

BOARD OF REGENTS FOR HIGHER EDUCATION

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, January 17, 2013

[Alumni Hall, Student Center](#)

[Central Connecticut State University, New Britain, CT](#)

1. **Call to Order**
2. **Roll Call and Declaration of Quorum**
3. **Board of Regents Chairman, Lewis J. Robinson, Esq.**
4. **Board of Regents President, Dr. Philip E. Austin**
5. **Approval of Minutes**
 - a) [November 30, 2012 Special Meeting](#)
 - b) [November 15, 2012 Regular](#)
 - c) [October 25, 2012 Special Meeting](#)
 - d) [October 15, 2012 Regular Meeting](#)
6. **Consent Calendar**
 - a) Academic Program Approvals
 - i. Program Modifications
 - (a) Physical Education (MS) – Specializations in Exercise Science and Teaching Physical Education [*Central CSU*]
 - (b) Communication Sciences (BA) –Name Change to Communication [*University of Connecticut*]
 - (c) Communication Sciences (BA) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - (d) Communication Sciences (MA) – Name Change to Communication [*University of Connecticut*]
 - (e) Communication Sciences and Audiology (MA) – Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - (f) Communication Sciences (PhD) –Name Change to Communication [*University of Connecticut*]
 - (g) Communication Sciences and Audiology (PhD) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - (h) Audiology (AuD) –Name Change to Speech, Language, and Hearing Sciences [*University of Connecticut*]
 - (i) Languages, Literatures and Cultures leading to the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees at the *University of Connecticut* to change the names of the programs to Literatures, Cultures and Languages
 - ii. Accreditation
 - (a) Environmental Studies (BA) [*University of Connecticut*]
 - iii. Licensure & Accreditation
 - (a) Financial Management (BS) [*University of Connecticut-Stamford Campus*]
 - b) Issues related to the Transfer and Articulation Policy (TAP)
 - c) CSU Tenure Recommendations (CCSU and WCSU)
 - d) Award of the Title Connecticut State University Professor to Dr. Edward A. Hagan
 - e) Award of the Title Connecticut State University Professor to Dr. Marie A. Wright
 - f) Temporary Stipend for ConnSCU Director of Policy & Research
 - g) Community College Budget Adjustments
 - h) Sub-lease of a Portion of an Office Trailer at CCSU to New Britain EMS

7. **Academic & Student Affairs Committee – Dr. Merle Harris, Committee Chair**
8. **Administration Committee, Naomi Cohen, Committee Chair**
9. **Finance Committee – Zac Zeitlin for Gary Holloway, Committee Chair**
10. **Audit Committee – Craig Lappen, Committee Chair**
11. **Special Committees**
 - a) Strategic Planning - Rene Lerer, Special Committee Chair
 - b) Information Technology, Nicholas Donofrio, Special Committee Chair
12. **Executive Committee – Lewis Robinson, Chair**
 - a) Higher Education Accountability Measures
13. **Executive Session**
14. **Adjourn**

(Open Forums will begin after meeting adjourns.)
Students
Faculty and Staff

ITEM

Modification of a program in Physical Education leading to the Master of Science (M.S.) degree at Central Connecticut State University to include a specialization in exercise science and a specialization in teaching physical education

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Physical Education leading to the Master of Science (M.S.) degree at Central Connecticut State University to include a specialization in exercise science and a specialization in teaching physical education

BACKGROUND

Central Connecticut State University has requested to modify its currently accredited program in Physical Education leading to the Master of Science (M.S.) degree to feature two specializations: a specialization in exercise science and a specialization in teaching physical education. The M.S. degree in Physical Education was accredited in 1976. Courses for the proposed specializations already exist, and the University anticipates no new resources will be needed to offer these specializations

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited graduate programs, including the addition of concentrations or specialization of over 12 credits, require approval by the Board of Regents (10a-34-3(c)).

Management review of the modification prospectus has determined that the program remains consistent with the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

12/07/12 – BOR-Academic and Student Affairs Committee
01/17/13 – Board of Regents

RATIONALE

The Department of Physical Education at CCSU is seeking to recognize the two proposed specializations so that students may graduate with their specialization indicated on their transcripts whereas now it recognizes only M.S. Physical Education. In 2010, the master's program core course requirements were divided into three categories from existing courses. (No new courses were added, rather just this reorganization.) The three categories included 1) pedagogy, 2) sport and 3) exercise science. Students interested in the Teaching Physical Education specialization would take courses from the pedagogy and sport categories; students interested in the Exercise Science specialization would take courses from the sport and exercise science categories.

The graduates of the proposed Exercise Science specialization are expected to enhance their knowledge and clinical skills needed for the professions of certified (State of Connecticut licensed) athletic trainers, certified strength and conditioning specialists and certified health fitness specialists. In addition to having a different professional objective from that of the specialization in Teaching Physical Education, the Exercise Science specialization has grown in the number of required courses sufficiently to need separate approval under the Board of Regents program approval regulations. Professional accreditation is not applicable to this specialization.

At the undergraduate level, an exercise science option was established in 1978; in 1999, the athletic training option became its own degree program. Over the years, these professions have become much more specialized. The most significant historical note is that the evolution of the Athletic Training and Exercise Science offerings at CCSU has closely paralleled the evolution of the Physical Education teaching profession. This has caused the need for separate program identities in the M.S. in Physical Education: Specialization in Exercise Science and Specialization in Teaching Physical Education.

CURRICULUM

The Exercise Science specialization involves existing courses in the categories of sport and exercise science. Of the 30 semester hours required for the Master's in Physical Education: Exercise Science Specialization, 21 credits are unique to this specialization.

The Teaching Physical Education specialization involves existing courses in the categories of physical education, sport and exercise science. Of the 30 semester hours required for the Master's in Physical Education: Physical Education Specialization, 15 credits are unique to this specialization and 6 can be selected from the sport or exercise science category.

Total Credits for the MS remains as 30 credits. Both specializations may elect either the Thesis or Comprehensive Exam as the capstone requirement. Both specializations also require two research courses (PE 597 and PE 598). (See Appendix A –Plan A for Thesis and Plan B for Comprehensive Exam option). Electives complete the 30 credits for graduation.

REQUIRED COURSES

Course	Title	Credits
<i>Core Courses, 9 credits</i>		
PE 597	Research in Physical Education and Exercise Science I	3
PE 598	Research in Physical Education and Exercise Science II	3
PE 599	Thesis	3
<i>Specialization in Exercise Science, 15-18 core credits, selecting from:</i>		
EXS 507	Human Perspectives in Sport	3
EXS 515	Sport, Physical Activity and Exercise Psychology	3
EXS 519	Sport Biomechanics	3
EXS 522	Physical Activity and Health	3
EXS 523	Essentials of Sports Performance Training	3
EXS 530	Nutrition for Health, Fitness & Sport Performance	3
EXS 590	Independent Study/Topics in Exercise Science and Sports Medicine	3
EXS 592	Advanced Physiology of Sport and Exercise	3
<i>Specialization in Teaching Physical Education, 15-18 core credits, selecting from:</i>		
PE 500	Improving Student Learning in Physical Education	3
PE 505	Instructional Tools for Physical Education	3
PE 510	Instructional Models for Physical Education	3
PE 520	Current Issues in Physical Education	3
PE 590	Independent Study/Topics in Physical Education	3
One Exercise Science Course as approved by the adviser		3
<i>Elective Courses in each Specialization, 3-6 credits</i>		3-6

ITEM

Modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

In particular, the existing BA degree has two tracks: 1) Communication and 2) Communication Sciences with a concentration in Speech, Language, and Hearing. These two specializations will become separate degree programs.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Bachelor of Arts (B.A.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

In particular, the existing BA degree has two tracks: 1) Communication and 2) Communication Sciences with a concentration in Speech, Language, and Hearing. These two specializations will become separate degree programs.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication	BA in Speech, Language, and Hearing Sciences
MA in Communication	MA in Speech, Language, and Hearing Sciences
PhD in Communication	PhD in Speech, Language, and Hearing Sciences
	AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Communication Sciences leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Master of Arts (M.A.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

