

CT BOARD OF REGENTS FOR HIGHER EDUCATION

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, November 21, 2013

Regents Boardroom, 61 Woodland Street, Hartford, CT

1. Call to Order
2. Roll Call and Declaration of Quorum
3. Remarks - Board of Regents Acting Chair, Yvette Meléndez
4. Remarks - Board of Regents President, Dr. Gregory W. Gray
5. Faculty Advisory Committee
6. Approval of Meeting Minutes
7. **Consent Agenda**
 - a) Termination of Existing Academic Programs
 - i. Liberal Arts & Sciences: Computer Science Concentration (A.A.) – Housatonic CC
 - ii. Computer Information Systems: Web Development Option (A.S.) – Housatonic CC
 - iii. Computer Information Systems: Business Info. Systems Option (A.S.) – Housatonic CC
 - iv. Business Office Technology: Medical Secretary Certificate (C2) – Quinebaug Valley CC
 - v. Business Office Technology: Office Skills Certificate (C2) – Quinebaug Valley CC
 - vi. Business Office Technology: Secretarial Certificate (C2) – Quinebaug Valley CC
 - vii. Business Office Technology: Admin. Office Management (A.S.) – Quinebaug Valley CC
 - b) Licensure of New Programs
 - i. Interpersonal and Organizational Communications (A.A.) – Manchester CC
 - c) Extension of Ed. D in Nursing – Southern CSU and Western CSU
 - d) Endowed Chair Appointment – Vance Endowed Chair in Communication – Central CSU
 - e) Nanotechnology Center – New Center of Excellence – Southern CSU
 - f) Five-year Review and Reauthorizations – Centers of Excellence
 - i. Biotechnology Institute – Central CSU
 - ii. East Asian Studies Center – Central CSU
 - iii. Institute for Technology and Business Development – Central CSU
 - iv. Church Farm Center for Arts & Sciences – Eastern CSU
 - v. Center for the Study of Culture and Values – Western CSU
 - g) Update to 2007 Comprehensive Campus Master Plan – Western CSU
 - h) Policy Regarding Faculty Consulting and Research with Public and Private Entities
 - i) Policy Governing the Search Process and Appointment of University and College Presidents by the Board of Regents
8. **Academic & Student Affairs Comm. – Dr. Merle Harris, Committee Chair** *no exhibit*
9. **Administration Committee, Naomi Cohen, Committee Chair**
 - a) Policy Regarding Suspected Abuse or Neglect to a Child
 - b) Policy Regarding Consensual Relationships between Employees and Students
 - c) BOR President's Recommendation Authorizing Performance Recognition for Management and Confidential Employees

10. Finance Committee – Matt Fleury, Committee Chair

- a) Use of Reserves and Insurance Proceeds (Buley Library) – Southern CSU

11. Audit Committee – Craig Lappen, Committee Chair

no report/no exhibit

12. Special Committees

- a) Strategic Planning - Rene Lerer, Committee Chair *no report/no exhibit*
- b) Information Technology – Nicholas Donofrio, Committee Chair *no exhibit*

13. Executive Session

14. Executive Committee – Yvette Meléndez, Committee Chair

- a) BOR Standing Committee Responsibilities
- b) 2014 Proposed BOR Meeting Schedule
- c) Update to BOR bylaws (*informational; on January 2014 agenda for action*)

15. Adjourn

Opportunity to Address the Board
Students followed by
Faculty & Staff

ITEM

Termination of a program in LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree at Housatonic Community College

BACKGROUND

Housatonic Community College has requested to terminate a program in LAS: Computer Science Concentration leading to the Associate of Arts (A.A.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

HCC has decided to terminate this degree program with a Computer Science concentration after a program review by the business department. This program does not offer enough courses in computer science for job employment or sufficient courses to enable students to enter a bachelor degree program in computer science.

PHASE OUT/TEACH OUT STRATEGY

All students have been provided with correspondence concerning the termination of this program. They have also been given information about the following programs: Computer Information Systems (parent program) and Computer Information Systems: Computer Science Option. These programs will better serve students when seeking job employment opportunities or the ability to enter a bachelor degree program with computer science skills when they receive their Associate in Science degree.

All students have been given, and will continue to be given, full academic advising. A few students will be able to graduate in the LAS: Computer Science concentration and have been advised for the fall 2013 and spring 2014 courses.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Termination of a program in Computer Information Systems, with a Web Development Option, leading to the Associate of Science (A.S.) degree at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Computer Information Systems with an Option in Web Development leading to the Associate of Science (A.S.) degree at Housatonic Community College

BACKGROUND

Housatonic Community College has requested to terminate a program in Computer Information Systems with an Option in Web Development, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

HCC has decided to terminate this degree program with an option in Web Development due to low enrollment. Presently there are 9 students in the program. In the process of the CIS program review, the HCC's business department feels that the CIS Computer Information Systems (parent program) and a new option Computer Information Systems: Computer Science Option will provide our students with the computer science application courses, programming courses, and technology courses required for job employment as well as the ability to enter a bachelor degree program in the computer science arena.

PHASE OUT/TEACH OUT STRATEGY

All students have been provided with correspondence concerning the termination of this program. Two students will graduate in the CIS: Web Development Option degree program and the other seven have been given information about the CIS (parent program) and the CIS: Computer Science option program. All students have also been given and will continue to be given full academic advising.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Termination of a program in Computer Information Systems, with a Business Information Systems Option, leading to the Associate of Science (A.S.) degree at Housatonic Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Computer Information Systems with an Option in Business Information Systems leading to the Associate of Science (A.S.) degree at Housatonic Community College

BACKGROUND

Housatonic Community College has requested to terminate a program in Computer Information Systems with an Option in Business Information Systems, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

HCC has decided to terminate this degree program with an option in Business Information Systems due to low enrollment. Presently there are two students in the program. Students will be able to enter the Business Administration program or the Computer Information Systems program. Either of these programs will better provide job employment as well as allow entrance into a bachelor degree program.

