycle (SDLC) model to develop software applications
2. Successfully code, compile, execute, and debug programs in various programming languages
3. Design mobile applications for iPhone/iPad and Android platforms
4. Develop mobile applications that securely communicate with external devices and servers

5. Apply effective web design principles to design and develop web pages using HTML and CSS
6. Apply responsive web design techniques to create web sites optimized for mobile devices
7. Apply the principles of user-centered design to create easy to use and intuitive web sites and mobile applications

Students

Through CCC’s participation in the Northeast Resiliency Consortium, CCC will receive funding for a Recruitment & Retention Coordinator and Veterans Services Coordinator to support program recruitment. Through these efforts and others, CCC projects an enrollment of 18 students in the degree program in the first year the program is offered.

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	5	4	4	4	4	4
New Students <i>(first time matriculating)</i>	5	4	6	4	8	6
Continuing <i>(students progressing to credential)</i>			9	7	9	14
Headcount Enrollment	10	8	19	15	21	24

Faculty

No new faculty will be hired for the Mobile Application Developer degree option and certificate program. All program courses will be taught by incumbent faculty.

Learning Resources

CCC will purchase mobile devices (tablets, smartphones) for students to use throughout various classes in the degree program to install and test their projects. Students will also have resources available in the library and Academic Success Center.

Facilities

CCC will be able to use existing computer laboratories to teach all the proposed courses in the degree and certificate programs. This includes a dedicated Mac lab for the Apple iOS development courses. There are no additional software costs, as open-source software and freeware are available for all the courses in the proposed curriculum.

Fiscal Note

The initial startup costs will be subsidized by the grant. Through the grant, CCC will receive funding for new equipment/software and instruction for the first two years of the proposed degree program.

Projected YEAR 3 Expenditures

Part-time Faculty - 2 x \$4,200 = \$8,400

Equipment = \$1,000

Total Expenditures \$9,400

There are no major cost implications of implementing the proposed program due to the utilization of existing faculty and Program Coordinator and minimal equipment costs.

Review of Documents:

- a) Campus Review
- b) Campus Budget and Finance
- c) Campus President
- d) Academic Council
- e) System Office

11/12/2014 – ConnSCU Academic Council

12/18/2014 – BOR-Academic and Student Affairs Committee

1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of a New Program

January 15, 2015

RESOLVED: That the Board of Regents for Higher Education license a career-track program titled Mobile Application Developer leading to a Certificate and Mobile Application Developer Option in the Computer & Information Systems Associate in Science (A.S.) degree at Capital Community College for a period of three years until January 15, 2018.

A True Copy:

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

ITEM

Renaming the Carol A. Ammon School of Arts and Sciences as the Carol A. Ammon College of Liberal Arts and Social Sciences at Central Connecticut State University.

EXECUTIVE SUMMARY

During the Spring 2014 semester the departments of Biology, Chemistry, Computer Science, Mathematical Sciences, and Physics and Earth Science left the Carol A. Ammon School of Arts and Sciences to merge with the School of Engineering and Technology which was later renamed the School of Engineering, Science and Technology. The remaining departments are those in the liberal arts and social sciences. The name change requested for the school is a reflection of these developments.

ANALYSIS

The Ammon School differs from CCSU's three other undergraduate schools in that it does not focus primarily on a particular career path but instead offers a broad, interdisciplinary education to its own students and those of the other three schools. The term "school" in higher education often designates a unit focused on a particular discipline and career trajectory, while the term "college" most often designates a unit that provides a general or liberal arts education rather than a technical or professional credential. The new Ammon School provides a combination of General Education Courses and a wide array of majors and minors typical of a college.

The Connecticut State Colleges and Universities system has in its Transform CSCU 2020 plan underlined the centrality of the liberal arts core to all of its schools and degree programs and called for its enhancement. Renaming of the Ammon School of Arts and Sciences as the Ammon College of Liberal Arts and Social Sciences underscores the commitment to provide both the core of CCSU's General Education liberal arts curriculum and a broad, multidisciplinary array of major and minor programs.

The designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases – curricular, pedagogical, and professional- offered by the Ammon College of Liberal Arts and Social Sciences.

RESOLUTION

concerning

**RENAMING THE CAROL A. AMMON SCHOOL OF ARTS AND SCIENCES AS
THE CAROL A. AMMON COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
at
CENTRAL CONNECTICUT STATE UNIVERSITY**

January 15, 2015

Whereas in Spring 2014 the departments of Biology, Chemistry, Computer Science, Mathematical Sciences, and Physics and Earth Science left the Carol A. Ammon School of Arts and Sciences to merge with the School of Engineering and Technology and form a STEM School;

And whereas the departments remaining in the Ammon School—Anthropology, Art, Communication, Criminology and Criminal Justice, Design, Economics, English, Geography, History, Journalism, Modern Languages, Music, Philosophy, Political Science, Psychological Science, Sociology, and Theatre—are those in the liberal arts and social sciences;

And whereas, while the Ammon School as it is now constituted does offer students preparation for a wide variety of careers, it differs from CCSU’s three other undergraduate schools in that it does not focus primarily on a particular career path or related set thereof but instead offers a broad, interdisciplinary education to its own students and those of the other three schools;

And whereas in higher education the term “school” most often designates a unit focused on a particular discipline and career trajectory or related set thereof, while the term “college” most often designates a unit that provides a general or liberal arts education rather than a technical or professional credential;

And whereas the Ammon School, more so than the other three schools, provides a combination of General Education courses and a wide array of majors and minors typical of a college;

And whereas the Connecticut State Colleges and Universities system has in its Transform CSCU 2020 plan underlined the centrality of the liberal arts core to all of its schools and degree programs and called for its enhancement;

And whereas the Ammon School has affirmed its commitment to providing this sort of education by adopting the following Mission Statement:

Building upon a rigorous curriculum in the liberal arts and social sciences, we empower students to become curious, critical, and creative thinkers and researchers who graduate with the interdisciplinary skills and knowledge necessary for 21st-century global societies. From a dedication to our individual disciplines as scholars and teachers, we offer all students, majors and those in general education classes, a multi-dimensional perspective on their worlds by guiding them through the critical foundations of knowledge that are central to preserving and influencing culture, creating an educated citizenry from which will emerge leaders for both the present and the future. (Approved May 16, 2014 by the chairs of the 17 departments in the Ammon School and by the CCSU Faculty Senate September 8, 2014)

Be it resolved that the Board of Regents for the Connecticut State Colleges and Universities authorizes the renaming of the Carol A. Ammon School of Arts and Sciences as the Carol A. Ammon College of Liberal Arts and Social Sciences (CLASS), in recognition of its newly changed membership and its central role in providing both the core of CCSU's General Education liberal arts curriculum and a broad, multidisciplinary array of major and minor programs.

Be it further resolved that the designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases—curricular, pedagogical, and professional—offered by CLASS, to wit:

- An emphasis on the liberal arts core and its relationship to both career preparation and the general education curriculum at the heart of a university education
- An emphasis on the reading, writing, communication, and critical thinking skills important to all career paths and to the intellectual and professional flexibility required by the 21st-century global economy
- An emphasis on the importance of interdisciplinarity and multidisciplinary
- An emphasis on citizenship and cultural awareness that at once complements and transcends professional preparation
- An emphasis on the interactive, exploratory, student-centered, open-ended pedagogy typical of the liberal arts and social sciences

A True Copy:

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

ITEM

The Board of Regents for Higher Education amends the “CSCU Student Code of Conduct” to update the Hearing Process for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence Cases.

BACKGROUND

On March 13, 2014, the Board of Regents approved a comprehensive Student Code of Conduct (“Code”). Included in the Code was the process for conducting hearings on cases of sexual misconduct. Since that time, federal and state laws impacting sexual assault, stalking, intimate partner and domestic violence on campuses have been amended. These changes in law necessitate revisions to the Code with respect to the hearing procedures for reports of sexual misconduct, stalking and intimate partner and domestic violence. However, instead of revising the entire Code, only that limited portion affected is proposed for approval by the Board.

ANALYSIS

The Student Code of Conduct was the product of an aggressive and thorough process in which all three pre-existing Student Codes of Conduct were amalgamated into one document. All institutions now follow the same Code. As a result, the explanation and description of prohibited conduct is consistent throughout the Connecticut State Colleges and Universities (CSCU) so that behavior which is unacceptable on any one campus is unacceptable at all campuses.

One of the procedures that is consistent for all campuses is Section 1, Part E Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking. Because of the recent changes in the law, the procedures had to be revised. The most significant revision is to allow students to be “accompanied by an advisor or support person of their choice”. By incorporating this language, students are able to bring attorneys to their hearings. This provision is a requirement.

Because of the way the Code is constructed it is possible to remove and replace Section I. Part E of the Code without making any other change to the Code. This should enable the institutions to quickly implement this change since it is an isolated substitution of a section of the Code.

RECOMMENDATION

That the Board of Regents for Higher Education amend the “CSCU Student Code of Conduct” by striking the current Section I ,Part E and adopting and substituting the revised hearing procedures.