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RATIONALE

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Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication MA in Communication PhD in Communication	BA in Speech, Language, and Hearing Sciences MA in Speech, Language, and Hearing Sciences PhD in Speech, Language, and Hearing Sciences AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences and Audiology leading to the Master of Arts (M.A.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication	BA in Speech, Language, and Hearing Sciences
MA in Communication	MA in Speech, Language, and Hearing Sciences
PhD in Communication	PhD in Speech, Language, and Hearing Sciences
	AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Communication

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Communication

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences leading to the Doctor of Philosophy (Ph.D.) degree be changed to a program in Communication. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication	BA in Speech, Language, and Hearing Sciences
MA in Communication	MA in Speech, Language, and Hearing Sciences
PhD in Communication	PhD in Speech, Language, and Hearing Sciences
	AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND

The University of Connecticut has requested that the name of its program in Communication Sciences and Audiology leading to the Doctor of Philosophy (Ph.D.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication	BA in Speech, Language, and Hearing Sciences
MA in Communication	MA in Speech, Language, and Hearing Sciences
PhD in Communication	PhD in Speech, Language, and Hearing Sciences
	AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of a program in Audiology leading to the Doctor of Audiology (Au.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Audiology leading to the Doctor of Audiology (Au.D.) degree at the University of Connecticut to change the name of the program to Speech, Language, and Hearing Sciences

BACKGROUND

The University of Connecticut has requested that the name of its program in Audiology leading to the Doctor of Audiology (Au.D.) degree be changed to a program in Speech, Language, and Hearing Sciences. This change is requested as a result of a reorganization that divides one department into two departments.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

RATIONALE

In August 2012, the University's Board of Trustees approved the division of the Department of Communication Sciences into the Department of Communication and the Department of Speech, Language, and Hearing Sciences. Undergraduate and graduate degrees from the pre-existing department were at times offered as two tracks of the same degree or were named in ways not consistent with the new department structure. This modification will make degree offerings consistent with the new organizational structure. No curricular changes accompany these name changes.

Resulting degree offerings following all program modifications

Dept. of Communication	Dept. of Department of Speech, Language, and Hearing Sciences
BA in Communication	BA in Speech, Language, and Hearing Sciences
MA in Communication	MA in Speech, Language, and Hearing Sciences
PhD in Communication	PhD in Speech, Language, and Hearing Sciences
	AuD in Speech, Language, and Hearing Sciences

12/07/12 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Modification of programs in Languages, Literatures and Cultures leading to the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees at the University of Connecticut to change the names of the programs to Literatures, Cultures and Languages

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approve a modification of a program in Languages, Literatures and Cultures leading to the Master of Arts (M.A.) at the University of Connecticut to change the name to Literatures, Cultures and Languages, and be it further

RESOLVED, That the Board of Regents for Higher Education approve a modification of a program in Languages, Literatures and Cultures leading to the Doctor of Philosophy (Ph.D.) at the University of Connecticut to change the name to Literatures, Cultures and Languages.

BACKGROUND

These changes are technical in nature and correct typographical errors in the Board materials in June 2012.

01/11/2013 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

ITEM

Accreditation of a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation

BACKGROUND

The University of Connecticut has requested accreditation of a program in Environmental Studies leading to the Bachelor of Arts (B.A.) degree. Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a). The program was licensed by the Board of Regents in October 2012.

The University has identified this field as a Focused Area of Excellence in its academic plan. It expects an enrollment of 100 majors in early years with growth up to 200 majors, with the number of graduates ranging from 30 to 60 a year. The program will complement its current program in Environmental Science leading to the Bachelor of Science (B.S.) degree.

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

The program was recommended for accreditation by the statewide Advisory Committee for Accreditation (ACA) on Jan. 3, 2013.

01/11/13 – BOR-Academic and Student Affairs Committee
01/17/13 – Board of Regents

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the University's mission

Need

The development of an Environmental Studies major has been in response to the broad interest in environmental policy and law, the history of American environmentalism, and the expression of humans' relationship to nature in literature among UConn students and faculty. The program will prepare students for participation in rapidly expanding occupations, which may include careers in environmental justice, sustainability, and the communication of environmental concerns to the public. In addition, it will prepare students for global citizenship and engagement.

Unnecessary duplication of programs

Six similar programs are offered by institutions in Connecticut:

- Environmental Studies (B.A.) – Connecticut College
- Environmental Studies (B.A.) – Goodwin College
- Environmental Studies (B.A.) – Mitchell College
- Environmental Studies (B.A.) – Wesleyan University
- Environmental Studies (B.A.) – Yale University
- Environmental Theories and Applications (B.S.) – Post University

Cost effectiveness

The costs for delivering the program at projected enrollment levels appear consistent with similar programs at the University.

Availability of adequate resources

The University has adequate resources to deliver this program.

DESCRIPTION

In the University of Connecticut Academic Plan for 2009-2014 the environment is listed as one of the Focused Areas of Excellence: "emerging areas of interdisciplinary excellence grounded in traditional academic disciplines." While UConn currently has a successful undergraduate major in environmental science, which focuses heavily on biophysical science, there is no comparable degree relating to the study of the environment primarily from the perspective of the humanities and social sciences. The proposed B.A. in environmental studies is designed to fill this gap. It has been under development for several years, and is now ready to be launched.

The Environmental Studies major is an interdisciplinary program designed to provide students with the knowledge, skills, and perspectives needed to understand the interactions between human society and the environment. Understanding the ethical and cultural dimensions of our relationship with the environment, as well as the challenges of protecting it, requires insights from multiple perspectives, including the humanities, the social sciences, and the natural sciences. Core courses in the major ensure familiarity with basic principles from these three areas. With this shared core of knowledge, majors will focus their studies on an area of special interest, taking electives and related courses that allow greater specialization. Among the many

possibilities are environmental sustainability, issues concerning public policy and environmental justice, and the literary and philosophical legacy of human encounters with the non-human world. A capstone course will allow each student to research a distinct perspective on a contemporary environmental issue. A major in Environmental Studies might lead to a career in a variety of fields, including public policy, environmental education, eco-tourism, marketing or consulting, journalism, or advocacy.

The major will lead to a Bachelor of Arts degree in the College of Liberal Arts and Sciences (CLAS) or the College of Agriculture and Natural Resources (CANR). The student's choice of colleges would be made in consultation with faculty and advisors based upon the student's interests and career goals.

ADMINISTRATION

The proposed administrative structure is a partnership of co-directors, one each from CANR and CLAS. Appointments would be for 3-5 years. The responsibilities of the Co-Directors of Environmental Studies Program would include: recruiting students; developing assessment strategies; developing advising protocols and managing student records; developing university-wide programming associated with the major; and acting as co-chairs of the Environmental Studies Faculty Advisory Board. In addition, the program would have a half-time staff to assist with student administration of the major.

CURRICULUM

*Introductory Courses**

All majors must take three introductory courses:

- EVST 1000. Introduction to Environmental Studies (new course)
- NRE 1000. Environmental Science; or GEOG 2300. Introduction to Physical Geography; or GSCI 1050. Earth and Life Through Time with Lab; or GSCI 1051. Earth and Life Through Time
- BIOL 1102. Foundations of Biology; or, for those seeking a more advanced background, BIOL 1108. Principles of Biology II

Core Courses (18 credits)

Humanities Core: All majors must take 2 of the following courses:

- ENGL 3240. American Nature Writing
- HIST 3540. American Environmental History
- PHIL 3216. Environmental Ethics

Social Sciences Core: All majors must take 2 of the following courses

- ARE 3434. Environmental and Resource Policy
- NRE 3245. Environmental Law
- POLS 3412. Global Environmental Politics

Natural Science Core: All majors must take 2 of the following courses:

- AH 3175. Environmental Health (prerequisites, BIOL 1102 and CHEM 1122)
- EEB 2208. Introduction to Conservation Biology
- GEOG 3400. Climate and Weather
- GSCI 3010. Earth History and Global Change (prerequisite, GSCI 1050 or 1051)
- NRE 4170. Climate-Human-Ecosystem Interactions

EVST 4000W. Capstone Research Project (new course; fulfills W and Information Literacy requirements)

**Other areas of recommended preparation (not required):*

- **Earth Science:** GSCI/GEOG 1070. Global Change and Natural Disasters; MARN 1002/1003. Introduction to Oceanography without/ with lab
- **Economics:** ARE 1110. Population, Food, and the Environment; ARE 1150. Principles of Agricultural and Resource Economics; ECON 1179. Economic Growth and the Environment; ECON 1200. Principles of Economics, Intensive; ECON 1201. Principles of Microeconomics
- **Physical Science:** CHEM 1122. Chemical Principles and Applications with lab; CHEM 1127Q. General Chemistry; PHYS 1030Q/1035Q. Physics of the Environment without/ with lab
- **Statistics:** STAT 1000Q. Introduction to Statistics I; STAT 1100Q. Elementary Concepts of Statistics

Additional requirements for the major:

Majors must take a specified number of courses at the 2000, 3000, and/or 4000 level. These courses must be designed to form a coherent set of additional courses that will provide the student with a focus or additional depth in an area of interest related to the major. They must be chosen in consultation with the student's faculty advisor and be approved by the advisor. Courses listed above that are not used to meet the core requirements may be used to meet this requirement.