PHASE OUT/TEACH OUT STRATEGY

All students have been provided with correspondence concerning the termination of this program. They have been provided information about the Business Administration program and the Computer Information Systems program. All students have also been given, and will continue to be given, full academic advising.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Termination of a certificate program in Business Office Technology: Medical Secretary leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Medical Secretary, leading to an undergraduate certificate at Quinebaug Valley Community College

BACKGROUND

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Medical Secretary, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

QVCC has decided to terminate this degree program due to low graduation rates and enrollment. Since Fall 2010, enrollment has decreased from 15 to 0 enrolled in Spring 2013. Graduation rates have been continuously low ranging from 0 to 4 in the last six semesters.

PHASE OUT/TEACH OUT STRATEGY

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee
11/21/13 – Board of Regents

ITEM

Termination of a certificate program in Business Office Technology: Office Skills leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Office Skills, leading to an undergraduate certificate at Quinebaug Valley Community College

BACKGROUND

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Office Skills, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

QVCC has decided to terminate this degree program due to low enrollment and graduation rates. Since Fall 2010, there has been only four enrollments and three graduates. There have been zero enrollments in the last three semesters.

PHASE OUT/TEACH OUT STRATEGY

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Termination of a certificate program in Business Office Technology: Secretarial leading to an undergraduate certificate (C2) at Quinebaug Valley Community College.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Secretarial, leading to an undergraduate certificate at Quinebaug Valley Community College

BACKGROUND

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Secretarial, leading to an undergraduate certificate. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

QVCC has decided to terminate this degree program due to low enrollment and graduation rates. Since Fall 2010 there has been only a single enrollment for most semesters (with 2 in Fall 2010 and 0 in Spring 2013). There have been only four graduates in the past six semesters.

PHASE OUT/TEACH OUT STRATEGY

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program.

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Termination of a program in Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve at the request of the institution to terminate a program Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

BACKGROUND

Quinebaug Valley Community College has requested to terminate a program in Business Office Technology: Administrative Office Management, leading to the Associate of Science (A.S.) degree. Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

RATIONALE

QVCC has decided to terminate this degree program due to low graduation rates. Although enrollment has remained in the mid-twenties since Fall 2010, each semester, there has been only a single graduate (except spring 2012 there were two).

PHASE OUT/TEACH OUT STRATEGY

The program coordinator will contact all enrolled students for advising. Program classes required for graduation will be offered for the next two years as needed. If students are unable to complete the requirements in that time, reasonable substitutions will be made. Some students may be advised to change to a different program (Business Management, for example).

RESOURCES

No resources are required to make this change.

11/8/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Licensure of a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree at Manchester Community College

MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education license a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree at Manchester Community College

BACKGROUND

Manchester Community College has applied for licensure of a program in Interpersonal and Organizational Communication leading to an Associate of Arts (A.A.) degree. The College currently offers a program in radio and television communication but nothing in interpersonal communication.

The proposed program was developed to address the need of students who desire to pursue the study of human communication at the A.A. degree level. Advisors report that students seeking transfer to the University of Connecticut, Central Connecticut State University and Eastern Connecticut State University find that the A.S. degree does not always transfer to baccalaureate of art degree institutions. This program will facilitate current and future students seeking an Associate's degree to transfer to baccalaureate-degree granting schools.

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-35a).

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, as required by Board policy.

10/07/13 – ConnSCU Academic Council

11/08/13 – BOR Academic & Student Affairs Committee

11/21/13 – Board of Regents

PLANNING ASSESSMENT

Conformance with institutional mission

The program is consistent with the College's mission and fits within the scope of the College's other offerings in communication.

Need

The 2011 State of Connecticut Civic Health Index (<http://ncoc.net/CTCHI>), the White House Open Government initiative (<http://www.whitehouse.gov/open>), the American Association of Colleges and Universities (AAC&U), and Congress and have all promoted the importance of communicating in interpersonal and group/team settings in ways that promote public goods rather than destroy the civic fabric.

The Civic Health Index specifically highlights the importance of engagement, social connectedness, and equity. The White House Open Government directive (<http://www.whitehouse.gov/open/documents/open-government-directive>) instructs federal agencies to increase and make easier opportunities for participation and collaboration with the public in decision-making. College curriculum that improves the public's capacity for this kind of involvement is one step toward changing the "civic achievement gap" (<http://www.civicyouth.org/circle-working-paper-51-the-civic-acheivement-gap/>) the country faces.

The National Task Force on Civic Learning and Democratic Engagement's report, published by the AAC&U is entitled "A National Call to Action. A Crucible Moment: College Learning & Democracy's Future" (http://www.aacu.org/civic_learning/crucible/).

The United States has recently seen legislation honoring the memory of Christina-Taylor Green by encouraging schools to teach civic education and civil discourse in public schools, H.RES.181 (<http://thomas.loc.gov/cgi-bin/query/z?c112:H.RES.181>) designed to strengthen civic discourse and promote that through schools shows the country's resolution to strive toward better ways of communicating with each other as an alternative to violence.

The discipline of Communication has studied the importance of the study of interpersonal, organizational, human communication (http://www.natcom.org/uploadedFiles/Content/Research/Chairs_Corner/pdf%20-%2010%20-%20Morreale%20Pearson.pdf).

The Federal Department of Labor indicates that communication knowledge and skills are required of several kinds of jobs including professional, service, support, and sales.

Unnecessary duplication of programs

Currently there is a Communication A.S. degree which prepares students for employment in television as reporters, production assistants, camera operators and video editors; in radio, as on-air personnel and copywriters; in journalism, as reporters and feature writers; and in public relations, as entry-level employees. The proposed Interpersonal and Organizational Communication program focuses on human interaction rather than communication production

and broadcast skills and is designed to prepare students to transfer to B.A. Communication degrees.