12/18/2014 – BOR- Academic & Student Affairs Committee
1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment of the CSCU Student Code of Conduct

January 15, 2015

WHEREAS, The Board of Regents for Higher Education on March 13, 2014 adopted the Student Code of Conduct; and

WHEREAS, Section I, Part E of the Student Code of Conduct provided for the Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence cases

WHEREAS, Due the requirements of the federal Campus Sexual Assault Violence Elimination Act, and Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, the procedures currently described in the Student Code of Conduct Section I, Part E are not consistent with the law; therefore be it

RESOLVED, That the Board of Regents strikes Section I, Part E “CSCU Student Code of Conduct” and adopts the Revised Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports and incorporates this provision in the Student Code of Conduct as Section I, Part E.

A True Copy:

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

***PART E:* HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS**

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the reported victim and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);
2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;
3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; and (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings.
4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;
5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.
6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Amendment of the CSCU Student Code of Conduct

January 15, 2015

WHEREAS, The Board of Regents for Higher Education on March 13, 2014 adopted the Student Code of Conduct; and

WHEREAS, Section I, Part E of the Student Code of Conduct provided for the Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner and Domestic Violence cases

WHEREAS, Due the requirements of the federal Campus Sexual Assault Violence Elimination Act, and Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus, the procedures currently described in the Student Code of Conduct Section I, Part E are not consistent with the law; therefore be it

RESOLVED, That the Board of Regents strikes Section I, Part E “CSCU Student Code of Conduct” and adopts the Revised Hearing Procedures for Sexual Misconduct, Sexual Intimate Partner, Domestic Violence & Stalking Reports and incorporates this provision in the Student Code of Conduct as Section I, Part E.

A True Copy:

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

PART E: HEARING PROCEDURES FOR SEXUAL MISCONDUCT, SEXUAL INTIMATE PARTNER, DOMESTIC VIOLENCE & STALKING REPORTS

In addition to disciplinary procedures applicable to State University students in Section II, Community College students in Section III, or Charter Oak State College Students in Section IV, for any hearing conducted involving allegations of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence the reported victim and the accused student shall each have the following rights:

1. At any meeting or proceeding, both the reported victim and accused student may be accompanied by an advisor or support person of the student's choice provided the advisor or support person does not cause a scheduled meeting or hearing to be delayed or postponed and provided an advisor or support person may not directly address the Hearing Body, question witnesses, or otherwise actively participate in the hearing process (or other proceeding or pertaining to a report of sexual misconduct);
2. The reported victim of sexual misconduct is entitled to request that disciplinary proceedings begin promptly;
3. Any hearing regarding an accusation of sexual misconduct shall (i) be fair, prompt and impartial; (ii) be conducted by a Hearing Body annually trained in issues relating to sexual misconduct (iii) use the preponderance of evidence (more likely than not) standard; (iv) shall allow both the accused student and reported victim the opportunity to present evidence and witnesses on their behalf during any disciplinary proceeding; and (v) shall provide both the accused student and the reported victim with equal access to any information that will be used during meetings and hearings.
4. In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential;
5. Any reported victim shall be provided written notice of the decision of the Hearing Body at the same time as the accused student, normally within one (1) business day after the conclusion of the Hearing. In accordance with the Family Educational Rights and Privacy Act (FERPA) the notice to any reported victim of sexual misconduct shall contain only the following: the name of the accused student, the violation committed, if any, and any sanction imposed against the accused student.
6. The reported victim shall have the same right to request a review of the decision of the Hearing Body (appeal rights) in the same manner and on the same basis as shall the accused student; however, if a request for review by a reported victim is determined to be properly made and if the review determines there is sufficient grounds for altering the decision of the Hearing Body, among the other actions that may be taken as set forth above, the sanction of the hearing may also be increased. Notwithstanding the foregoing, in any hearing pertaining to sexual misconduct both the reported victim and the accused student are entitled to be simultaneously provided notice of any change in the results of the hearing prior to the time when the results become final as well as to be notified when such results become final.

ITEM

The Board of Regents for Higher Education replaces its' a policy regarding "Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy" by adopting the "Sexual Misconduct Reporting, Support Services and Processes Policy" which shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

Although the Board approved the Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy in March 2013, it was understood that the Connecticut State Legislature and federal sources were developing additional requirements. The resolution underlying the adoption of the policy included a provision that the policy would be reviewed and revised in the fall of 2014 so that it would remain consistent with the law. Consequently, the attached re-titled policy is an updated version of the policy reviewed and approved by the Board in March 2014.

ANALYSIS

In accordance with the new provisions and greater clarity of the issues and their impact upon the colleges and universities, this policy has been re-titled so that it reflects its purpose of outlining not only the statement of the board policy, but also describe the services and processes to which the institutions must adhere. Revisions to the policy clarify that reported victims are encouraged to report and that employees must report disclosures of sexual misconduct. Terms and usage are more central to the operation of the document, and certain definitions have been revised and expanded, i.e. consent, stalking and sexual harassment. Stalking and dating violence are included under the provisions of sexual misconduct. The section regarding confidentiality has also been revised so that readers will understand who can keep reports confidential and who cannot. This revised policy also specifically addresses employees who may report sexual misconduct.

RECOMMENDATION

That the Board of Regents for Higher Education to rescind the policy regarding "Sexual Misconduct, Sexual Assault, and Sexual Intimate Partner Violence" by adopting the Sexual Misconduct reporting, Support Services and Processes Policy.

12/5/2014 – BOR Academic & Student Affairs Committee

1/15/2015 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Policy Regarding

Sexual Misconduct Reporting, Support Services and Processes Policy

January 15, 2015

- WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, is committed to insuring that each member of every BOR governed college or university community has the opportunity to participate fully in the process of education and development; and
- WHEREAS, The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and relationship violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and relationship violence; and
- WHEREAS, The Board of Regents for Higher Education adopted policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” on March 13, 2014; and
- WHEREAS, Public Act 14-11 An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus and the federal Campus Sexual Assault Violence Elimination Act imposed new requirements on colleges and universities to address sexual violence on campuses; and
- WHEREAS, The Board of Regents consistent with the goal providing safe environments at all of its campuses for all who frequent them, has reviewed its policy regarding “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” and revised the policy so that it is consistent with the law; therefore be it
- RESOLVED, That the Board of Regents formally rescinds the “Sexual Misconduct, Sexual Assault and Intimate Partner Violence Policy” dated March 13, 2014 and adopts the “Sexual Misconduct Reporting, Support Services and Processes Policy” in substitution.

A True Copy:

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

**Board of Regents for Higher Education
Connecticut State Colleges and Universities
Policy Regarding**

Sexual Misconduct Reporting, Support Services and Processes Policy

Statement of Policy

The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and intimate partner violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct regardless of the age of the reported victim.

Sexual intimacy is permissible only if it is agreed to by all participants and all activity is affirmatively consensual at all times. Sexual misconduct, as defined herein, is a violation of BOR policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff, faculty and students are discouraged pursuant to BOR policy.

The Board of Regents for Higher Education hereby directs the Connecticut State Colleges and Universities to implement the Policy stated above pursuant to the following provisions:

Terms and Usage

Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent cannot be assumed because there is no physical resistance or other negative response. A person who initially consents

to sexual activity shall be deemed not to have consented to any such activity which occurs after that consent is withdrawn. A lack of consent may result from mental incapacity (e.g., ingestion of alcohol or drugs which significantly impair awareness or judgment) or physical incapacity (e.g., the person is unconscious or otherwise unable to communicate consent). The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.”

Sexual misconduct includes engaging in any of the following behaviors:

(a) **Sexual harassment**, which can include any unwelcome sexual advance or request for sexual favors, or any conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s education or employment; submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting the individual; or such conduct has the purpose or effect of substantially interfering with an individual’s academic or work performance or creating an intimidating, hostile or offensive educational or employment environment. Examples of conduct which may constitute sexual harassment include but are not limited to:

- sexual flirtation, touching, advances or propositions
- verbal abuse of a sexual nature
- pressure to engage in sexual activity
- graphic or suggestive comments about an individual’s dress or appearance
- use of sexually degrading words to describe an individual
- display of sexually suggestive objects, pictures or photographs
- sexual jokes
- stereotypic comments based upon gender
- threats, demands or suggestions that retention of one’s educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation.

(b) **Sexual assault** shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent-

Sexual assault is further defined in sections 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

(c) **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone’s advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

- (d) ***Intimate partner, domestic and/or dating violence means*** any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a-70, 53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b or 53a-73a of the general statutes, stalking under section 53a-181c, 53a-181d or 53a-181e of the general statutes, or domestic or family violence as designated under section 46b-38h of the general statutes. This includes any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as “domestic violence” are against family or household members or persons in dating or cohabitating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
- Cohabitation occurs when two individuals dwell together in the same place as if married.
- The determination of whether a “dating relationship” existed is to be based upon the following factors: the reporting victim's statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.

- (e) ***Stalking***, which is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life.

As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e-mail, instant message, on-line community or any other internet communication) or remaining in the physical presence of the other person.