FACULTY

Members of the Environmental Studies Faculty Advisory Board are also committed to teaching courses in the new major. They include: Andrew Ballantine, Geography; JC Beall, Philosophy; Mark Boyer, Political Science; Tim Byrne, Environmental Science; Wayne Franklin, English; Matthew McKenzie, History; Kathleen Segerson, Economics; Stephen Swallow, Agriculture and Resource Economics; and John Volin, Natural Resources and the Environment. Other faculty members have been voluntarily working on the development of an interdisciplinary introductory course for the Environmental Studies major. These faculty include: Chris Elphick, Ecology and Evolutionary Biology; Sydney Plum, English; Richard Rockwell, Sociology; Merrill Singer, Anthropology; Robert Thorson, EEB; Friedemann Weidauer, Literature, Culture and Languages — as well as Professors Ballantine, Beall, Boyer, MacKenzie, and Segerson.

Departments offering courses included in the core courses for the major have been notified of the need to support these courses through staffing and regular offerings and have expressed willingness to do so.

RESOURCES

The proposed new major has been designed, to the greatest extent possible, to draw on existing courses and resources and complement other college priorities. The CLAS hiring plan proposes four new faculty positions (Philosophy, English, Geography, and Economics) that would support the Environmental Studies major. All four of these position meet other college priorities as well. Similarly, the CANR hiring plan includes two positions (Natural Resources and the Environment, and Agricultural and Resource Economics) that would contribute to the major while meeting other college priorities

Beyond faculty, the program needs a modest amount of administrative support:

- Half-time program assistant (obtained by increasing the half-time administrative position in the Environmental Sciences program to full time, and running both programs together – no additional space is required)
- 1 month equivalent of summer salary to be split between co-directors, one each from CANR and CLAS
- Four, 20-hour, full-year TA positions (roughly \$100,000) to support lab courses and the capstone course
- \$3500 in program and operating support.

FACILITIES/EQUIPMENT/LIBRARY/SPECIAL RESOURCES

The administration of the Environmental Studies major would share existing space with the administration of the Environmental Science major, so no new space requirements are anticipated. In addition, the major will not require special equipment or library resources.

ITEM

Licensure and accreditation of a program in Financial Management leading to the Bachelor of Science (B.S.) degree at the University of Connecticut, Stamford campus

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Financial Management leading to the Bachelor of Science (B.S.) degree at the University of Connecticut, Stamford campus for a period of time concurrent with institutional accreditation

BACKGROUND

The University of Connecticut has requested licensure and accreditation of a program in Financial Management leading to the Bachelor of Science (B.S.) degree to be housed in its School of Business at its Stamford Campus. Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-34 and 10a-35a).

This major has been developed in partnership with the local Stamford Chartered Financial Analyst Society (SCFAS), and is specifically designed to prepare students who plan on careers in money management and investment. It envisioned as part of a greater partnership between the University and the Stamford community.

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

The program was recommended for licensure and accreditation by the statewide Advisory Committee for Accreditation (ACA) on Jan. 3, 2013.

01/11/13 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents

PLANNING ASSESSMENT*Conformance with institutional mission*

The program is consistent with the University's mission

Need

Fairfield County has a vibrant business community and is the headquarters location to numerous Fortune 500 and Fortune 1000 companies. Given the significant concentration of financial services businesses in Fairfield County, there is a great demand for financial services professionals. Currently there is no public AACSB-accredited undergraduate finance major offered in Fairfield County. The Fairfield County business community has frequently expressed a strong desire for the University to initiate such a program. Hence, development of the major was both an important and a welcome task, as many business faculty and administration on the Stamford Campus strongly believe that a Finance major is needed on this regional campus..

Unnecessary duplication of programs

No public AACSB-accredited undergraduate finance major offered in Fairfield County. Similar programs in the discipline, however, are offered at other institutions in the state as follows

- Finance (B.S.) – Central Connecticut State University
- Finance (B.S.) – Post University (offered on-ground and on-line)
- Finance (B.S.) – Sacred Heart University
- Finance (B.S.) – University of Bridgeport
- Finance (B.S.) – University of Connecticut, Storrs
- Finance (B.S.) – University of New Haven
- Finance (B.B.A.) – Western Connecticut State University

Cost effectiveness

The costs for delivering the program at projected enrollment levels appear consistent with similar programs at the University.

Availability of adequate resources

The University has adequate resources to deliver this program.

DESCRIPTION**PURPOSE AND OBJECTIVES**

The proposed Financial Management Major is part of the academic expansion initiative for the Stamford Campus, and is intended to only be offered on the Stamford Campus. The major was developed to meet the special needs of the southwestern Connecticut business and investment community while also being different from the mainstream finance major offered in Storrs.

In keeping with the business base in Fairfield County, the proposed Stamford Campus Financial Management major is specifically designed to prepare students for careers in corporate money management and investment. The curriculum includes the same General Education requirements and Business Core requirements as the other traditional business majors at the University. The proposed major then focuses on courses designed for careers in financial management and analysis, investments, portfolio management, and financial ethics.

The anticipated Student Learning Outcomes in the Financial Management Major Program will enable students to:

- a. Achieve success in understanding financial reporting and analysis, including analysis in inventories, long-lived assets, taxes, debt, pensions, stock compensation.
- b. Experience service learning opportunities to prepare students for a transition from educational to occupational life phases.
- c. Obtain an understanding of ethics and professional standards.
- d. Gain insight into economic theory, including market forces and supply and demand, business cycles, the monetary system, inflation, effects of government regulations.
- e. Continue their education in a variety of graduate or professional programs that constitute the professional world of business, finance, marketing, management.
- f. Prepare to enter the workforce in a variety of financial management

ADMINISTRATION

The Department Head of Finance will oversee the major program. A Director of the Financial Management Major will be responsible for all academic matters of the program, and the Administrator of the Financial Management Major will be responsible for all administrative matters.

ADMISSION

Undergraduates who are admitted to UConn will be eligible to pursue the program in Financial Management.

ENROLLMENT PROJECTIONS

Based on information about the size of Finance major at area business schools, our conservative estimate is that the first entering class will have 25 students. Although we can reasonably expect the class size to increase as the major benefits from increased visibility, and enhanced reputation, we have decided to project the same conservative target class size of 25 students for the first five years. With an entering class size of 25 students in each of the first four years, the total number of students is expected to be 100 when the first class graduates in 2017. This is a conservative and highly reasonable projection, given that after two years of inception in Stamford, the BS in

Business Administration degree has a little over 60 declared majors and expects to graduate about 25 seniors in 2013.

CURRICULUM

The business degree at the University of Connecticut is a Bachelor of Science in Business Administration. The proposed program will be a major within that degree. As with business majors in the School of Business at the Storrs campus of the University of Connecticut, students must earn 120 credits to graduate. For the proposed major, a total of 50 business credits is required.

The proposed curriculum is set out below. The General Education requirements and Business Core requirements will be the same as those for all business majors in the School of Business at the University of Connecticut.

For the proposed major, 6 specific and finance courses and 1 finance elective will be required.