Among the Connecticut Community Colleges, there are no comparable programs to the proposed Associate in Arts in Interpersonal and Organizational Communication. Programs like this exist in other states, however. Middlesex Community College and Norwalk Community College both offer A.A. degrees designed as transfer degrees, but they do not have specific focuses on human interaction. Other schools have distinct courses in the program, but nothing explicitly linking them together: Norwalk Community College has Gender and Communication; Capital Community College has Social Media in Contemporary Society; Gateway Community College has a Fundamentals of Human Communication, Naugatuck Community College has Introduction to Communication, Interpersonal Communication, and Intercultural Communication.

The state universities have programs similar to it, and successful students would be able to transfer to those programs. Among the Connecticut State Universities (CSU):

- * Central has a Communication Degree with an Organizational Communication emphasis area (and Public Relations and Promotions).

- * Eastern has a Public Relations emphasis.

- * Southern has an Interpersonal and Relational Communication specialization and a separate Organizational Communication specialization.

- * Western has a: Communication Studies program [featuring 4 areas; 1) Rhetoric, Language and Public Address, 2) Relational Communication, 3) Media Studies, and 4) Media Production] and a Relational Communication program.

Among private institutions, the University of Hartford has a similar offering. The Connecticut State Universities and the University of Connecticut both have similar programs. This program could serve as the first two years of these other programs.

Cost effectiveness

See attached spreadsheet for program enrollment, revenue, and expense projections.

Availability of adequate resources

The proposed program will not require additional resources beyond hiring adjunct instructors to teach new courses. The college has already begun to offer two of the new courses as Communication electives, and has seen full enrollments in these sections. There are no new equipment or facility cost implications.

QUALITY ASSESSMENT DESCRIPTION

Purpose and Objectives

The proposed 60-credit Associate in Arts in Interpersonal and Organizational Communication helps Manchester Community College accomplish its mission and fulfill components of its approved Strategic Plan. Manchester Community College's mission states that the college "advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations. We are a learning-centered community committed to access, excellence and relevance." The college community has identified areas of strategic importance and the objectives needed to achieve these goals. The key areas of focus are: academic excellence, integrative learning and holistic student development, workforce development, community and civic engagement, educational partnerships, stewardship and college culture. It also addresses a need identified by the Communication Department's program review to create greater coherence among courses.

Learning outcomes

Upon completion of the Interpersonal and Organizational Communication program, graduates will:

1. Explain major theories in interpersonal and organizational communication.
2. Understand how identity is negotiated, enacted, and maintained.
3. Analyze how context affects topic and style of interactions.
4. Conduct a meeting.
5. Demonstrate awareness of cultural forms, patterns, and styles of communication.

Assessment will include pre- and post- class testing, analysis of graduate job placement, alumni surveys, and other methods as necessary.

Enrollment Projections

The College projects an enrollment of 35 (27 FTE) during its first year and anticipates an increase to 55 (42 FTE) students during its second year and 80 (52 FTE) its third year.

	First Term Yr 1		First Term Yr 2		First Term Yr 3	
	FT	PT	FT	PT	FT	PT
Internal Transfers	10	5	5	5	5	5
New Students	10	10	15	10	20	15
Continuing	0	0	10	10	20	15
Total Headcount	20	15	30	25	45	35
Total Estimated FTE per Year	27		42		52	

Administration

The Communication and Humanities Department Chair, currently Prof. Robert Kagan, shall serve as the administrator of the Interpersonal and Organizational Communication A.A. degree program. Qualifications include having a Master's degree or higher in Communication. Assigned FTE would be the same for the Communication A.S. degree.

Curriculum

Course Number and Name	L.O.	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
ENG* B101 Composition		assessment test	3	Gen Ed, PSY 111 General Psychology OR SOC 101 Introduction to Sociology		3
COM* B100 Introduction to Communication (for majors)	1, 2, 3	ENG* B101	3	Gen Ed. COM 173 Public Speaking OR HON COM 173 Honors Public Speaking	1, 2, 3	3
COM* B172 Interpersonal Communication	1, 2, 5	ENG* B101	3	Gen Ed., Any course that meets Knowledge of the Physical and Natural World		3
COM* B278 Group Communication	1, 3, 4	ENG* B101	3	ENG 110 Introduction to Literature		3
COM* B202 Intercultural Communication* An introduction to the field of intercultural communication. This course studies how culture and communication interact. This course is designed to increase awareness of the cultural self and to help develop greater competence in communicating across cultural lines. Cultural privilege and power will be explored, as well as processes for mediating intercultural conflict. Finally, the course will examine models of how people learn cultural identity and develop intercultural sensitivity. Throughout the course, examples will be drawn from cultures of Europe, Asia, Africa, the Middle East and the Americas to help the student gain a global understanding of the issues involved in intercultural communication.	2, 3, 5	ENG* 101 and any 100-level Social Science course.	3	HIS 102 Western Civilization OR HIS 122 World Civilization II OR HIS 202 U.S. History II OR HIS 213 U. S. Since W.W. II		3
COM* B206 Social Media* Interpersonal relationships and community have	2, 3	For COM* B206: COM*B 100	3	ANT 105 Introduction to Cultural		3