Confidentiality

When a BOR governed college or university receives a report of sexual misconduct all reasonable steps will be taken by the appropriate CSCU officials to preserve the privacy of the reported victim while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of personally identifiable student information reported, which information is subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the campus community.

Confidential resources are defined as follows: For the Universities, entities with statutory privilege, which include campus based counseling center, health center and pastoral counseling staff members whose official responsibilities include providing mental health counseling to members of the University community as well as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. For the Colleges, confidential resources are limited to entities with statutory privilege, such as off campus counseling and psychological services, health services providers, member(s) of the clergy, and the local Sexual Assault Crisis Center and Domestic Violence Center. The personnel of these centers and agencies are bound by state statutes and professional ethics from disclosing information about reports without written releases.

Information provided to a confidential resource by a victim of a sexual misconduct or the person reported to have been the victim of sexual misconduct cannot be disclosed legally to any other person without consent, except under very limited circumstances, such as an imminent threat of danger to self or others or if the reported victim is a minor. Therefore, for those who wish to obtain the fullest legal protections and disclose in full confidentiality, she/he must speak with a confidential resource. Each BOR governed college and university will provide a list of such confidential resources in the College or University's geographic region to victims of sexual misconduct as well as publish these resources on-line and in various publications.

Where it is deemed necessary for the institution to take steps to protect the safety of the reported victim and/or other members of the campus community, the institution will seek to act in a manner so as not to compromise the privacy or confidentiality of the reported victim of sexual misconduct to the extent reasonably possible.

Mandated Reporting by College and University Employees

Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct regardless of the age of the reported victim. A disclosure is the receipt of any communication of an incident of sexual misconduct not accompanied by a request for an investigation or adjudication by the institution. A report of sexual misconduct, on the other hand, is the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution. Upon receiving a disclosure or a report of sexual misconduct, employees are expected to supportively, compassionately and professionally offer academic and other accommodations and to provide a referral for support and other services.

Further, in accordance with Connecticut State law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer who, in the ordinary course of their employment, has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required by law and Board policy to report the incident within twelve hours to their immediate supervisor and to the Department of Children and Families.

Rights of Those Who Report

Those who report any type of sexual misconduct to any BOR governed college or university employee will be informed in a timely manner of all their rights and options, including the necessary steps and potential outcomes of each option. When choosing a reporting resource the following information should be considered:

- All reports of sexual misconduct will be treated seriously and with dignity by the institution.
- Referrals to off-campus counseling and medical services that are available immediately and confidential, whether or not those who report feel ready to make any decisions about reporting to police, a college or university employee or the campus's Title IX Coordinator.
- Those who have been the victim of sexual misconduct have the right to take both criminal and civil legal action against the individual allegedly responsible.
- Those who seek confidentiality may contact a clergy member(s), a University counseling center psychologist, a University health center care provider, the Sexual Assault Crisis Center of Connecticut and/or the Connecticut Coalition Against Domestic Violence – all of whom are bound by state statutes and professional ethics to maintain confidentiality without written releases.

Options for Changing Academic, Housing, Transportation and Working Arrangements

The colleges and universities will provide assistance to those involved in a report of sexual misconduct, including but not limited to, reasonably available options for changing academic, campus transportation, housing or working situations as well as honoring lawful protective or temporary restraining orders. Each and every BOR governed college and university shall create and provide information specific to its campus detailing the procedures to follow after the commission of such violence, including people or agencies to contact for reporting purposes or to request assistance, and information on the importance of preserving physical evidence.

Support Services Contact Information

It is BOR policy that whenever a college or university Title IX Coordinator or other employee receives a report that a student, faculty or staff member has been subjected to sexual misconduct, the Title IX Coordinator or other employee shall immediately provide the student, faculty or staff member with contact information for and, if requested, professional assistance in accessing and using any appropriate campus resources, or local advocacy, counseling, health, and mental health services. All CSCU campuses shall develop and distribute contact information for this purpose as well as provide such information on-line.

Right to Notify Law Enforcement & Seek Protective and Other Orders

Those who report being subjected to sexual misconduct shall be provided written information about her/his right to:

- (1) notify law enforcement and receive assistance from campus authorities in making the notification; and,
- (2) obtain a protective order, apply for a temporary restraining order or seek enforcement of an existing order. Such orders include:
 - standing criminal protective orders;
 - protective orders issued in cases of stalking, harassment, sexual assault, or risk of injury to or impairing the morals of a child;
 - temporary restraining orders or protective orders prohibiting the harassment of a witness;
 - family violence protective orders.

Employee Conduct Procedures

Employees who are reported to have engaged in sexual misconduct are subject to discipline in accordance with the procedures applicable to the employee's classification of employment.

Student Conduct Procedures

The **Student Code of Conduct** provides the procedures for the investigation, definitions of terms, and resolution of complaints regarding student conduct, including those involving sexual misconduct, as defined herein.

The Title IX Coordinator can assist in explaining the student conduct process. The Student Code of Conduct provides an equal, fair, and timely process (informal administrative resolution or a formal adjudication) for reported victims and accused students.

Reported victims of sexual misconduct shall have the opportunity to request that disciplinary proceedings begin promptly; that such disciplinary proceedings shall be conducted by an official trained annually in issues relating to sexual misconduct and shall use the preponderance of the evidence (more likely than not) standard in making a determination concerning the alleged sexual misconduct.

Both the reported victim of sexual misconduct and the accused student are entitled to be accompanied to any meeting or proceeding relating to the allegation of sexual misconduct by an

advisor or support person of their choice, provided the involvement of such advisor or support person does not result in the postponement or delay of such meeting as scheduled and provided such an advisor or support person may not directly address the Hearing Body, question witnesses or otherwise actively participate in the hearing process or other meeting pertaining to a report of sexual misconduct and each student shall have the opportunity to present evidence and witnesses on her/his behalf during any disciplinary proceeding.

Both the reported victim and accused student are entitled to be provided at the same time written notice of the results of any disciplinary proceeding, normally within one (1) business day after the conclusion of such proceeding, which notice shall include the following: the name of the accused student, the violation committed, if any, and any sanction imposed upon the accused student. Sanctions may range from a warning to expulsion, depending upon the behavior and its severity of the violation(s). The reported victim shall have the same right to request a review of the decision of any disciplinary proceeding in the same manner and on the same basis as shall the accused student; however, in such cases, if a review by any reported victim is granted, among the other actions that may be taken, the sanction of the disciplinary proceeding may also be increased. The reported victim and the accused student are entitled to be simultaneously provided written notice of any change in the results of any disciplinary proceeding prior to the time when the results become final as well as to be notified when such results become final.

In accordance with the Family Educational Rights and Privacy Act (FERPA), the accused student and the reported victim have the right to keep their identities confidential.

Dissemination of this Policy

Upon adoption by the Board all CSCU institutions shall, upon receipt, immediately post and maintain this policy at all times in an easily accessible manner on each institution's website. This policy shall thereafter be annually provided to all Title IX Coordinators, campus law enforcement officers and security personnel, and other campus personnel. Further, this policy shall be presented at student orientation and at student awareness and prevention trainings, and made broadly available at each campus. The policy shall be expanded upon by each institution to provide resources and contact information specific to their institution and geographic area as set forth above.

ITEM

Minor amendment to existing policy governing the search process for the selection and appointment of university and college presidents by the Board of Regents for Higher Education

BACKGROUND

In November 2013, the Board approved a policy governing the search process for the selection and appointment of university and college presidents. As indicated at that time, the Board of Regents policy emanated from a review of existing policies under the former Board of Trustees for both the Community Colleges and State Universities. It has since been determined that the following minor amendment to Section 3, B. Regents Search Committee is in order:

SECTION 3 – MEMBERSHIP OF THE COMMITTEES**B. Regents' Search Committee**

The Chair of the Board of Regents shall determine the size of the committee, appoint members of the Board to the committee, and either chair the committee or appoint a member of the Board to serve as committee chair. The committee should be representative of the standing committees of the Board and include at least one student Regent, provided, however, that such student shall not be enrolled in the university or college which is the subject of the search.

RECOMMENDATION

Adopt the attached resolution which approves the above amendment to the November 21, 2013 policy governing the search process for the selection and appointment of university and college presidents effective immediately.

1/6/15 Human Resources & Administration Committee
1/15/15 Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**AMENDMENT TO POLICY GOVERNING THE SEARCH PROCESS FOR THE
SELECTION AND APPOINTMENT OF UNIVERSITY AND COLLEGE PRESIDENTS
BY THE BOARD OF REGENTS FOR HIGHER EDUCATION**

January 15, 2015

WHEREAS, A need exists to amend the Board of Regents governing the selection and appointment of university and college presidents at ConnSCU institutions which was originally approved on November 21, 2013; therefore be it

RESOLVED, That the Board of Regents for Higher Education hereby adopts the following revision to the University & College Presidential Search Policy (amended policy attached hereto) effective immediately.