General Education Requirements

School of Business GENERAL EDUCATION REQUIRED COURSES:

Must be completed by graduation

- ANTH 1000 or GEOG 1700
- COMM 1000 or 1100
- HIST 1400
- PHIL 1101 or 1102 or 1103 or 1104 or 1105 or 1106
- PSYC 1100

University GENERAL EDUCATION REQUIRED COURSES:

Must be completed by graduation

- 4-credit laboratory science course
- 3-credit course from Content Area 4 List
- "W" writing course

School of Business CRITICAL REQUIRED COURSES:

Must be completed before taking 3000/4000-level Business Courses

- MATH 1070Q
- MATH 1071Q
- STAT 1000 or 1100
- ECON 1201
- ECON 1202

Business Core Requirements:

- ACCT 2001 Principles of Financial Accounting 3
- ACCT 2101 Principles of Managerial Accounting 3
- BADM 4075W Business Communications 3
- BADM 4072 Career Development in Business 1
- BLAW 3175 Legal and Ethical Environment of Business 3
- FNCE 3101 Financial Management 3
- MGMT 3101 Managerial & Interpersonal Behavior 3

- MGMT 4902 Strategy, Policy & Planning 3
- MKTG 3101 Introduction to Marketing Management 3
- OPIM 3103 Business Information Systems 3
- OPIM 3104 Operations Management 3

Total Core Credits 31

Finance Requirements:

- FNCE 3303 Principles of Investments and Derivatives 3
- FNCE 4302 Fixed Income 3
- FNCE 4xxx Alternative Investments and Risk Management 3
- FNCE 4209 Applications in Financial Management 3
- FNCE 4xxx Financial Ethics 1

Major Required Credits 16

Finance Electives: one 3-credit course from the following list:

- FNCE 3230 Real Estate Principles 3
- FNCE 3715 Personal Finance 3
- FNCE 4305 Global Finance 3
- FNCE 4306 Financial Services 3
- FNCE 4xxx Mergers and Acquisitions 3
- FNCE 4xxx Financial Reporting and Analysis 3

Finance Electives Credits 3

Total Required Business Credits 50

ANTICIPATED COMPLETIONS

With an entering class size of 25 students in each of the first four years, the total number of students is expected to be 100 when the first class graduates in 2017.

RESOURCE SUPPORT

FACULTY

Many of the courses in the program are currently being taught as part of the BSBT and BSBA programs, and will continue to be taught by existing faculty members. While all or several of the four finance faculty members have experience in teaching the course in the Financial Management major, it is expected that majority of the classes currently being offered will be taught by Professors Katherine Pancak, and John Knopf. A new tenure-track full-time faculty position in the rank of assistant Professor has been approved for the Financial Management major, and a nationwide search is currently underway.

LIBRARY AND LEARNING RESOURCES

The university does not anticipate that additional library resources will be required to deliver this academic program.

FACILITIES AND EQUIPMENT

Most courses that comprise the program are already offered. The university does not anticipate that additional facilities and equipment will be required to deliver this academic program.

ITEM

Consideration of issues related to the Transfer and Articulation Policy (TAP)

BACKGROUND

On March 15, 2012, the Board of Regents for Higher Education approved a Transfer and Articulation Policy (TAP). This policy and the TAP implementation plan created in spring 2012 are included in this report as background documents.

The Academic and Student Affairs Committee held a discussion about recommendations from the Faculty Advisory Committee related to TAP at its meeting on December 7, 2012. The Committee invited to participate in the discussion: Dr. Stephan Adair, Faculty Advisory Committee Chair; Dr. Lauren Doninger, TAP Core Competencies Steering Committee Co-Chair; and Dr. Deborah Weiss, TAP Core Competencies Steering Committee Co-Chair. Discussion from this meeting recommended amendment of the proposed motion. These changes appear below.

RECOMMENDED MOTION FOR CONSIDERATION BY THE BOARD

WHEREAS, the Transfer and Articulation Policy Framework was developed by approximately 80 faculty representing all seventeen Connecticut State Colleges and Universities who served on a Core Competencies Steering Committee and eight Subcommittees, and

WHEREAS, the Framework outlines a general education core curriculum consistent with the purpose adopted by the Board of Regents and Public Act 12-31, and

WHEREAS, the Framework is consistent with the New England Association of Schools and Colleges Commission on Higher Education Standards for Accreditation 4.16-19 regarding general education, and

WHEREAS, the Framework includes a way for at least 30 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses that meet designated common core competencies to be applicable toward a transfer degree, and

WHEREAS, the Framework specifies general education requirements driven by competencies, and

WHEREAS, the Framework will continue to be considered for ratification at each CONNSCU institution in accordance with each campus' governance process, to be completed no later than February 15, 2013, be it

RESOLVED that the Board of Regents extends its appreciation to all faculty who participated in the development and completion of the TAP framework for their collaborative efforts on behalf of Connecticut college and university students, and be it further

RESOLVED that the Board of Regents for Higher Education accept the Transfer and Articulation Policy Framework approved by the TAP Core Competencies Steering Committee as the primary protocol for creation of transfer associate degrees common to all Connecticut Community Colleges, as stipulated in the Transfer and Articulation Policy.

RATIONALE

Changes above reflect discussion from the December 7, 2012 meeting. The changes

- note the substantive number of faculty involved in development of the framework
- observe the framework meets the requirements of Public Act 12-31
- qualify with more specificity the core competencies as “designated”
- endorse ratification of the framework through shared governance mechanisms at campuses and set an expected completion date for ratification by February 15, 2013
- extend thanks to all faculty involved in development and completion of the framework and recognize their collaborative efforts

01/11/13 – BOR-Academic and Student Affairs Committee

01/17/13 – Board of Regents



M E M O R A N D U M

Via Facsimile

TO: Dr. Philip E. Austin
Interim President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller
President, CCSU

DATE: December 24, 2012

SUBJECT: Tenure Recommendations

I am pleased to present my recommendations for instructional faculty tenure to be effective at the start of the Spring 2013 semester:


Steven Bernstein, Library
Maria Lourdes Casas, Modern Languages
Marianne Fallon, Psychological Science
Dana Tonkonow, Library

/cm



OFFICE OF THE PRESIDENT
JAMES W. SCHMOTTER, PH.D

To: Dr. Philip E. Austin
Interim President
Board of Regents for Higher Education
Connecticut State Colleges & Universities

From: James W. Schmotter 

Date: December 4, 2012

Re: Tenure Recommendation

I support and concur with Provost Jane Gates's recommendation that Dr. Jeanette Lupinacci from our Nursing Department be awarded tenure.

c: M. Foley, P&T Committee Chair
J. Gates, Provost
J. House, Dean of School of Professional Studies
C. Rice, Dept. Chair
C. Spiridon, Assoc. VP for Human Resources



OFFICE OF THE PRESIDENT
JAMES W. SCHMOTTER, PH.D

December 11, 2012

Dr. Philip E. Austin
Interim President
Board of Regents for Higher Education
Connecticut State Colleges & Universities
39 Woodland Street
Hartford, CT 06105

Dear Dr. Austin:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Edward A. Hagen, Professor of Writing, Linguistics & Creative Process, and Dr. Marie A. Wright, Professor of Management Information Systems, be appointed as Connecticut State University Professors from Western Connecticut State University effective Spring semester 2013. They will replace Dr. John Briggs and Professor Margaret Grimes, both of whom have retired in 2012.

Both Dr. Hagen and Dr. Wright have distinguished themselves both within their respective academic disciplines and in their service to students, colleagues, and the university. Below are brief profiles of their accomplishments; their CVs are also enclosed.