traditionally been conceptualized as created through face-to-face interaction. However, with the advent and proliferation of new communication technologies, interpersonal relationships and communities have taken on a new face and form, transcending space and time, challenging our definitions and perceptions of what "relationships" and "community" are and can be. In this course, we will examine theories and concepts pertaining to interpersonal relationships and community, literature that applies these to new technologies, as well as literature that offers new findings and theories on the interfaces between them. We will also critically examine the role that new technologies are having on our thought processes, education, civic and social life.		For THR* B101: ENG* B101		Anthropology		
OR THR* B101 Introduction to Theater						
COM* B295 Internship I	2, 3	12 completed credit hours in Communication	3	Any course in Human Thought and Expression		3-4
COM* B201 Intro, Public Relations OR COM* B229 Creative Writing – Nonfiction	2, 3	ENG* B 101 For COM* B229: ENG* B101 with a grade of C+ or better	3	HUM 101 Introduction to Humanities OR HUM 125 Introduction to Peace and Conflict Studies OR any foreign language OR any SGN course		3-4
COM* B199 Family Communication* Communication as it functions in family systems. Students will focus on identifying, describing and analyzing patterns of communication, the development of communication norms, the role the family system plays in the organization of society. 3cr OR COM* B101 Intro, Mass Communication	2, 4, 5	For COM* B199: COM*B 100 For COM* B101: none	3	Gen Ed, 5 MATH 109 OR higher		3
COM* B209 Gender and Communication	2, 5	ENG* B 101	3	IDS 201 Explore		3
Core Course Prerequisites			30	Elective Courses in the Field		30
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

Resource Support

There are no special resources needed for this program.

Faculty

There will be no new full time faculty hired to teach in this program. Adjunct faculty will be hired as enrollment needs dictate.

Faculty teaching in the program will be:

Robert Kagan, Chair

MS Syracuse University

Specializations: Film, Public Relations

Stephanie Davis

BA Howard University University of Maryland

Specializations: Journalism

Albert Kim

MS Central Connecticut State University

Specializations: Communication, Mass Media, Broadcasting

Rebecca M. Townsend

PH.D University of Massachusetts Amherst

Specializations: Communication and culture; rhetoric and social interaction

Brion Van Over

University of Massachusetts Amherst

MA State University of New York at Albany

Specializations: Communication, Conversation Analysis, Intercultural Communication, Interpersonal Communication, Environmental Communication

Institution	Manchester Community College				Date	10/7/2013
Proposed Program	Interpersonal and Organizational Communication					
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 (from other programs)	10	5	5	5	5	5
New Students (first time matriculating)	10	10	15	10	20	15
Continuing (students progressing to graduation)	0	0	10	10	20	15
Headcount Enrollment	20	15	30	25	45	35
Total Estimated FTE per Year	27		42		52	
PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$ 37,860.00	\$ 11,160.00	\$ 94,650.00	\$ 22,320.00	\$ 151,440.00	\$ 33,480.00
Program-Specific Fees	\$ -					
Other Rev. (Annotate in text box below)	\$ -					
Total Annual Program Revenue	\$ 49,020.00		\$ 116,970.00		\$ 184,920.00	
PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	0*					
Faculty (Full-time, total for program)	0					
Faculty (Part-time -total for program)	1	\$9,382	3	\$28,146	4	\$37,528
Support Staff	0					
Library Resources Program						
Equipment (List as needed)	0					
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)	\$930 per student	\$32,550		\$51,150		\$74,400
Total ESTIMATED Expenditures		\$41,932		\$79,296		\$111,928
* Note: Capital outlay costs, institutional spending for research and service, etc. can be excluded.						
<p>Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."</p> <p>* Interpersonal and Organizational Communication resides in the Communication Department. The department chair will not receive additional release time based on BOR approved compensation for program coordinators and chairs</p>						

ITEM

Extension of a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education extend licensure of a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online until February 28, 2014

BACKGROUND

The Nursing Education program leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University administered jointly and offered online was licensed in November 2011 for a period of two years. The original resolution reads:

That the Board of Regents for Higher Education licenses a program in Nursing Education leading to the Doctor of Education (Ed.D.) degree at Southern Connecticut State University and at Western Connecticut State University, to be administered jointly and offered online for a period of two years until November 30, 2013. Be it further resolved that the program will enroll only students from states in which both universities are authorized to operate, and be it further resolved that the program must provide to the President a report no later than September 1, 2012 on student enrollment, progress, and satisfaction at both universities in a format determined by the President.

The interim reports submitted last year reported positive outcomes. The institutions request an extension to prepare documents for consideration of accreditation.

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Designation of Ms. Susan Campbell to fill the Robert C. Vance Endowed Chair in Journalism and Mass Communication at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

- WHEREAS Through Board Resolution #03-11, the former Board of Trustees for the Connecticut State University System established the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University, and
- WHEREAS President Jack W. Miller of Central Connecticut State University, upon consultation with the Search Committee, the Chair of the Department of Communications, the Dean of the Carol A. Ammon School of Arts and Sciences, and the CCSU Provost, has recommended that the endowed chair be filled by Ms. Susan Campbell, and
- WHEREAS Ms. Campbell has been formally trained as a journalist, has taught mass communication courses for more than a decade, is a former reporter, has worked through the transition from a print media organization to a convergent one that uses multiple platforms to construct and convey messages using many different media, and also brings a unique blend of experiences that will support CCSU's institutional commitment to community engagement, and
- WHEREAS Ms. Campbell will be responsible for teaching; working with faculty, students and media professionals to conduct research, develop curricula, and promote collaborative interactions among academia and the private sector; provide opportunities for students and faculty to conduct research and develop innovative approaches to complex issues; conduct outreach activities that will benefit CCSU, its students and the greater New Britain community, therefore be it
- RESOLVED That the Board of Trustees for the Connecticut State University System designates Ms. Susan Campbell to fill the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University for spring 2014 and fall 2014.

BACKGROUND

Central Connecticut State University has requested that Ms. Susan Campbell be named to fill the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University. The Board of Regents may appoint individuals to Endowed Chairs following the policy and procedures approved by the former Board of Trustees under Board Resolution #03-11.