SECTION 3 – MEMBERSHIP OF THE COMMITTEES

B. Regents' Search Committee

The Chair of the Board of Regents shall determine the size of the committee, appoint members of the Board to the committee, and either chair the committee or appoint a member of the Board to serve as committee chair. The committee should be representative of the standing committees of the Board and include at least one student Regent, provided, however, that such student shall not be enrolled in the university or college which is the subject of the search.

A True Copy:

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

BOR UNIVERSITY AND COLLEGE PRESIDENTIAL SEARCH POLICY

SECTION 1 - APPOINTING AUTHORITY

Connecticut General Statutes Section 10a-6 authorizes the Board of Regents to appoint a president of all universities and colleges under its jurisdiction. Upon a recommendation from the Regents' Search Committee, the Board of Regents shall decide by majority vote whether to offer the position to the candidate recommended.

SECTION 2 - PURPOSE OF THE COMMITTEES

A. Regents' Search Committee

The Regents' Search Committee establishes criteria and processes for the selection of the President, conducts such other due diligence review as the committee deems appropriate, considers the recommendations of the President of the BOR President and of the University/College Advisory Committee and makes a recommendation to the Board of Regents for the appointment of campus president.

B. University/College Advisory Committee

The University/College Advisory Committee assists the search process by providing input into the criteria for the selection of a new president, reviews the resumes of applicants and recommends possible candidates to the BOR Search Committee for consideration, participates in the interview process for the semi-finalists and finalists, and makes recommendations to the Regents' Search Committee for nominees to be considered for appointment.

SECTION 3 – MEMBERSHIP OF THE COMMITTEES

A. University/College Advisory Committee

The Chair of the Board of Regents shall determine the constituencies to be represented and the number of each who will serve on the University/College Advisory Committee. Consideration shall be give the following groups: faculty (teaching, non-teaching, and administrative), professional employees (including administrators), support staff (classified and unclassified); representatives of employees' unions; designees of the Faculty Advisory Committee and the Student Advisory Committee; alumni, and the Campus Foundation. The Chair may prescribe the manner in which such appointees are selected. The chair of the committee shall be selected by its members.

B. Regents' Search Committee

The Chair of the Board of Regents shall determine the size of the committee, appoint members of the Board to the committee, and either chair the committee or appoint a member of the Board to serve as committee chair. The committee should be representative of the standing committees of the Board and include at least one student Regent, provided, however, that such student shall not be enrolled in the university or college which is the subject of the search.

SECTION 4 – ADMINISTRATION OF THE SEARCH

- A. The Regents' Search Committee shall establish and provide guidelines for the search. The search shall proceed according to the Affirmative Action Policy of the Board of Regents and the affected university or college.
- B. The President of the Board of Regents shall be responsible for the administration of the search, including the keeping of the official records of the Regents' Search Committee. At the direction of the Regents' Search Committee, the President of the Board may engage and supervise the services of a search firm. The President of the Board shall have, in conjunction with the search firm, the sole and exclusive responsibility for contacting candidates recommended by the search committee who are under consideration.
- C. Members of the Regents' Search Committee and the University/College Advisory Committee shall have access to the resumes and such other information as is available for those candidates determined to be under serious consideration for appointment.
- D. The finalists shall visit the university or college and meet with administrators, students, faculty, and community leaders. The Presidents of the Connecticut State Colleges and University institutions shall also have an opportunity to meet the finalists during the campus visits. The BOR Search Committee shall seek comments following the campus visits.
- E. Complete confidentiality of all proceedings shall be maintained throughout the search. The names of all candidates under consideration and any other information and/or material related to the search process shall be held in strict confidence by all persons having access to such information. Breach of confidentiality can result in grave injustice to the candidates and serious harm to the reputation of the Board of Regents along with its universities and colleges.

11/21/13; amended 1/15/15

ITEM

Revision of Student Worker Pay Rates at CSCU Institutions Effective December 26, 2014

BACKGROUND

Student worker positions are utilized at each of the 17 institutions and System Office that comprise the Connecticut State Colleges and Universities System. Some student worker assignments are part of a student's overall financial aid package, while other student worker assignments result from students seeking an on-campus employment opportunity. Student worker positions exist in many departments throughout the colleges and universities and provide vital support to maintain operations and services. Each institution budgets for the employment of student worker wages as part of its larger personal services budget. Additionally, each institution receives federal funding to award student worker assignments to certain students who demonstrate financial need.

ANALYSIS

In March of 2014, the Connecticut General Assembly increased the minimum wage as follows: \$9.15 per hour effective January 1, 2015, \$9.60 per hour effective January 1, 2016 and \$10.10 per hour effective January 1, 2017. The Board of Regents for Higher Education last took action on student worker pay rates on January 17, 2014, resulting in the following rates: Class I student workers earn between \$8.70 - \$9.15 per hour, and Class II student workers earn between \$9.10 - \$10.15 per hour. Class III student workers earn between \$9.65 - \$15.00 and rates for this category have remained unchanged since January 1, 2007.

To comply with state minimum wage changes and to maintain sufficient differentiation between the student worker classifications, revisions to the student worker pay rate schedule are warranted effective with the pay periods that include January 1st in 2015, 2016 and 2017 as contained on Exhibit A.

Recognizing that the student worker pay rates require regular review, the rate structure shall be reviewed at least once each fiscal year by the System Office and the BOR President shall recommend rate adjustments as necessary for approval of the Board of Regents.

RECOMMENDATION

- 1) Approve the recommended revisions to the Student Worker Pay Rate Schedule at all CSCU institutions beginning December 26, 2014, as outlined in Exhibit A.
- 2) Require System Office review of the student worker pay rate structure at least once each fiscal year and authorize the BOR President to recommend rate adjustments as necessary for approval of the Board of Regents.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**STUDENT WORKER PAY RATE SCHEDULE &
MINIMUM WAGE COMPLIANCE**

AT

**THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES
EFFECTIVE DECEMBER 26, 2014**

January 15, 2015

- WHEREAS, The Connecticut General Assembly in the 2014 legislative session increased the minimum wage in Connecticut to \$9.15 per hour effective January 1, 2015, \$9.60 per hour effective January 1, 2016, and \$10.10 per hour effective January 1, 2017, and
- WHEREAS, Student workers who are classified in Class I of the Student Worker Pay Rate Schedule are paid within a range of \$8.70 to \$9.15 per hour, and
- WHEREAS, Student workers who are classified in Class II of the Student Worker Pay Rate Schedule are paid within a range of \$9.10 to \$10.15 per hour,
- WHEREAS, Student workers who are classified in Class III of the Student Worker Pay Rate Schedule are paid within a range of \$9.65 to \$15.00, now therefore, be it
- RESOLVED, That the Board of Regents approves revisions to the Student Worker Pay Rate Schedule effective with the pay periods that include January 1st in 2015, 2016 and 2017 as contained on Exhibit A, and be it further
- RESOLVED, That all student workers compensated at a level below the minimum hourly wage or below the minimum rate for the student worker classification to which assigned when a change takes effect, receive an appropriate adjustment in pay to ensure compliance with the statutory minimum wage and revision in the pay rate schedule enacted pursuant to this resolution beginning December 26, 2014, and be it further
- RESOLVED, That student worker pay rates shall be reviewed by the System Office at least once each fiscal year and the BOR President shall recommend rate adjustments as necessary for approval of the Board of Regents.

A Certified True Copy:

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

EFFECTIVE DATE: December 26, 2014

CONNECTICUT STATE COLLEGES & UNIVERSITIES
STUDENT WORKER PAY RATE SCHEDULE

CLASS I Position requiring no work experience or some experience and/or training sufficient to work at semi-skilled jobs not requiring supervisory responsibility.

Hourly Range:

Effective 12/26/14: \$ 9.15 - \$10.98

Effective 12/25/15: \$ 9.60 - \$11.52

Effective 12/23/16: \$10.10 - \$12.12

CLASS II Position requiring demonstrated skills and/or technical knowledge with capability of assuming extra responsibilities such as supervision of others.

Hourly Range:

Effective 12/26/14: \$10.07 - \$12.81

Effective 12/25/15: \$10.56 - \$13.44

Effective 12/23/16: \$11.11 - \$14.14

CLASS III Advanced position requiring skills and knowledge acquired through prior employment or training in the appropriate area. This class usually requires supervisory responsibilities or the ability to work independently on projects requiring specialized skills.

Hourly Range:

Effective 12/26/14: \$11.90 - \$15.56

Effective 12/25/15: \$12.48 - \$16.32

Effective 12/23/16: \$13.13 - \$17.17

ITEM

The Board of Regents for Higher Education amends its policy regarding “Reporting Suspected Abuse or Neglect of a Child”

BACKGROUND

On January 17, 2014, the Board approved policy regarding “Reporting Suspected Abuse or Neglect of a Child.” This policy required that faculty, staff, coaches and administrators, in the ordinary course of employment, who have reason to believe that a child may have been abused or neglected, are required to report their suspicion to their immediate supervisor. The supervisor would then determine the appropriate course of action. However, the Connecticut General Assembly enacted Public Act 14-186, which supersedes the Board policy. The Act became effective on October 1, 2014. This revision is intended to align Board policy with the Act.