Edward A. Hagen joined the Western faculty in 1978 and a year later received his Ph.D. in English from SUNY-Stony Brook. He has taught a wide range of 19th and 20th century Irish, British, and American Literature courses as well as all levels of writing courses. Examples of new courses he has recently developed include The Craft of Writing, Irish and American Contemporary Literature and Film, Post-Viet Nam War Film and Literature, and Modern War Literature. Over the years, he has served multiple times on nearly all major university committees and currently coordinates our First Year Experience Program. Dr. Hagen's academic specialty is modern Irish literature, and he has written a study of the work of Standish James O'Grady as well as edited versions of O'Grady's works and those of W.R. MacDermott. He has published many articles on writers such as Frank McCourt and Colm Toibin as well as studies of the portrayal of the Irish in film. He has also pursued a research agenda examining fictional and film portrayals of the Viet Nam War, a conflict in which he served as a young intelligence officer. He is also an active participant in the field of Irish Studies on both sides of the Atlantic, with dozens of conference presentations over the years. On a regular basis, he has brought the material in his research to more general audiences through public lectures and contributions to the media.

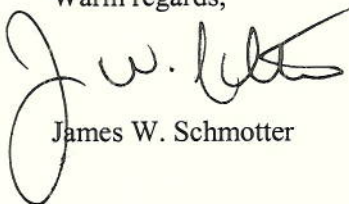
Dr. Philip E. Austin
December 12, 2012
Page 2

Marie A. Wright joined the faculty of Western's Ansell School of Business in 1990 after earning her doctorate at the University of Massachusetts, Amherst and an MBA at Clarkson University. She has been the leading force in developing Western's program in Information Security, including the creation of the first undergraduate course in information security and the first interdisciplinary program in that field in an American business school. She has worked to gain—and have renewed—national certification of our courses in Information Security by the Committee on National Security Systems of the National Security Agency. She has taught a wide variety of MIS courses, including Information Security Systems, Business Models, Information Systems Concepts, and Decision Support, work which has led to her twice receiving the Ansell School's Faculty of the Year award. Dr. Wright has held a number of national roles in her field, among them serving as a member of the American Board of Information Security and Computer Forensics, as a member of the NSF National Visiting Committee for the CyberWATCH Regional Center, and as a subject matter expert for the White House Office of Science and Technology Policy. She has written a casebook on information security and more than forty articles on technology and terrorism, encryption, financial fraud, and Internet security.

Both of these colleagues demonstrate the combination of service to discipline and institution, intellectual productivity, and teaching grounded in scholarship that represents Western Connecticut State University at its very best. I am pleased and proud to recommend to the Board of Regents their appointment as Connecticut State University Professors.

Thank you for your attention, and please let me know if you have any questions about this matter.

Warm regards,



James W. Schmotter

Enclosures

c: M. Foley
J. McBride Gates
C. Spiridon

ITEM

Award of the Title Connecticut State University Professor to Edward A. Hagan

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that Western Connecticut State University Professor Edward A. Hagan be, and hereby is, awarded the title of Connecticut State University Professor effective January 11, 2013.

BACKGROUND

In 1987, at the request of the Board of Trustees for Connecticut State University, the title Connecticut State University Professor was created to recognize outstanding merit among the teaching faculty in the System. Each university is limited to three such designated scholars at any time. To attain the designation, a faculty member must be nominated through a committee procedure which is advisory to the University President, receive the recommendations of the University President and BOR President, and receive approval of the Board of Regents. CSU Professors receive a salary 10 percent higher than they would otherwise receive for their rank and years of service.

ANALYSIS

Dr. Hagan is a prolific writer, scholar and lecturer, and has been recognized by his colleagues for his professional expertise in Irish, British and American Literature. He has been cited by President Schmutter for his service to Western Connecticut State University.

The designation of CSU Professor for Dr. Hagan has been recommended by Presidents Austin and Schmutter and is in compliance with the provisions of the AAUP contract.

1/8/13 – Finance Committee
1/17/13 - Board of Regents

ITEM

Award of the Title Connecticut State University Professor to Marie A. Wright

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that Western Connecticut State University Professor Marie A. Wright be, and hereby is, awarded the title of Connecticut State University Professor effective January 11, 2013.

BACKGROUND

In 1987, at the request of the Board of Trustees for Connecticut State University, the title Connecticut State University Professor was created to recognize outstanding merit among the teaching faculty in the System. Each university is limited to three such designated scholars at any time. To attain the designation, a faculty member must be nominated through a committee procedure which is advisory to the University President, receive the recommendations of the University President and BOR President, and receive approval of the Board of Regents. CSU Professors receive a salary 10 percent higher than they would otherwise receive for their rank and years of service.

ANALYSIS

Dr. Wright is an authority in the field of Information Technology Security and is a two-time winner of the Ansell Business School Annual Faculty of the Year Award. She has been cited by President Schmotter for her service to Western Connecticut State University.

The designation of CSU Professor for Dr. Wright has been recommended by Presidents Austin and Schmotter and is in compliance with the provisions of the AAUP contract.

1/8/13 – Finance Committee
1/17/13 - Board of Regents



MEMORANDUM

TO: Committee on Administration

FROM: Dennis Murphy, Chief of Staff
Steven Weinberger, VP for Human Resources

RE: Temporary Stipend for Director of Policy & Research

DATE: December 20, 2012

Background

Dr. Braden Hosch, Director of Policy and Research, was awarded a temporary, annual stipend of \$24,000 effective April 13, 2012, the date on which he assumed the responsibilities of Director of Academic Programs & Student Services in addition to the duties of his own position. As a result of this action, Dr. Hoch's annual salary increased from \$125,000 to \$149,000. On October 10, 2012, this temporary stipend was suspended by the President of the Board of Regents.

Discussion

During the time that has elapsed since the suspension of Dr. Hosch's stipend, the ConnSCU Administration has had the opportunity to review a Special Compensation Analysis prepared for the Committee by Owen-Pottier Consultants along with salary data for positions comparable to Director of Policy & Research and Director of Academic Programs & Student Services. Based thereon, the Administration recommends the reinstatement of Dr. Hosch's stipend retroactive to October 10, 2012.

In making this recommendation, the Administration notes the following for the Committee's consideration:

1. In being assigned the duties of Director of Academic Programs & Student Services, Dr. Hosch took on the responsibilities of a position different and distinct from his own – that

is, Director of Policy & Research; these are new, rather than additional, duties. Simply stated, Dr. Hosch has been asked to perform two jobs.

2. The stipend in question is intended to be temporary in nature, meaning that it will be removed once the Board hires a leader for its academic agenda, whether designated as Director of Academic Programs & Student Services or otherwise.

In sum, the Administration's recommendation is congruent with the findings of the Owen-Pottier report and, additionally, represents a reasonable compensation adjustment for Dr. Hosch in view of the salaries of comparators.

Recommendation

That the Administration Committee recommend the reinstatement of Dr. Hosch's temporary stipend of \$24,000 effective October 10, 2012 for the period of time in which he performs the duties of Academic Programs & Student Services in addition to his responsibilities as Director of Policy & Research.

SW/

**BOARD OF REGENTS FOR HIGHER EDUCATION
COMMITTEE ON ADMINISTRATION**

Minutes – Special Meeting

1:30 p.m., Thursday, December 20, 2012

Room 323

61 Woodland Street, Hartford, CT

COMMITTEE MEMBERS PRESENT

Naomi Cohen, Committee Chair

Yvette Melendez

Michael Pollard (Telephonic)

BOR STAFF PRESENT

Philip E. Austin, President

Dennis Murphy, Chief of Staff

Steven Weinberger, VP for Human Resources

Ernestine Weaver, Counsel

Toby Bates, Director of Employee Relations

Rosalie Butler, Administrative Assistant

GUESTS

Kerry Kelley, OPM

1. Call to Order, Roll Call, Declaration of Quorum

With a quorum present, Committee Chair Cohen called the meeting to order at 1:40 p.m.

2. Approval of Special Meeting Minutes from November 9, 2012

The minutes of the November 9, 2012 Special Meeting were unanimously approved on a motion by Regent Melendez, seconded by Regent Pollard

3. Review and make recommendations regarding Special Compensation Analysis Report

Committee members were provided with the “Special Compensation Analysis - Final Executive Report dated December 2012”, as performed by Owen Pottier Consultants. Chairman Cohen gave a general overview and background information. The analysis was requested by the Committee as a result of certain employees having been granted raises or stipends during the tenure of former President Robert Kennedy.

Of the 21 employees originally granted stipends or raises, one had left the system and 20 remained. Stipends for Vice Presidents Nuñez and Levinson were approved by the

Board of Regents consistent with a statutory responsibility for the Board to appoint these employees. Therefore, they were not included in the study.