While Section 10a-20a of the Connecticut General Statutes provides for matching funds through the Endowed Chair Investment Fund, appropriations have not been directed to this fund in several years, and more recently established Endowed Chairs, including the Robert C. Vance Chair in Journalism and Mass Communication at Central Connecticut State University, are not supported by this state fund but only by the endowment of the specific donor(s) establishing the Endowed Chair.

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

RATIONALE

The incumbent of the this Endowed Chair would work with faculty, students and area professional in the fields of journalism and mass communication to conduct research and promote collaboration interactions between the university and the private sector; develop innovative approaches to complex issues facing the discipline; and perform research, consultation and management development seminars for professionals and practitioners.

Ms. Susan Campbell is a formally trained journalist and she has taught mass communication courses for more than ten years. As a former reporter for *The Hartford Courant*, she worked through the transition from a print media organization to a convergent one that uses multiple platforms to construct and convey messages using many different media. Ms. Campbell received the 2010 Connecticut Book Award for her memoir, *Dating Jesus: Fundamentalism, Feminism, and the American Girl* and she has served as a guest host for NPR's "Where We Live."

Ms. Campbell will bring a unique blend of experiences that will support CCSU's institutional commitment to community engagement. She has developed an organization to facilitate community engagement and discussion of current issues at the Charter Oak Cultural Center in Hartford. Her work with the Partnership for Strong Communities is well aligned with the University's efforts to end homelessness in New Britain.

As the Vance Chair, Professor Campbell's responsibilities would consist of:

- Teaching one course spring 2014 and one course fall 2014
- Working with the faculty, students, and area media professional to conduct research, develop curricula, and promote collaborative interactions among academia and the private sector
- Providing opportunities for students and faculty to conduct research and develop innovative approaches to complex issues such as First Amendment law, the media as a teaching tool, ethics and morality in the media, and the impact of stereotypes portrayed in television entertainment on modern society
- Conducting outreach activities such as a public lecture, conference development, internship placement, and act as a guest lecturer in other classes in the journalism and communications programs

The term of the appointment would be for the spring 2014 and fall 2014 semester.

ITEM

Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology at Southern Connecticut State University – a multi-institutional center with a central-HUB at Southern and regional-HUBS at Central Connecticut State University, Eastern Connecticut State University and Western Connecticut State University.

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State University Board of Trustees Resolution #01-87 provides a policy and procedures to establish Connecticut higher education centers of excellence, and

WHEREAS Centers of excellence established under these procedures are to go out of existence on December 31 five years after their inception unless action to the contrary is taken by the Board, therefore be it

RESOLVED: That the Board of Regents for Higher Education establishes the Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology at Southern Connecticut State University – a multi-institutional center with a central-HUB at Southern and regional-HUBS at Central Connecticut State University, Eastern Connecticut State University and Western Connecticut State University; to exist until December 31, 2018, unless approved for continuance pursuant to Board policy

BACKGROUND

Southern Connecticut State University has requested that the Board of Regents establish a Connecticut State Colleges & Universities (ConnSCU) Center for Nanotechnology as allowed under CGS 10a-25h and through procedures established by the former CSU Board of Trustees (BR#01-87).

Staff review of the proposal indicates it is consistent with the statutory definition of a center of excellence as well as the missions of both ConnSCU and SCSU. As required by Board policy, the materials provided by the University make a case for need, identify objectives and faculty resources, present a plan for financial support, and outline an evaluation and assessment plan. In establishing the new Center, SCSU will build upon existing physical infrastructure, faculty expertise, academic programs on campus and the other CSU institutions; and current research collaborations with Yale University, the University of Connecticut and the community colleges. The plan for sufficient financial support of the center includes grant funds from federal and private sources.

11/08/13 – Academic and Student Affairs Committee

11/21/13 – Board of Regents

RATIONALE

Need

Nanotechnology is a subfield of materials science that explores and exploits the unique properties of materials when manipulated at the nanometer (atomic and molecular) scale – fertile territory for new discoveries in fundamental science and for the development of novel applications. Advances in nanotechnology have the potential to influence many fields of science and engineering as well as many sectors of society (e.g. agriculture, energy and environment, information technology, medicine).

At the turn of the century, two reports to state authorities advocated that Connecticut become well prepared to compete in the developing field of nanotechnology poised to play a major role in shaping the future. In response to the reports' call for action and subsequent legislative acts, Southern envisions the ConnSCU Center for Nanotechnology as functioning at the interface of education, research, workforce training and outreach and service to the state. The Center has been designed to be multi-institutional, physically located in the Physics Department at SCSU and serving as the central-HUB and supporting regional-HUBS at CCSU, ECSU and WCSU to maximize the impact of the Center on the research and education across the ConnSCU system.

Building upon previous research collaborations, work in developing curricula, research expertise and experience in community outreach/educational activities for materials science and nanoscience, the Center will become a resource for all STEM disciplines within ConnSCU, promoting interdisciplinary research and education; and serving as a venue for outreach to the general public and the business community.

Objectives

The objectives for the proposed Center are listed in a chart at the end of this report. They have been aligned in support of its goals:

1. Serve as a state-of-the-art instrumentation and techniques center for characterization, fabrication, and analysis studies of micro- and nano-scale structures;
2. Serve as a locus for faculty and student learning, research, and research training in materials science and nanotechnology;
3. Work with CEMS to provide a nexus for interdisciplinary science studies;
4. Provide academic – corporate collaboration and internship opportunities for students and faculty;
5. Work with CEMS to facilitate STEM recruitment, retention and public literacy initiatives; and
6. Support nanotechnology regional-HUBs at CCSU, ECSU, and WCSU

A number of activities/events will be undertaken to accomplish the objectives. These activities/events include those derived from lessons learned and collaborations with closely aligned research centers, including the Center for Research on Interface Structures and Phenomena (a collaboration between Yale University and Southern), the Yale Center for Nanoscience and Quantum Engineering, the Institute of Material Science at the University of Connecticut and Southern's Center for Excellence in Mathematics and Science (CEMS).