ANALYSIS

The amendment incorporates the express provisions of Public Act 14-186 with the previous Board policy. The Act states that with the exception of student employees, any paid administrator, faculty, staff, or athletic director, coach or trainer who in the ordinary course of their employment has a reasonable cause to suspect that a person under the age of 18 years has been abused, neglected, has been placed in imminent harm or had had a non-accidental injury is required to report, or otherwise cause a report to be made, to the Department of Children and Families (“DCF”) within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child. This provision is expressly stated within the proposed policy. This differs from the previous policy in that the reporter was not previously required to report the incident to DCF, but to their immediate supervisor. A decision would then be made as to whether to report and to conduct an investigation.

This amended policy requires that calls be made to both DCF and the immediate supervisor. As before, the supervisor must report the incident to his or her director or vice president who must then inform the campus President and the System Office Vice President for Human Resources or their designees. By following this process institutions are able to comply with the law and retain local control over personnel matters that may arise.

RECOMMENDATION

That the Board of Regents for Higher Education amends the policy regarding “Reporting Suspected Abuse or Neglect of a Child” to conform with Public Act 14-186.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

POLICY REGARDING

REPORTING SUSPECTED ABUSE OR NEGLECT OF A CHILD

JANUARY 15, 2015

WHEREAS, The Board of Regents in accord with the Connecticut State Colleges and Universities comprised of seventeen institution and a System Office, strives to the utmost to protect children on its campuses from any form of abuse, neglect, or harm; and

WHEREAS, the Board of Regents for Higher Education adopted policy regarding “Reporting Suspected Abuse or Neglect of a Child” on January 17, 2014; and

WHEREAS, The Connecticut General Assembly amended Section 17a-101 of the General Statutes, by passing Public Act 14-186 An Act Concerning the Department of Children and Families and the Protection of Children and by so doing expanded the specific occupations and persons mandated to report any suspected child abuse or neglect to a child, to include the faculty, staff, administrators, coaches or other individuals, but not students, employed by the Board of Regents and the Connecticut State Colleges and Universities; and

WHEREAS, The Board of Regents seeks to empower the institutions to investigate and take administrative action, as necessary to assure the safety of its campuses; therefore be it

RESOLVED, That the Board of Regents formally amends its policy by adopting the attached revised policy regarding “Reporting Suspected Abuse or Neglect of a Child” effective immediately, and be it further

RESOLVED, That a copy of this policy shall be disseminated annually to all employees of the Connecticut State Colleges and Universities.

A True Copy:

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

**Board of Regents for Higher Education
Connecticut State Colleges and Universities**

**Policy Regarding
Reporting Suspected Abuse or Neglect of a Child**

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities (CSCU) accept that institutions of higher education foster educational opportunities for people under the age of 18 years. The BOR, in acknowledging the special care required for children, strives to the utmost to protect children on its campuses from any form of abuse or neglect.

Pursuant to state law, with the exception of student employees, any paid administrator, faculty, staff, athletic director, athletic coach or athletic trainer, collectively referred to as “mandatory reporters” who in the ordinary course of their employment has a reasonable cause to suspect or believe that a person under the age of 18 years has been abused or neglected, has been placed in imminent harm or has had a non-accidental injury is required to cause a report to be made to the Department of Children and Families within 12 hours of becoming aware or suspecting abuse, neglect or imminent harm to a child.

The BOR recognizes that each CSCU campus must be a safe and secure environment for children to grow and develop. Therefore, the BOR further requires mandatory reporters to report any witnessed or suspected abuse or neglect of a child on a CSCU campus to their immediate supervisor in addition to DCF. The supervisor must report the incident to their director or vice president who must then inform the campus President and the System Office Vice President for Human Resources or his/her designee.

If the director or vice president reasonably believes that a reportable incident has occurred, and, if the suspected perpetrator is a BOR or CSCU employee, he/she will immediately contact their Chief Human Resources Officer who shall assign an objective person to investigate the report. An employee under investigation may be placed on administrative leave pending the results of the investigation. Employees who report suspicions of abuse or neglect are protected from any disciplinary action unless the report is determined to have been maliciously made. An employee who fails to report, but is later determined to have had previous knowledge of the abuse, may be subject to discipline.

A report is required if there is reasonable cause to suspect that a person under the age of 18 is in imminent harm, has had non accidental injuries or has been abused or neglected. Reasonable cause to believe or suspect that child abuse has occurred is sufficient to make a report.

All staff designated as mandatory reporters are required to take the Department of Children and Families Mandated Reporter Training, either on-line or in person, and Mandated Reporter Training will be included in New Employee Orientation. Compliance with training will be monitored by each CSCU campus’s Department of Human Resources. A copy of this policy shall be disseminated annually to all employees.

Reasonable steps will be taken to preserve privacy while promptly investigating and responding to the report. While the institution will strive to maintain the confidentiality of the information reported, which information may be subject to privacy requirements of the Family Education Rights Privacy Act (FERPA), the institution also must fulfill its duty to protect the CSCU community and to assure that the appropriate disciplinary processes are implemented.

ITEM

The Board of Regents for Higher Education amends its policy regarding “Pre-Employment Background Verification Policy at the Connecticut State Colleges and Universities”

BACKGROUND

On October 16, 2014, the Board approved policy regarding “Pre-Employment Background Verification Policy at the Connecticut State Colleges and Universities.” The Connecticut State Colleges and Universities (“CSCU”) System and its seventeen institutions are committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the appointment of employees of the highest integrity and to maintain a safe educational community, the CSCU System conducts pre-employment background investigations on prospective employees. The revision to the existing policy expands pre-employment background verification investigation to additional categories of CSCU positions.

ANALYSIS

The policy sets forth consistent requirements and guidelines for performing such background investigations on all individuals for whom employment will be tendered. The proposed revisions to the policy expand the pre-employment background verification investigations to CSCU employees who are internal candidates for a transfer or promotion to certain types of positions. The first proposed revision requires internal candidates for all management or confidential professional positions to undergo a background verification investigation prior to being awarded such position. The second proposed revision requires internal candidates for positions that have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget undergo a background verification investigation prior to being awarded such position.

RECOMMENDATION

That the Board of Regents for Higher Education amends the Pre-Employment Background Verification Policy as detailed above and contained in the attached “Pre-employment Background Verification Policy at the Connecticut State Colleges and Universities.”

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

PRE-EMPLOYMENT BACKGROUND VERIFICATION POLICY

AT

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

January 15, 2015

- WHEREAS, The Board of Regents for Higher Education, in accord with the Connecticut State Colleges and Universities, comprised of seventeen institutions and a System Office, is committed to providing a safe learning and working environment for its students, faculty and staff, and
- WHEREAS, the Board of Regents for Higher Education adopted policy regarding “Pre-Employment Background Verification at the Connecticut State Colleges and Universities” on October 9, 2014; and
- WHEREAS, The Connecticut State Colleges and Universities seek to hire employees of the highest integrity in order to maintain a safe educational community, and
- WHEREAS, A need has been identified to expand the pre-employment background verifications to CSCU employees who are internal candidates for a transfer or promotion to certain types of positions, now therefore be it
- RESOLVED, That the Board of Regents formally amends its policy by adopting the attached revised policy regarding “Pre-Employment Background Verification” effective immediately.

A True Copy:

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

Pre-employment Background Verification Policy Connecticut State Colleges and Universities

Introduction/Purpose:

The Connecticut State Colleges and Universities System (“CSCU”) is committed to providing a safe learning and working environment for its students, faculty and staff. Therefore, in order to ensure the hiring of employees of the highest integrity and to maintain a safe educational community, the CSCU System, comprised of its seventeen institutions and the System Office, will conduct pre-employment background investigations on all individuals for whom employment is to be tendered.

This policy sets forth the requirements and guidelines for performing such background investigations.

Scope:

Upon adoption by the Board of Regents for Higher Education, all full-time and part-time external candidates for employment with a CSCU institution or the System Office, as well as potential re-hires with a break in service of more than one year, shall undergo a pre-employment background investigation pursuant to this policy as part of the employment screening process. This policy covers all full-time and part-time employees, including University Assistants, Educational Assistants, Adjuncts/Lecturers and other temporary and contracted employees. Student workers, graduate assistants and graduate interns are not covered by this policy.

It is understood that there is movement in the CSCU workforce between institutions (including the System Office) due to transfer and promotional opportunities, as well as dual employment situations. This policy applies to these situations as detailed below:

The following CSCU employees shall be covered by this policy:

- CSCU employees who *apply for and are offered a transfer or promotional opportunity to a different CSCU institution* and have not already undergone a background investigation.
- CSCU employees who are candidates for *transfer or promotion to a management/confidential professional position*.
- CSCU employees who are candidates for *transfer or promotion to positions that have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budget*.

The following CSCU employees shall not be covered by this policy:

- CSCU employees who *apply for transfer or promotion within the same institution*.