The study compared Conn State Colleges and University compensation classifications developed in 2010 to other peer institutions within New England and nationally. The report found Connecticut's existing compensation to be competitive. The report concluded that the BOR merger, by itself, does not justify major salary increases, nor did additional workloads unless additional fields of knowledge and abilities and greater accountability for measurable results have been added to the position. Discussion ensued among all committee members and staff present, resulting in consensus on the following items:

- *Committee members received and noted the Owen Pottier "Special Compensation Analysis Final Executive Report (December 2012)" with regard to the classification and compensation system. In the discussion which ensued, Committee members further noted that, with the exception of the two Vice Presidents and one other employee who had received stipends for new responsibilities requiring additional knowledge, skills and accountabilities, the current compensation of the incumbents should remain unchanged. For two positions determined to be outside the existing minimum and maximum applicable salary ranges, the Committee directed the administration to develop a remediation proposal for implementation, subject to appropriate review and approval.*
- Chair Cohen presented to the Committee a memorandum from the administration containing a recommendation to reinstate a temporary stipend (\$2,000/month) for the BOR Director of Policy and Research, retroactive to October 10, 2012, for the period of time in which he performs the additional duties of Academic Programs & Student Services. Payment of the stipend would terminate upon the hiring of a new academic leader. Discussion followed on the search process and anticipated timeline. *After the discussion which ensued, Chair Cohen noted that the consensus of the Committee is to proceed as recommended by the administration and submit this matter to the Finance Committee for its review and approval.*
- Having completed Phase I (the compensation study), the Committee will proceed with Phase 2 -- to develop a Request for Proposals for purposes of a full classification and compensation study of all management, confidential, and otherwise non-represented positions within the CONNSCU system.
- Establish common HR policies which link to the primary objectives and overarching strategies of the BOR.

Staff advised the next draft of BOR HR Policies should be ready for review before the end of the calendar year. These will incorporate statements tying strategic mission to positions.

4. Expense Accounts' Voucher Requirements

Committee members raised questions as to what types of expenses fall into vouchered vs. unvouchered expense categories, history to date and what policies and procedures to either revise or establish going forward. These questions will be of particular importance as the BOR embarks on a Presidential search. Toward that end, Committee members expressed their interest in conferring with campus presidents to ascertain any impacts which may potentially arise from a change in policy.

With no further business to consider, the meeting was adjourned at 2:50 p.m. on a motion by Regent Pollard, seconded by Regent Melendez.

ITEM

Approval of FY 2013 Budget Adjustments for Manchester Community College, Norwalk Community College, Naugatuck Valley Community College, Tunxis Community College and Middlesex Community College.

RECOMMENDED MOTION FOR THE BOARD

RESOLVED, that the Board of Regents approve the operating budget adjustments for FY 2013 for the five community colleges as follows:

	FY 2013 Original <u>Budget</u>	Budget <u>Adjustment</u>	FY 2013 Revised <u>Budget</u>
Manchester CC	\$50,094,442	\$1,320,000	\$51,414,442
Middlesex CC	\$19,914,058	\$ 97,875	\$20,011,933
Norwalk CC	\$43,686,423	\$ 211,503	\$43,897,563
Naugatuck Valley CC	\$49,786,321	\$ 142,640	\$49,928,961
Tunxis CC	\$30,369,342	<u>\$ 163,000</u>	\$30,532,342
		\$1,935,018	

BACKGROUND

The community college budget allocation formula uses a revenue sharing concept to provide funding to each institution. Under the model, each institution is required to determine a tuition revenue target using board-approved tuition rate changes and estimated enrollment growth. Each college's tuition revenue contribution (or the amount of its tuition revenue subsidy) is then determined by assessing its formula-based expenditure needs relative to its tuition revenue target. Any excess of tuition revenues within an institution's target above formula expenditures is considered available for redistribution to other institutions in the system.

Five institutions: Manchester Community College, Norwalk Community College, Naugatuck Valley Community College, Tunxis Community College and Middlesex Community College, have been net contributors to the seven other colleges over the past five years. Manchester Community College, due in part to its robust enrollment growth, has contributed more than the other four colleges combined.

In June 2012, the Board of Regents approved a proposal to provide budget relief to the five contributing institutions. BOR staff were directed to develop recommendations regarding the amount of budget adjustment to these five institutions based on institutional plans. The recommendations presented today call for budget adjustments for each of the five institutions that are roughly equal to one-half of each institution's required contribution for FY 2013, or about \$1.935 million in total. The adjustments will be funded from system reserves.

A summary of institutional plan submissions and staff recommendations appears in Attachment A.

1/8/13 Finance Committee
1/17/13 Board of Regents

ATTACHMENT A

Connecticut Community Colleges Summary of Requested and Recommended Budget Adjustments, FY 2013

	Requested					Recommended		
	FT Positions	PT Positions	Salary	Fringe Benefits	Total	FT Positions	PT Positions	Funding
Manchester Community College								
Personal Services								
Academic Support Positions								
Academic Support Tutors		29	125,000	37,500	162,500		29	162,500
Office of Transitional Programs Support		3	75,000	22,500	97,500		3	97,500
Library Services Support		5	80,000	24,000	104,000		5	104,000
Ed. Tech & Distance Learning Support		3	125,000	37,500	162,500		3	162,500
Math Redesign Support		10	60,000	18,000	78,000			0
Student Services Support Positions								
Registration		5	83,000	24,500	107,500		5	107,500
Admissions		3	70,000	21,000	91,000		3	91,000
Financial Aid		5	70,000	21,000	91,000		5	91,000
Counseling & Career Services		12	70,000	21,000	91,000		12	127,000
Special Needs, Testing & Retention		4	50,000	15,000	65,000			0
Total - Personal Services		79			1,050,000		65	943,000
Other Expenses					350,000			250,000
Equipment - Technology to Support Classrooms & Labs					127,000			127,000
Grand Total		79			\$ 1,527,000		65	\$ 1,320,000
Naugatuck Valley Community College								
Other Expenses - Machinery Supplies such as coolant, hydraulic oil, signage, IT supplies, furniture and computers for the Manufacturing Center								
					\$ 142,640			\$ 142,640
Middlesex Community College								
Personal Services								
Student Tutors		5	8,000		8,000		5	8,000
Learning Center Coordinator	1		48,116	18,284	66,400	1		66,400
Total - Personal Services					74,400			74,400
Other Expenses - Construction Services					23,475			23,475
Equipment					164,394			
Grand Total	1	5			\$ 262,269	1	5	\$ 97,875
Tunxis Community College								
Personal Services								
Instructor	2		95,410	28,623	124,033	2		124,033
Temporary Clerk Typist		1	15,887	4,766	20,653		1	20,653
Personal Services Total					144,686			144,686
Other Expenses					18,314			18,314
Equipment								
Grand Total	2	1			\$ 163,000	2	1	\$ 163,000
Norwalk Community College								
Personal Services								
QWC (HVAC)	1				43,895	1		43,895
QCW (Carpenter)	1				43,895	1		43,895
Skilled Maintainer	1				38,211	1		38,211
IT Tech 2	1				1,700	1		1,700
IT Tech 1	2				83,802	2		83,802
Media Specialist	1				41,901			
Personal Services Total					253,404			211,503
Other Expenses					-			-
Equipment					-			-
Grand Total	7				\$ 253,404	6		\$ 211,503
Grand Total - All Proposals	10	85			\$ 2,094,909	9	71	\$ 1,935,018

ITEM

The Sub-lease of a portion of an office trailer at Central Connecticut State University to New Britain Emergency Medical Services, Inc. (NBEMS).

BACKGROUND

Section 4b-38 of the Connecticut General Statutes provides that the “Board of Trustees,” now the Board of Regents, of a constituent unit of the state system of higher education “may lease land or buildings, or both, and facilities under the control and supervision of such board when such land, buildings or facilities are otherwise not used or needed for use by the constituent unit and such action seems desirable to produce income or is otherwise in the public interest, provided the Treasurer has determined that such action will not affect the status of any tax-exempt obligations issued or to be issued by the State of Connecticut.” The State of Connecticut Attorney General’s Office approvals are required for lease agreements approved by the Board of Regents.