Appropriately, the objectives serve as the basis for the Center's assessment and evaluation plan which calls for annual process evaluations and outcome evaluations, discussed succinctly in the chart.

Faculty and Staff Involvement

Administration

The Inaugural Director of the Center will be Dr. Christine Broadbridge, a faculty member in the Physics Department for 13 years and its chairperson since 2008. She holds a doctorate in materials science engineering from Brown University and has conducted research in advanced methods for nanocharacterization. She has previously established grant-funded facilities supporting undergraduate research at Trinity College and Southern. An Inaugural Facilities Manager, part of the Center's leadership structure, is to be named later. Physics department faculty members, Dr. Todd Schwendemann and Dr. Matthew Enjalran have been identified as the best candidates to fill this role. Dr. Karen Birch, Coordinator of the Connecticut College of Technology will be the Inaugural Administrative Liaison, providing the leadership with advice on the administration and operations of the Center to insure that the Center maximizes its impact on the ConnSCU system. The director, facilities manager and administrative liaison will also be charged with the responsibilities of identifying and securing additional funds to support the Center. The Center will establish an Advisory Board to provide broad input on the needs of the communities served. Advisory Board membership will include representative from the four CSU campuses, Yale University, the University of Connecticut, the Community Colleges and representatives from local industry. Southern's Provost and Dean of Arts and Science will provide administrative oversight of the Center.

Other faculty and staff

ConnSCU faculty members from various disciplines will have access to the Center's facilities for research, the development of coursework, and professional development. Students across ConnSCU will be impacted by the Center via coursework and participation in research programs. Additionally, the Center will develop research facilities and programs that facilitate interdisciplinary interactions between community college and CSU faculty and students.

Budget

Principally, revenue to support the Center comes from a federal grant and a private gift. Funds from a National Science Foundation grant and a Werth Family Foundation gift will be annually budgeted for undergraduate, graduate and teacher fellowships, and materials/supplies/instrument maintenance. Initially \$103,885 will be allocated for these purposes. Other revenue includes institutional support and membership and instrument use fees. Operational funds from Southern totaling \$29,525 for the first year will include 3-credits of release time for the administrative director, summer support for the lab manager, a part-time technician and funding for equipment and supplies. Fees generated by the Center will be used to support the part-time technician and to purchase consumable materials and supplies.

Five-Year Revenues and Expenses

BUDGET CATEGORIES	Year 1 (FY14)	Year 2 (FY15)	Year 3 (FY16)	Year 4 (FY17)	Year 5 (FY18)	TOTAL
REVENUE						
1. Gifts/Grant Support ^a	\$103,885	\$103,885	\$113,885	\$118,885	\$123,885	\$564,425
2. General Fund ^b						
3. Operating Fund ^c	\$29,525	\$28,628	\$27,307	\$26,055	\$25,021	\$136,536
4. Other Revenue ^d	\$9,150	\$14,052	\$20,911	\$26,678	\$36,954	\$107,745
5. TOTAL REVENUE (lines 1-4)	\$142,560	\$146,565	\$162,103	\$171,618	\$185,860	\$808,706
EXPENSES						
1. Personnel ^e	\$73,785	\$74,382	\$74,996	\$75,630	\$76,283	\$375,076
2. Fringe Benefits	\$6,900	\$7,483	\$7,707	\$7,938	\$8,177	\$38,205
3. Travel						
4. Equipment & Supplies	\$61,875	\$64,700	\$79,400	\$88,050	\$101,400	\$395,525
5. Contractual						
6. Construction ^f						
7. Other						
8. Total Direct Costs (lines 1-8)	\$142,560	\$146,565	\$162,103	\$171,618	\$185,860	\$808,706
9. Indirect Costs ^g						
10. TOTAL COSTS (lines 8-9)	\$142,560	\$146,565	\$162,103	\$171,618	\$185,860	\$808,706
NET						
1. TOTAL REVENUE - TOTAL COSTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
surplus / (deficit)						
2. OPERATIONAL BALANCE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
from previous year						

NOTES:

- Include and break out revenues from foundations and gift/nonoperational revenues from other sources. Provide description in Budget Narrative.
- Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant)
- Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).
- Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.
- Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement.
- Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.
- Estimate costs for facilities use, utilities consumption, etc.

Assessment and Evaluation Plan

Center's Objectives					
1. Center will provide research opportunities at the undergraduate and graduate (MS) levels	2. The Center will facilitate development of coursework in nanotechnology and its applications for use at the undergraduate, graduate (masters) levels and for non-science majors.	3. The Center will develop research facilities and programs facilitating interdisciplinary interactions between ConnSCU faculty and students.	4. The Center will provide coursework and professional development opportunities for K-12, CT Community Colleges, and CSU educators.	5. The Center will establish research facilities supporting education, research and research training in nanotechnology and materials science.	6. The Center will establish a ConnSCU Advisory Board on Nanotechnology to offer resources that will aid in Connecticut's Workforce Competitiveness (e.g., coursework, certification programs, use of laboratory facilities)
Evaluation and Reporting Procedures					
<p>Process and outcome evaluations will be employed in determining the success of the Center in achieving its objectives. The process evaluation will include a review of the activities outlined under each strategy (goal) to determine if activities/events were implemented as originally planned, i.e., number, timing, etc. and the quality of the activities and events. The outcome evaluation will assess the impact of the strategies and related activities to enhance the science education of undergraduate and graduate students, current and future science educators, and the understanding, appreciation and interest in science for K-12 students and the general public.</p> <p>Annual assessments will be conducted by the Center's management and submitted with revenue statements through the university's reporting processes in the form of an annual report to the Dean of Arts and Sciences and the Provost of the University. The Dean and Provost will conduct site visits and their recommendations will be incorporated with the annual self-assessment into the Center's continuous improvement plan.</p> <p>An initial 5-year (sunset) review will be conducted according to the CSU Guidelines for Academic Centers and Institutes. If approved for continuance, the Center will continue to conduct intensive 5-year reviews.</p>					

ITEM

Continuation of the Biotechnology Institute at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Biotechnology Institute at Central Connecticut State University until December 31, 2018

BACKGROUND

The Biotechnology Institute at Central Connecticut State University was established May 8, 2003 (BR 03-32) and was last reauthorized for continuation October 8, 2008 (BR 08-54) until December 31, 2013 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the Biotechnology Institute be continued.