Pre-employment Background Verification Policy at the Connecticut State Colleges & Universities

- CSCU employees who *transfer to or become dually employed at a different CSCU institution and have already had a background investigation done at the former CSCU institution.*
- Former CSCU employees who are *rehired at the same or different CSCU institution after a break in service of less than one year and have already undergone a background investigation.*

Policy:

No external employment candidate may begin work for an institution or the System Office until the appropriate screenings have been completed. The background investigation may reveal certain information that may disqualify the candidate from further consideration for the position. Special circumstances may, on occasion, require an applicant to start work before all pre-employment background checks are completed. Such exceptions may occur only with prior approval by the chief human resources officer at the institution, or the Vice President for Human Resources at the System Office. Written notification will be sent to the applicant that continued employment is contingent upon completion of a pre-employment background investigation acceptable to the institution or the System Office.

Elimination of a candidate from consideration for hiring on the basis of information revealed by the background investigation must be reviewed and approved by the chief human resources officer at the institution, or by the Vice President for Human Resources at the System Office. Access to the background investigation report shall be handled with the strictest confidence and be limited to the President and the chief human resources officer or their designees at the institution or the President of the Board of Regents for Higher Education or Vice President for Human Resources at the System Office or their designees.

Procedure:

The CSCU System shall select and contract with an approved background investigation vendor. All institutions and the System Office must utilize the approved designated background investigation vendor for pre-employment background investigations and shall comply with this procedure.

1. Notification & Authorization

Candidates will be informed during the pre-employment process that selection is subject to completion of a background investigation acceptable to the institution or the System Office. Applicants who have been designated as finalists for positions will be provided a disclosure and will be required to consent to a background investigation. Applicants will be required to provide information for use by the approved background investigations vendor. The institution's or System Office's chief human resources officer or designee will initiate all background investigations.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

2. *Collecting Background Information*

Before awarding the position, the institution or System Office will conduct the following Level I pre-employment background check of all candidates:

Level I Screening

- Social Security Trace;
- Prior Employment Verification (prior 7-10 years);
- Education Verification (highest degree attained or highest education level if no degree attained);
- Professional Reference Checks;
- County/Statewide Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace);
- Federal Criminal Search (where lived, worked, attended school – as obtained from disclosure form or Social Security Trace); and
- Multi-Jurisdictional Criminal Search (includes National Sex Offender).

Before awarding the position, the institution or System Office will conduct the following Level II pre-employment background check on all candidates for executive-level positions (Dean and above) and at the option of the institution or System Office other positions that direct a substantial operational unit as designated by the institution's or System Office's chief human resources officer or president:

**Level II Screening
for Executive-Level Positions**

- Includes all elements of the Level I Screening; AND
- Motor Vehicle Record;
- State/Federal Civil Litigation;
- Credit Verification (in accordance with state and federal laws); and
- Media Search.

In addition, candidates for designated positions may also be subject to the following types of screenings, depending on the requirements of the position:

Position-Specific Screening

- Motor Vehicle Record (for positions that require driving as part of the job);
- Credit Verification (for positions that have a fiduciary responsibility, handle cash or credit transactions, or have a primary responsibility related to finance or budgets, in accordance with state and federal laws);
- Professional Licensing Check (for any positions that require a professional license); and

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

- International Screening – criminal search and credential verification, as needed.

Prior employment verification, education verification, professional reference checks and media searches may be conducted by the background investigations vendor or the institution/System Office at the option of the institution/System Office.

3. *Use of Background Investigation Results*

Listed below are examples of factors that may disqualify an applicant for employment. This list is not an all-inclusive list, but is provided merely as examples):

- Inconsistency of information provided by the candidate versus that obtained by the background investigation. (Examples might include, but not be limited to, significant differences in prior employment dates, education obtained, or licenses held.)
- Omissions of significant information by the candidate. (Examples might include, but not be limited to, failure to disclose being dismissed for cause or loss of certifications qualifying the applicant for the position.)
- Unsatisfactory information uncovered by the background investigation. (Examples might include, but not be limited to the following: Felony or misdemeanor convictions related to the position applied for; unsatisfactory job performance on a prior job; poor attendance or disciplinary problems on a prior job; record of moving violations (for a job requiring driving an institution or state vehicle); credit history that would indicate an inability to manage finances or which would create undue personal financial pressure (for jobs handling management of significant financial resources).

4. *Fair Credit Reporting Act (“FCRA”) Compliance:*

The FCRA and the regulations promulgated thereunder are intended to give a candidate for employment the opportunity to correct any factual errors in his or her consumer report, as defined in the FCRA, before an adverse employment action is taken. The candidate must be provided notice of any disqualifying information revealed by the consumer report, including, but not limited to, credit history information, and a reasonable period of time to correct discrepancies.

When the institution or System Office receives information in a consumer report that will potentially disqualify a candidate from consideration, the institution or System Office will comply with the following FCRA protocol:

- The candidate shall be sent a letter notifying him/her that the institution or System Office has received disqualifying information from the consumer report.
- To the letter shall be attached a copy of the report and a summary of the candidate’s rights under FCRA and any relevant state required forms.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

- The notification shall be sent to the candidate before any adverse employment action may be taken based on the consumer report.
- After five (5) business days, barring the receipt of any new information that changes or clarifies the consumer report and eliminates any discrepancies, the institution or System Office shall send the candidate a second letter rejecting his/her candidacy based on the disqualifying information generated by the consumer report.

Services of the approved background investigation vendor may be utilized to produce the adverse action notifications, or the institution or the System Office, may produce the notifications themselves.

5. *Record Retention:*

All information obtained, as part of a background investigation, shall be held in strictest confidence. Documentation of a successfully completed background investigation shall be retained for the appropriate retention period for employment records promulgated by the State of Connecticut and by institution or System Office personnel search policies and procedures. The detailed background investigation report shall be retained by the approved background investigation vendor in compliance with state and federal retention requirements and shall not be included in an employee's personnel file. Unauthorized disclosure of information gathered through the background investigation will not be tolerated and may subject the discloser to disciplinary action.

6. *Use/Review Criteria:*

- a. Criminal Convictions: The institutions and the System Office will not knowingly hire applicants who have been convicted of job-related crime within the allowable reportable time period for reporting such offenses. This time period is normally seven (7) years. This also applies to those situations when the date of disposition, release, probation, or parole (whichever is most recent) relating to the crime occurred within the past seven (7) years.

Pursuant to Connecticut General Statutes Sections 46a-79 and 46a-80, in determining whether conviction of a criminal offense will disqualify an applicant for a particular position, the following three factors will be considered:

- The nature of the offense and its relationship to the position;
- The degree to which the applicant has been rehabilitated; and
- The length of time elapsed since conviction.

Notification of rejection of employment will be sent via registered mail and will specifically describe the evidence presented and state the reason(s) for disqualification.

Pre-employment Background Verification Policy at the
Connecticut State Colleges & Universities

- b. Pending Criminal Charges: If the institution or System Office becomes aware that the applicant has criminal charges that are currently pending, but no court disposition has yet been made, the institution or System Office shall assess the criminal charges on a case-by-case basis to determine if the charges are job-related or would otherwise impact the potential employee's ability to serve in the position.

Pursuant to Connecticut General Statutes Section 46-80(d), no record of arrest that was not followed by conviction, or record of conviction that has been erased, shall be considered in connection with an application for employment.

- c. Accelerated Rehabilitation: The institution or System Office is not prohibited from considering accelerated rehabilitation or other alternative dispositions when evaluating an applicant. The institution or System Office shall consider the accelerated rehabilitation as it would a pending charge.
- d. Motor Vehicle Records Check: Motor vehicle records which evidence a revoked or restricted driver's license, invalid driver's license, or traffic violations (including, but not limited to, alcohol-related violations) shall be reviewed as they relate to positions requiring driving duties and in conjunction with all other factors disclosed by the background investigation.
- e. Credit History: An applicant's credit history shall be reviewed as it relates to jobs requiring financial responsibilities. An applicant's credit history shall be considered in conjunction with all other factors disclosed by the background investigation and shall not be a solely determining factor in denying employment.

Statutory/Administrative Regulation:

Fair Credit Reporting Act

Connecticut General Statutes, Sections 31-51i, 46a-79, 46a-80, 46a-80(d), 46b-146,
54-760, 54-142a

Responsible Function Area:

Office of Human Resources

ITEM

FY 2014-2015 Salary Adjustments for Management Personnel of the Board of Regents for Higher Education

BACKGROUND

Consistent with the BOR Human Resources Policies for Management and Confidential Professional Personnel, Article 6.5, the President of the Board of Regents is recommending salary adjustments for certain Management personnel based on the policy. The policy provides the following:

6.5 Salary Ranges

Each Management and Confidential Professional title is assigned to a salary range. The assignment of new titles to ranges and the reassignment of existing titles to new ranges shall be pursuant to the Classification and Compensation Policy.

A. Salary Ranges for New Hires

Newly hired management/confidential professional employees may be placed by administrative action at any point in the applicable salary grade up to and including to the median for the following level positions: at the level of Dean and above at the community colleges and Charter Oak State College, at the level of Vice President and above for the universities, and for System Office employees who report directly to the President including, but not limited to, those positions reflected on the July 1, 2014, organizational chart maintained by the System Office's Human Resources Department. As changes occur to the organizational chart of the President's office, the Human Resources Department shall maintain an up-to-date organizational chart and shall provide it to the HR and Administration Committee for informational purposes.