ANALYSIS

In 2011, Central Connecticut State University initiated a five-year lease for a 1,344 square foot modular trailer that is located adjacent to Central’s Police Station, at 1 Pikiell Drive (off Manafort Drive). The trailer was leased as a precautionary measure during the H1N1 threat. Central’s plan was to house and treat students infected with the H1N1 virus in the trailer. The H1N1 virus did not become an epidemic and use of an emergency health shelter to quarantine students afflicted with the virus did not occur. Currently, 994.84 square feet of the trailer remain set up to accommodate up to 8 care stations. The remaining building area comprises an office, two toilet rooms (one accessible) and an accessible shower room. The trailer lease is funded from Central’s operating funds.

Central is requesting approval from the Board of Regents to lease two rooms in the modular trailer consisting of approximately 349 square feet to New Britain Emergency Medical Services, Inc. (New Britain EMS). New Britain EMS is a not-for-profit ambulance service whose primary location is in central New Britain at 225 Arch Street. Use of the modular trailer will enable New Britain EMS to post a staffed paramedic ambulance at Central’s campus between the hours of 8:00 AM and 12:00 AM, 7-days per week. The leased space will be used as a small office for ambulance staff waiting for responses. The ambulance, when posted at the Central location, will provide primary New Britain EMS response coverage to Central’s community as well as the northern section of New Britain.

The lease term shall be for one-year with three additional one-year terms. The annual rent will be one dollar.

PRESIDENT’S RECOMMENDATION

Board of Regents shall enter into a lease agreement with New Britain EMS for space in the emergency shelter modular trailer for a one-year term, renewable for three additional one-year terms, at a cost of \$1 per year, commencing February 1, 2013.

1/8/13 Finance Committee
1/17/13 Board of Regents

RESOLUTION
CONCERNING
SUB-LEASE OF SPACE AT 1 PIKIELL DRIVE
AT
CENTRAL CONNECTICUT STATE UNIVERSITY
TO
New Britain Emergency Medical Services, Inc.

January 17, 2013

- WHEREAS, Section 4b-38 of the Connecticut General Statutes provides that the “Board of Trustees,” now the Board of Regents, of a constituent unit of the state system of higher education “may lease land or buildings, or both, and facilities under the control and supervision of such board when such land, buildings or facilities are otherwise not used or needed for use by the constituent unit and such action seems desirable to produce income or is otherwise in the public interest, provided the treasurer has determined that such action will not affect the status of any tax-exempt obligations issued or to be issued by the State of Connecticut”; and
- WHEREAS, The State of Connecticut Attorney General’s Office must approve leases entered into pursuant to the above statutory authority; and
- WHEREAS, Central Connecticut State University leases a trailer at 1 Pikiell Drive, New Britain, Connecticut, acquired during planning for a possible H1N1 virus epidemic; and
- WHEREAS, New Britain Emergency Medical Services, Inc. (New Britain EMS) is a not-for-profit ambulance service provider licensed in the State of Connecticut; and
- WHEREAS, New Britain EMS is interested in entering into a one (1) year sub-lease with three (3) additional one (1) year terms for a portion of the trailer space at an annual cost of one dollar (\$1); and
- WHEREAS, New Britain EMS has sufficient staff to assign to the leased location at 1 Pikiell Drive; and
- WHEREAS, Housing New Britain EMS at 1 Pikiell Drive will enhance ambulance coverage to Central’s community as well as the northern section of New Britain; therefore be it
- RESOLVED, That the Board of Regents for Connecticut State Colleges and Universities approves a sub-lease agreement with New Britain Emergency Medical Services, Inc., for the use of a portion of 1 Pikiell Drive, New Britain, Connecticut, as a response waiting area for a term of one year, renewable for three additional terms of one year each, at a cost of \$1 per year, commencing February 2013.

A Certified True Copy:

ITEM

Approval of higher education accountability measures

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Sections 10a-6a and 10a-6b of the Connecticut General Statutes require development, approval, and implementation of a new set of accountability measures for higher education, and

WHEREAS A working group of representatives from the Connecticut Community Colleges, Connecticut State Universities, the University of Connecticut, the Board of Regents for Higher Education, the Office of Policy and Management, the Department of Education, the Higher Education and Employment Committee of the State Legislature, and the Office of the Governor drafted an accountability framework and measures, and

WHEREAS The Higher Education Coordinating Council reviewed and modified this framework and accountability measures, and subsequently approved the measures on November 29, 2012, be it

RESOLVED: That the Board of Regents for Higher Education approve the higher education accountability framework and measures for use in annual accountability reports.

BACKGROUND

Higher education accountability measures reports were established under Public Act 99-285, and the [first report](#) was issued by the Department of Higher Education in 2001. As part of the higher education reorganization legislation enacted in 2011, Public Acts 11-48 and 11-61 reconfigured the membership of the Higher Education Coordinating Council (HECC) to consist of:

- Secretary of the Office of Policy and Management (Chair)
- Commissioner of Education
- Chairperson of the Board of Trustees for The University of Connecticut
- President of The University of Connecticut
- Chairperson of the Board of Regents for Higher Education
- President of the Board of Regents for Higher Education
- Vice President for State Universities, Board of Regents for Higher Education
- Vice President for Community Colleges, Board of Regents for Higher Education.

Among the HECC's responsibilities is a charge to "develop accountability measures for each constituent unit and each public institution of higher education" (CGS 10a-6a(b)).

Connecticut was one of six states in 2011-12 to receive a best practices grant from the National Governors Association (NGA) to carry out the work to re-design accountability measures for public higher education. Under the auspices of this award, representatives from the NGA traveled to Connecticut twice to consult on development of a statewide system for higher

education accountability. Additionally, a small work group traveled to two NGA conferences to learn about best practices and cutting-edge trends in higher education accountability across the country.

A larger working group was established with members from the Board of Regents, ConnSCU staff, University of Connecticut, the Office of Policy and Management, community college and state university presidents and provosts, a legislator, the Governor's office, and the State Department of Education. The full group developed the vision and goals for the framework, and the indicators were developed by institutional research staff from the BOR and UConn. The working group members and staff involved in the development of the framework include:

- Beth Bye, Senator, Co-Chair, Higher Education and Employment Committee
- Daisy Cocco De Filippis, President, NVCC
- Liz Donohue, Director of Policy, Governor's Office
- Louise Feroe, ConnSCU
- Braden Hosch, Director, Policy & Research, ConnSCU
- Jane McBride Gates, Provost, WCSU
- Gena Glickman, President, MCC
- Iris White, CT Dept. of Education
- Merle Harris, BOR, Chair - Academic & Student Affairs Committee
- Gary Holloway, BOR, Chair - Finance Committee
- Kerry Kelley, OPM
- Gary Lewicki, Assistant VP, Enrollment Planning & Management, UConn
- Wayne Locust, Vice President, Enrollment Planning and Management, UConn
- Michael Meotti, Executive Vice President, ConnSCU
- Jack Miller, President, CCSU
- Pamela Roelfs, Director, Office of IR, UConn
- Rachel Rubin, Chief of Staff, UConn
- Malia Sieve, Associate Director, Policy & Research, ConnSCU
- Zac Zeitlin, BOR, Member – Finance Committee

The HECC met in June 2012 and September 2012 to review the work of the group and provide feedback. The HECC approved the Connecticut Public Policy Framework for Higher Education and its corresponding accountability measures on November 29, 2012. Chair Buffkin requested that BOR set a target date of January 15 for completion of the report this year.

This framework and the associated accountability measures served as a starting point for the development of the Vision, Mission, and Goals for the Strategic Plan for the Connecticut State Colleges and Universities, although the two are different and while the measures may at times overlap, the documents and development processes are distinct.

The accountability measures have been forwarded by HECC to the Board of Regents for approval pursuant to section 10a-6b(d) of the Connecticut General Statutes.

01/08/13 – Executive Committee

01/17/13 - BOR

Connecticut Public Policy Framework for Higher Education

This framework was approved by the Higher Education Coordinating Council on November 29, 2012, pursuant to Section 10a-6b of the Connecticut General Statutes.