RATIONALE

The Biotechnology Institute was established to facilitate productive interactions with area biotechnology companies to enhance academic, research and outreach activities in the biomolecular sciences. These interactions have resulted in CCSU faculty improving their capacities to maintain curricular programs that are modern, relevant and responsive to the needs of local industries. Consequently, the companies have increased awareness of CCSU programs and of their graduates as local workforce resources. Moreover, the interactions afford CCSU the wherewithal to increase community outreach efforts designed to recruit and prepare middle and high school students for future educational and career opportunities in the biomolecular sciences.

In achieving its stated objectives, recent accomplishments include:

- Fund-raising drive conducted with alumni, netting \$5,000
- Continuation/expansion of outreach programs for middle and high school students
- Increased employment opportunities for graduates with strong placements at Protein Sciences and Bristol-Myers and developing contacts at the new Jackson Lab being constructed at the UConn Health Center

Evaluations of the Institute's progress have been centered upon its placement of students which has been deemed highly successful despite the difficult economy. The Institute also has a highly successful track record of placing its students into graduate programs. The outreach programs have a strong history with many students benefitting from their program experiences. The Institute recognizes a need to work harder to maintain its contacts with management of local firms. To that end, it plans to offer a forum to present students' research next spring.

In its five-year review, the Institute anticipates acquiring sufficient revenue, primarily from gifts/grants, over the course of the next five years to continue its self-supporting status.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance		\$13,232.08	\$8,286.15	\$9,430.46	\$11,971.83
Total Revenues	\$6,632.13	\$6,110.07	\$12,826.00	\$6,315.00	\$1,184.00
Total Expenses	\$1,854.90	\$11,056.00	\$11,681.69	\$3,773.63	
Revenues Less Expenses	\$4,777.23	(\$4,945.93)	\$1,144.31	\$2,541.37	
Ending Balance	\$13,232.08	\$8,286.15	\$9,430.46	\$11,971.83	

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		\$4,500	\$9,000	\$13,500	\$18,000
Total Revenues	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500
Total Expenses	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
Revenues Less Expenses	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Ending Balance	\$4,500	\$9,000	\$13,500	\$18,000	\$22,500

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Continuation of the East Asian Studies Center at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the East Asian Studies Center at Central Connecticut State University until December 31, 2018

BACKGROUND

The East Asian Studies at Central Connecticut State University was originally established as the China Resource Center February 6, 1998 (BR 98-09), continued and renamed the East Asian Studies Center November 6, 2003 (BR 03-61), and was last reauthorized for continuation October 8, 2008 (BR 08-55) until December 31, 2013 by the CSU Board of Trustees. The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the East Asian Studies Center be continued.

RATIONALE

The mission of the East Asian Studies Center is to promote, support and enhance academic success and excellence among Asian and Asian American students at CCSU. Its establishment was prompted by the increasing prominence of Asia in the global society and the growing community of Asians in Connecticut. An overwhelming majority of Asian American and Asian students have achieved a high GPA in recent years. However, during that time, a small percentage of Asian American and Asian students have withdrawn from the university; and feedback from active students have cited lack of a welcoming, inclusive, informed and sensitive campus as well as opportunities for scholarship, academic development and leadership on campus as possible reasons. The Center aspires to achieve 100 percent of Asian American and Asian students remaining at CCSU and graduating with outstanding academic records. Moreover, the Center hopes to capitalize on its highest achieving students as role models for other Asian as well as other CCSU students, and to forge a strong and safe academic community for all students by building community leadership while promoting social understanding between the diverse racial and ethnic groups on campus and the larger community.

The Center has implemented a large array of programs, activities and services for Asian students often in collaborations with other campus organizations to achieve its goals and objectives; including mentoring, orientations, networking, advisement and cultural excursions. Likewise, a number of assessments are utilized to determine the extent to which goals and objectives have been achieved; including a database of students’ academic performance, mentor logs, participant feedback, focus groups and event attendance. The Center recognizes that it has experienced limited success in its goal to expand extensive, informal and formal ties and partnerships with scholars, universities, corporations, and organizations in Asia whose mission and/or interests complement those of CCSU; and its desire to secure grants and/or funding to support academic scholarships and internships. An Advisory Board has been established to guide and support the

Center, specifically in these areas. Additionally the Center plans to work collaboratively with the campus' Africana Center and Latino/Caribbean Center to jointly plan and implement a combined social/cultural event and other activities to impact their mutual interests and concerns.

The Center is supported by operating funds from the university, which are expected to increase by \$1,500 annually over the course of the next five years.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance					
Total Revenues					
Total Expenses					
Revenues Less Expenses					
Ending Balance					

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance	\$0	\$0	\$0	\$0	\$0
Total Revenues	\$13,883	\$15,383	\$16,883	\$18,383	\$19,883
Total Expenses	\$13,883	\$15,383	\$16,883	\$18,383	\$19,883
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$0	\$0	\$0	\$0	\$0

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Continuation of the Institute for Technology and Business Development at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Technology and Business Development at Central Connecticut State University until December 31, 2018

BACKGROUND

The Institute for Technology and Business Development at Central Connecticut State University was originally established as the Institute for Industrial and Engineering Technology July 23, 1993 (BR 93-60), continued October 1, 1998 (BR 98-59), given its current name in October 2002, continued November 6, 2003 (BR 03-62), and was last reauthorized for continuation October 8, 2008 (BR 08-56) until December 31, 2013 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the Institute for Technology and Business Development be continued.