By exception, on a case-by-case basis, the President may seek Board approval for the hiring of a management/confidential employee at a salary above the median of the applicable salary grade for the above noted levels. Newly hired management/confidential professional employees being appointed to positions below the levels noted above may be placed by administrative action at any point in the applicable salary grade.

B. Salary Adjustment Policy

The Board recognizes the dedication and professional accomplishments of the Management and Confidential Professional employees and is committed to compensating such persons fairly. Salary adjustments shall be administered in accordance with the Classification and Compensation policies. As a matter of salary administration for Management/Confidential employees, compensation shall not be set below the minimum or above the maximum for the applicable grade.

C. Salary Adjustments for Management and Confidential Professional Employees

Salary adjustments for Management and Confidential Professional Employees shall be pursuant to Board policy. All salaries fall within ranges established by the Board. The effective date for annual salary adjustments shall be the beginning of the pay period which includes July 1. No one employed less than six (6) months in such a position shall be eligible for consideration of such a salary increase. Anyone who will not be employed in a Management or Confidential Professional position as of the September 1, for any reason shall not be eligible for the salary adjustment.

Salary adjustments for Management and Confidential Professional Employees shall not exceed but may match the average salary increases given to bargaining units. Subject to the approval of the Board, a President may adjust a salary of Management and Confidential Professional Employees due to change in function or other substantiated reason.

D. Reporting Salary Adjustments

All salary adjustments for Management and Confidential Professional Employees within the System Office shall be reported to and approved by the Board on a form prescribed by the President of the Board of Regents.

ANALYSIS

Effective June 27, 2014, salary adjustments were granted to unclassified CSCU Management and Confidential Professional employees at the colleges, universities and System Office within the following classifications: University Director 1 (Salary Grade 39) and below; Community College Administrator 4 (Salary Grade A4) and below; and Charter Oak State College Professional Tech. 2 and below. Salary adjustments were limited to these specific classifications due to fiscal considerations.

In July 2014, when these salary increases were approved for these limited classifications; the Board, through the BOR President, stated that it would continue to monitor the overall economic recovery trends, and their impact on Connecticut and would re-assess salary adjustments at the beginning of 2015 for those employees excluded from the earlier adjustment who otherwise would have been included in accordance with existing BOR policy.

Pursuant to subsections C and D of Article 6.5 of the BOR Human Resources Policies for Management and Confidential Professional Personnel, the President of the Board of Regents recommends salary adjustments for those management classifications that were not granted salary increases effective June 27, 2014. The specific classifications that are now eligible for an increase include: University Director 2 (Salary Grade 40) and above; Community College Administrator 5 (Salary Grade A5) and above; and Charter Oak State College Dean and above. The salary increases for these management classifications shall be effective December 26, 2014.

Beginning in FY 2013 the BOR adopted a commitment to make salary adjustments based on performance. Therefore, the recommendation for FY 2015 is to provide such increases as performance recognition to eligible employees based on their job performance as reflected in their annual evaluation. To implement the performance based recognition, there is an established pool of funds totaling 3.5 percent of the salaries of all eligible employees and a cap on individual increases of 5 percent for each employee who is deemed eligible. It should be noted that only those employees receiving performance ratings of “meets expectations”, “satisfactory”, “good” or better will be eligible for a salary adjustment.

There are about 140 eligible Management employees and the approximate salary cost of this distribution is \$761,181 annualized. The six-month delay in these salary adjustments has reduced the expenditure by 50 percent, and the cost of the salary adjustment will be approximately \$380,590 for FY 2015. The Board’s Chief Financial Officer indicates that the universities and colleges, along with the System Office, have budgeted for these increases and that to date there have been no internal changes to these line items.

The BOR President will issue salary adjustment guidelines (noting any action is subject to BOR approval of this recommendation) detailing the consistent system-wide administration of the salary adjustment and provide the amount of the salary adjustment pool to each of the presidents in the Connecticut State Colleges and Universities System. All salary recommendations made by the university and college

STAFF REPORT HUMAN RESOURCES AND ADMINISTRATION COMMITTEE

presidents shall be submitted to the System Office in a prescribed format for review of conformance with the issued salary adjustment guidelines and will require final approval by the BOR President.

RECOMMENDATION

Consistent with the Human Resources Policy set forth above, the BOR President recommends the Board of Regents for Higher Education consider and approve the attached resolution authorizing the BOR President to proceed with implementation of the 2015 salary adjustments as described above and prescribed therein.

Under the guidelines set forth in Exhibit A to the proposed resolution, the President may proceed with implementation of FY 2015 salary increases (effective December 26, 2014) only for those unclassified CSCU Managerial personnel in the following classifications: University Director 2 and above (Salary Grade 40); Community College Administrator 5 and above (Salary Grade A5); and Charter Oak State College Professional Dean and above.

01/06/15 – HR and Administration Committee
01/15/15 – Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning
AUTHORIZATION FOR BOR PRESIDENT TO
IMPLEMENT 2015 SALARY ADJUSTMENTS FOR
SPECIFIED CLASSIFICATIONS OF MANAGEMENT PERSONNEL
FOR THE RATING PERIOD JULY 1, 2013, TO JUNE 30, 2014
EFFECTIVE DECEMBER 26, 2014

January 15, 2015

RESOLVED, That the Board of Regents for Higher Education hereby approves the recommendation of the BOR President and authorizes him to proceed with implementation of 2015 performance recognition salary adjustments (effective December 26, 2014) limited to unclassified Connecticut State Colleges and Universities Management personnel at the colleges, universities and System Office. These employees are within the following classifications:

- University Director 2 (Salary Grade 40) and above;
- Community College Administrator 5 (Salary Grade A5) and above; and
- Charter Oak State College Dean and above.

RESOLVED The President's implementation of the salary adjustments for the affected Management personnel will be in accordance with the terms and conditions set forth in the staff report and exhibits associated with this resolution, which are incorporated herein by reference in full as Exhibit A, to be effective on December 26, 2014.

A True Copy:

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

**Guidelines Governing FY 2014-2015 Salary Adjustments
for
Management Personnel
of the Board of Regents for Higher Education**

1. Board Policy

Rules governing the effective date, employee eligibility and overall percentage increase are governed by Article 6.5 of the Human Resources Policies for Management/Confidential Professional Personnel of the Board of Regents for Higher Education.

2. Effective Date/Payment Date

- The effective date for salary adjustments shall be December 26, 2014.
- The salary adjustment will be reflected in the paycheck dated February 6, 2015, and will include a one pay period retroactive payment.

3. Salary Increase Pool/Employee Eligibility

The pool for each of the colleges, universities and the System Office is derived by summing the salaries of all employees assigned to Management positions who will be eligible for an increase on the effective date of the salary adjustment and multiplying this figure by 3.5 percent (3.5% percent) as displayed on the spreadsheet.

Eligibility for the salary adjustment is as follows:

- a. State university managers at the classification of Director 2 (salary grade 40) and above. Community college managers at the classification of Administrator 5 (salary grade A5) and above. Charter Oak State College managers at the classification of Dean and above.
- b. The employee must have served at least 6 months in a Management/Confidential Professional position within the Connecticut State Colleges and Universities system as of 6/27/14 (M/C hire date 12/27/13 or earlier).
- c. Any employee who transferred into a BOR Management/Confidential Professional full-time position directly from another State of Connecticut full-time position since 12/27/13 who did not receive a salary increase at the time of the transfer to the Connecticut State Colleges and Universities system (i.e., lateral transfer) shall be eligible for a salary adjustment.
- d. Anyone who will not be employed in a Management/Confidential Professional position as of February 6, 2015, for any reason including, but not limited to resignation, retirement, return to a bargaining unit position, or non-continuation, will not be eligible for the salary adjustment, nor will the employee's salary be included for calculation of the salary increase pool.
- e. Any employee who is eligible for the 12/26/14 salary adjustment and already received an adjustment effective 6/27/14 to bring his/her salary to the new minimum for the salary grade, may be considered for a performance based increase. The total salary increase (the adjustment to minimum plus any performance-based increase) may not exceed 5%.

Please review the attached spreadsheet to ensure the employee and salary details are accurate and complete, and that it properly identifies those who are eligible for the annual increase. **If any corrections are required, please contact Ellen Mantel (860.723.0036 or MantelE@ct.edu) as soon as possible.**

4. Interim Appointments/Additional Duty Pay

Employees holding an interim/acting position shall have their annual increase applied to their full interim salary. Upon return to their permanent position, the percentage of the annual increase will be applied to the old base rate of the permanent position.

If an employee is receiving additional duty pay, then the regular lower pay should be used as the employee's base for calculating a salary increase. The extra duty pay percentage will be calculated on the new base pay and added to it (e.g., \$70,000 old base X 5.00% FY 2014-2015 increase = \$73,500 X 6.00% extra duty pay = \$77,910). Upon completion of the additional duty assignment, the extra duty pay will be removed.