Members of the Higher Education Coordinating Council:

*Karen Buffkin – Chair, Office of Policy and Management, Deputy Secretary
Philip Austin, Board of Regents for Higher Education, Interim President
Susan Herbst, University of Connecticut, President
Lawrence McHugh, University of Connecticut Board of Trustees, Chair
David Levinson, Board of Regents for Higher Education, VP for Community Colleges
Elsa Nuñez, Board of Regents for Higher Education, VP for State Universities
Stefan Pryor, Commissioner of Education
Lewis Robinson, Board of Regents for Higher Education, Chair*

PREFACE

This framework is intended to articulate Connecticut's statewide vision and goals for attaining higher levels of educational attainment of our state's residents.

Achieving this vision will require partnerships with other state and local agencies and organizations.

CONNECTICUT PUBLIC POLICY FRAMEWORK FOR HIGHER EDUCATION

Vision

A continually increasing share of Connecticut's population will have the high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

Goals

Five goals follow from this vision:

College Readiness

Prepare more high school graduates, GED graduates, and adults to enter college prepared for college-level work.

Student Success

Graduate more people with the knowledge and skills to achieve their life and career goals.

Affordability and Sustainability

Maximize access to higher education for students from all economic backgrounds

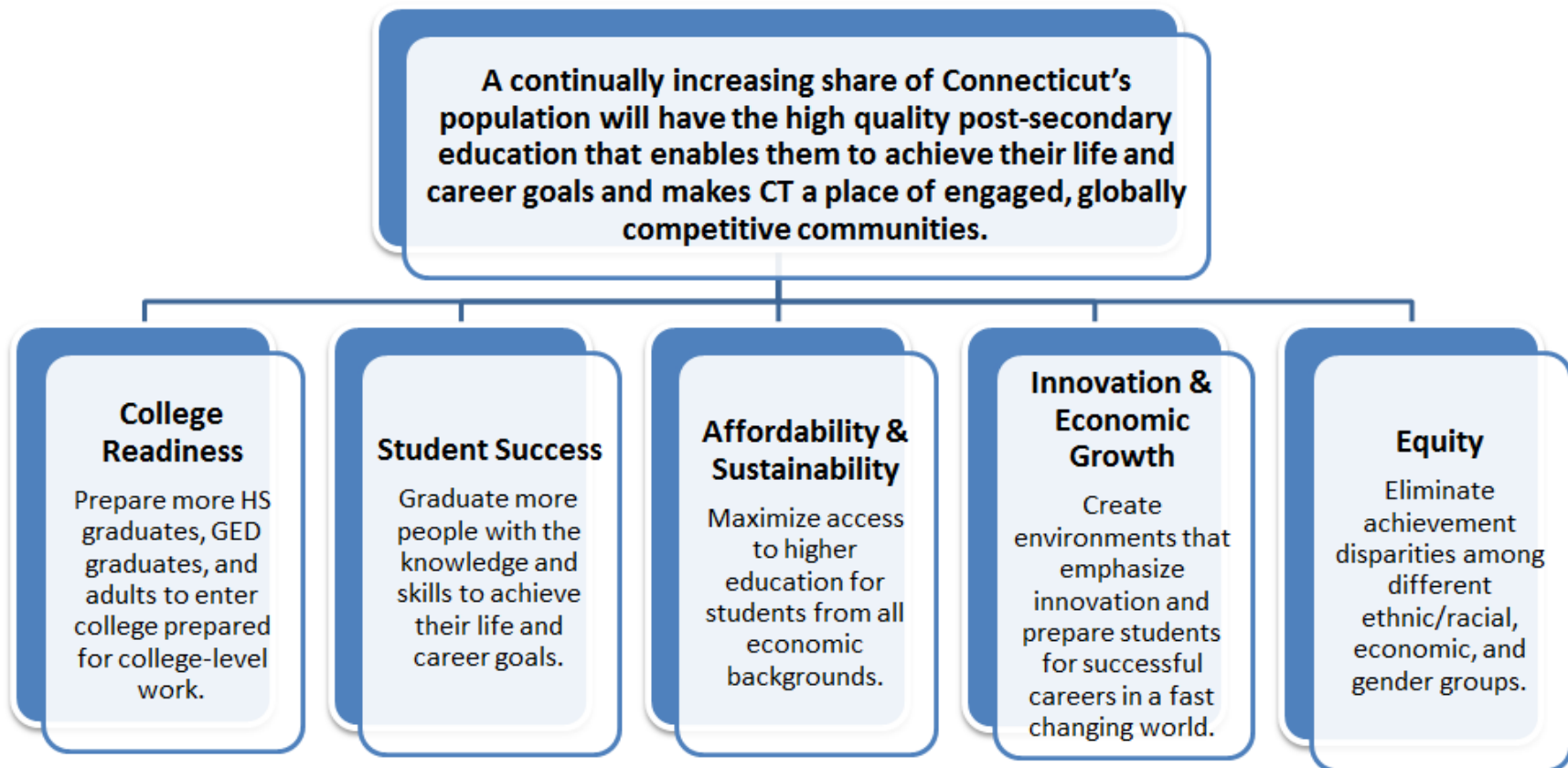
Innovation and Economic Growth

Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

Equity

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Connecticut Public Policy Framework for Higher Education



VISION

A continually increasing share of Connecticut's population will have the high quality post-secondary education that enables them to achieve their life and career goals and makes Connecticut a place of engaged, globally competitive communities.

Indicators

- Connecticut adults, 25-44 holding associate's degree and above (Census, state-level)
- Median household income (Census, state-level)
- Voter participation (Census, state-level)
- State Domestic Product per capita (US Bureau of Economic Analysis, state-level)
- Enrollment per capita, 18-44 (Statewide, Sector, Institutions)

College Readiness

Prepare more HS graduates, GED graduates, and adults to enter college prepared for college-level work.

Indicators

- Percent of high school graduates identified as "college-ready" (Statewide, Sector, Institution)
- College-going rates of public high school graduates (Statewide)
- Percent completing college-level English and math courses within 2 years (Statewide, Sector, Institution)
- Percent on track to completing on-time: FT student completing 24 credits in 1st academic year; PT student completing 12 credits in 1st academic year (Statewide, Sector, Institution)

STUDENT SUCCESS

Graduate more people with the knowledge and skills to achieve their life and career goals.

Indicators

- Completions per 100 FTE student by level (Sector, Institution)
- Graduation rate of full-time, first-time students in 150% of normal time; community colleges only will include transfers out (Sector, Institution)
- Employment and earnings after graduation (Sector, Institution)
- Time/Credits to Credential (Sector, Institution)
- Transfers from 2-year to 4-year institutions per 100 FTE (Community Colleges only, Institution)

NOTE: Learning outcomes are an important element that should be understood more fully; however, at this time, there is no reliable, agreed-upon method for evaluating these.

AFFORDABILITY AND SUSTAINABILITY

Maximize access to higher education for students from all economic backgrounds

Indicators

- Tuition and fees as % of median household income (Sector, Institution)
- Percent of undergraduates receiving federal loan aid (Sector, Institution)
- State and local appropriations per completion and per 100 FTE (Sector, Institution)
- Education and related expenses per completion and per FTE enrollment (Sector, Institution)
- Instructional expenditures as a percent of Education & Related spending (Sector, Institution)

INNOVATION AND ECONOMIC GROWTH

Create environments that emphasize innovation and prepare students for successful careers in a fast changing world.

Indicators

- Completions in fields with high workforce demand: STEM, health, education (Sector, Institution)
- External research funding per full-time faculty (Sector, Institution)
- Patents per 100K workers (Statewide)
- Percent of students enrolled in distance education courses exclusively/some but not all (Sector, Institution)

NOTE: Success in program innovation becomes evident in the other indicators. Innovation is intended to be evolving, which may not best be quantified with a stagnant measure. However, further investigation into how other states may be measuring this is warranted.

EQUITY

Eliminate achievement disparities among different ethnic/racial, economic, and gender groups.

Indicators

Disaggregate indicators in other goal areas by race/ethnicity, low v. non-low-income, and gender where available.