5. Salary Ranges/Lump Sum Payments

No employee shall receive less than the minimum nor more than the maximum of the salary grade to which assigned. If an employee is found to have a salary below the minimum *prior* to the annual increase, the *correction* shall be made before implementing the salary adjustment and funds for such correction shall not be taken from the salary increase pool.

Salary adjustments are added to the employee's base salary; however, no increase may take an employee beyond the maximum of the salary grade to which the employee is assigned. Any amount awarded over the maximum, shall be paid as a lump sum in the check dated February 6, 2015. The salary ranges have been adjusted upward by 3 percent (3%) effective 6/27/14 and are attached for your reference.

6. Individual Salary Adjustment Increase Determination

Salary adjustments are based on the employee's performance during the July 1, 2013, through June 30, 2014, evaluative period and a performance appraisal shall be completed and submitted to the Human Resources office for each employee.

Employees who receive a performance rating of good/satisfactory/meets expectations or above will be eligible for a salary adjustment (enter % awarded, not to exceed 5% on the spreadsheet).

Employees who receive a performance rating of needs improvement or unsatisfactory/does not meet performance expectations shall not receive an increase (enter 0.0% on the spreadsheet).

7. Reporting Salary Increases

Each president shall submit recommended salary adjustments on the attached spreadsheet. Salary adjustment recommendations will be reviewed for compliance with these guidelines and the President of the Board of Regents will provide the final approval on the salary adjustments for Management personnel.

Coding for Entering M/C Salary Adjustments in CoreCT

I. CODING FOR ENTRY OF IN-BASE SALARY ADJUSTMENTS

Enter in Job Data

- Effective date of the increase: **12/26/2014**
- Action code: **PAY RATE CHANGE**
- Action Reason Code: **Individul Mngerial Ann Increas**
- Comment: **FY 2014-15 M/C Salary Adjustment** and include the percentage increase.

II. CODING FOR ENTRY OF LUMP SUM PAYMENTS

Lump sum payments (in lieu of the in-base fixed sum adjustment for employees at maximum salary) are processed on the Timesheet in the Time & Labor module of CoreCT or in Additional Pay for employees on Self Service Time Entry.

A. For Retroactive Lump Sum Payments that Eligible Employees Will Receive

1. In Timesheet:
 - Enter the lump sum payment with the XRTRA Time Reporting Code (TRC)
2. In Additional Pay:
 - Enter the lump sum payment with the RTR Earnings Code

B. For Lump Sum Payments for Those Over Max.

- a. In Timesheet:
 - Enter the lump sum payment with the XMISP Time Reporting Code (TRC)
- b. In Additional Pay:
 - Enter the lump sum payment with the MPS Earnings Code

BASIC TEMPLATE - NOTIFICATION TO EMPLOYEES

TO: _____
FROM: _____, President
_____ University/Community College
DATE: January 16, 2015
SUBJECT: FY 2014-15 Salary Adjustments for
Management Personnel

In recognition of your job performance during the 7/1/13 - 6/30/14 evaluative period, you are receiving a salary increase.

Choose one as appropriate for the employee:

(1) For those receiving an increase to base (those who are not over max.):

This is to confirm that your salary will be adjusted from \$_____ biweekly (\$_____ annualized) to \$_____ biweekly (\$_____ annualized), effective December 26, 2014. This salary adjustment will be reflected in your paycheck dated February 6, 2015 and will include one pay period of retroactive increase.

(2) For those receiving only a lump sum payment (those who are over max.):

Your salary is above the maximum for the salary range to which your position is assigned. Therefore, you will receive your salary adjustment in the form of a lump sum payment in the amount of \$_____ in your paycheck dated February 6, 2015.

(3) For those receiving both an increase to base & a lump sum payment (those who reached max. before their full salary adjustment was applied to their base rate):

This is to confirm that your salary will be adjusted from \$_____ biweekly (\$_____ annualized) to \$_____ biweekly (\$_____ annualized), effective December 26, 2014. This salary adjustment will be reflected in your paycheck dated February 6, 2015 and will include one pay period of retroactive increase.

This salary increase has brought your salary to the maximum for the salary range to which your position is assigned. You will receive the remainder of your salary increase in a lump sum payment in the amount of \$_____ in your paycheck dated February 6, 2015.

Questions regarding this salary adjustment should be directed to: _____.

cc: CC Human Resources Director
CC Payroll
SU Chief Human Resource Officer

ITEM

Association of Governing Board for Universities and Colleges (AGB) Statement of Governing Board and Individual Board Member Responsibilities for BOR members' consideration and subsequent adoption at the January 15, 2015 Board meeting.

BACKGROUND

The [duties of the Board of Regents for Higher Education are prescribed within statute](#)). The Board's bylaws prescribe that "the Executive Committee shall also serve, on an as-needed basis, as the Governance Committee of the Board of Regents for Higher Education."

At the December 18, 2014, meeting of the Executive Committee, the members reviewed the attached Statement of Governing Board and Individual Board Member Responsibilities. This statement was compiled by AGB and included in their June 2013 Policy Brief, "[Building Public Governing Board Capacity: Suggestions and Recommendations to Governors and State Legislatures for Improving the Selection and Composition of Public College and University Board Members.](#)"

A copy of the proposed statement was distributed to all Board members advising that the item would be on the agenda for discussion at the January 15, 2015 Board meeting. Regents were requested to submit to the Board Office any comments or concerns they wished to share in advance in an effort to facilitate the discussion at the January meeting. Chairman Donofrio and President Gray received comments from Commissioner Smith, Sarah Greco and Merle Harris, which Chairman Donofrio will address at the January 15 Board meeting. Following discussion of those items, and receipt of any other comments from Regents during the January 15 Board meeting, the item will move back to the Executive Committee for further consideration and amendments prior to being brought to the Board for approval.

ACTION

No action at this time. Discussion only as noted above at the January 15, 2015 Board meeting. Item will be referred back to Executive Committee to allow for consideration of input received from Regents prior to being brought back to the Board for approval.

12/18/14 Executive Committee – info

1/15/15 Board of Regents – info

Statement of Governing Board and Individual Board Member Responsibilities

Responsibilities of the Governing Board

The fiduciary role of the governing board of a public college, university, or system has many facets. Most notably, a board should recognize and accept these basic responsibilities (“institution” is used here to refer to college, university, or system):

1. Ensure that the institution’s mission is kept current and is aligned with public purposes. In the case of multi-campus systems, ensure the alignment of each campus’s mission with the system’s vision and public purposes.
2. Select a chief executive to lead the institution.
3. Support and periodically assess the performance of the chief executive, and establish and review the chief executive’s compensation.
4. Charge the chief executive with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress.
5. Ensure the institution’s fiscal integrity, preserve and protect its assets for posterity, and engage in fundraising and philanthropy.
6. Ensure the educational quality of the institution and its academic programs.
7. Preserve and protect institutional autonomy and academic freedom and the public purposes of higher education.
8. Ensure that institutional policies and processes are current and properly implemented.
9. In concert with senior administration, engage regularly with the institution’s major constituencies.
10. Conduct the board’s business in an exemplary fashion and with appropriate transparency, in adherence to the highest ethical standards and in compliance with applicable open-meeting and public-records laws; ensure the currency of board governance policies and practices; and periodically assess the performance of the board, its committees, and its members.

Responsibilities of Individual Trustees and Regents

1. Seek to be fully informed about the college, university, or university system.
2. Understand the responsibilities of the institution or university system in addressing the public interest and public good.
3. Understand where the institution(s) fits into the overall state higher education policy agenda.
4. Support the mission of the institution or university system.
5. Support positive change and responsiveness of higher education while being cognizant that preserving tradition, culture, and long-term stability is tantamount.
6. Speak one’s mind at board meetings, but support policies and programs once established.

7. Understand that the board's responsibility is policymaking and not involvement in administration or the management process.
8. Strengthen and sustain the chief executive while being an active, energetic, and probing board member exercising critical judgment on policy matters.
9. Communicate promptly to the chief executive and board chair any significant concern or complaint.
10. Defend the autonomy and the independence of the college, university, or university system.
11. Maintain an overriding loyalty to the entire college, university, or university system rather than to any part of it or constituency within it.
12. Represent all the people of the state and no particular interest, community, or constituency.
13. Help enhance the public image of the college, university, or university system and the board.
14. Recognize that authority resides only with the board as a whole and not with its individual members.
15. Recognize that the president or chancellor is the primary spokesperson for the institution or university system, and the chair of the board is the only other person authorized to speak for the board.
16. Foster openness and trust among the board, the administration, the faculty, the students, state government, and the public.
17. Maintain a decent respect for the opinions of one's colleagues and a proper restraint in criticism of colleagues and officers.
18. Recognize that no board member shall make any request or demand for actions that violates the written policies, rules, and regulations of the board or the institution or make inappropriate requests for special perks or privileges that may embarrass the board, president, or institution.
19. Maintain the highest ethical standards, and never allow any personal conflict of interest to exist.