RATIONALE

The Institute's predecessor was an outgrowth of a report entitled the "Manufacturing Technology Deployment Study – Increasing Deployment of Manufacturing Technology in Connecticut" commissioned by the General Assembly. The report concluded the state needed supportive resources from higher education. CCSU was given a \$4.3M grant by the state in 1993 to buy a downtown New Britain building to address the five needs identified by the report. Since that time, the Institute has continued to support the identified needs by molding itself to address companies' needs. In its current configuration, ITBD focuses on four core areas: (1) Workforce Development Training, (2) Business Services/Advisory in Incubation, (3) Conferencing, and (4) Aligning with CCSU's Continuing Education program in Institutional Advancement to offer Corporate weekly workforce institutes and open enrollment programs using CCSU faculty.

ITBD has received a number of awards and recognitions as a quality service provider to multiple industries across the state. According to its own assessments, the Institute has launched over 80 new businesses, provided workforce training to thousands of individuals and improved the state's economy and its competitiveness. Additionally, ITBD has provided a venue where CCSU faculty and students can gain access to the business community for experiential and applied learning. Additionally, Institute activities have led to successful scholarship opportunities for students.

The Institute is self-supporting - its revenues are all generated from fees collected from training programs, conference center room rental, catering, and monthly rent from start-up businesses and tenants. The budget is projected to remain at break-even over the course of the next five years,

as expenses absorb operational net income projected to be \$1.3M in FY2014 and growing to \$2.0M in FY2018.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance	\$578,000	\$745,000	\$871,000	\$1,020,000	\$924,000
Total Revenues	\$2,002,000	\$1,800,000	\$1,926,000	\$1,395,000	\$1,145,000
Total Expenses	\$1,841,000	\$1,674,000	\$1,777,000	\$1,491,000	\$1,252,000
Revenues Less Expenses	\$161,000	\$126,000	\$149,000	(\$96,000)	(\$107,000)
Ending Balance	\$745,000	\$871,000	\$1,020,000	\$924,000	\$817,000

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance					
Total Revenues	\$1,300,000	\$1,500,000	\$1,700,000	\$1,800,000	\$2,000,000
Total Expenses	\$1,300,000	\$1,500,000	\$1,700,000	\$1,800,000	\$2,000,000
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$0	\$0	\$0	\$0	\$0

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Continuation of the Church Farms Center for the Arts and Sciences at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Church Farm Center for the Arts and Sciences at Eastern Connecticut State University until December 31, 2018

BACKGROUND

The Church Farm Center for the Arts and Sciences at Eastern Connecticut State University was established March 10, 2008 (BR 08-07) until December 31, 2013 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Nunez has recommended that the authorization for the Church Farm Center for the Arts and Sciences be continued.

RATIONALE

The Church Farm property in Ashford, CT was donated by Dorothy Church Zaring and Joseph Zaring to the ECSU foundation, Inc. with the donors' request that it be devoted to creative university, community, state and regional involvement in the arts and humanities, environmental sciences and ecology, and a range of other community and life-long learning activities and events. The mission of the Center for the Arts and Sciences is to integrate art, the humanities, environmental science and ecology into the University and local communities by providing a site for student and faculty research, a wide range of formal learning experiences for Eastern students and members of the broader community, and a venue for cultural activities.

Each semester since Fall 2008, a minimum of two programs have been offered including art exhibits, jazz concerts, theatrical productions, programs for children, and lectures related to ecology and environmental science. ECSU faculty and students have conducted research at the site related to wildlife habitat and restoration, invasive species, animal behavior and hydrology. The Center has integrated Church Farm into the Ashford community through programs attended by local residents and by providing a venue for local organizations to hold events. The Center has also created a web site that provides a digital library of documents related to Church Farm.

Assessments indicate that the Center has been successful offering programming at the site and in promoting its usage as a field site for faculty and student research, other learning activities and creative/cultural activities. However, the Center has not succeeded in filling the endowed chair linked to the facility. Until that goal can be achieved, an existing faculty member in the Department of Biology will take responsibility for some of the intended activities of the endowed chair; primarily, promotion and support of undergraduate research at the farm, and leadership in the scheduling, planning and conduct of events related to Biology at the Center; thus expanding the activities at the Center.

The Center expects that most of its funding over the course of the next five years will come from gifts and grants.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance		\$46	\$381	\$470	\$1,123
Total Revenues	\$3,000	\$3,700	\$4,400	\$5,100	\$5,791
Total Expenses	\$2,954	\$3,365	\$3,311	\$4,447	\$5,648
Revenues Less Expenses	\$46	\$335	\$89	\$653	\$143
Ending Balance	\$46	\$381	\$470	\$1,123	\$1,266

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		\$0	\$0	\$0	\$0
Total Revenues	\$6,489	\$18,731	\$21,395	\$23,542	\$26,438
Total Expenses	\$6,849	\$18,731	\$21,395	\$23,542	\$26,438
Revenues Less Expenses	\$0	\$0	\$0	\$0	\$0
Ending Balance	\$0	\$0	\$0	\$0	\$0

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

Continuation of the Center for the Study of Culture and Values at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for the Study of Culture and Values at Western Connecticut State University until December 31, 2018

BACKGROUND

The Center for the Study of Culture and Values at Western Connecticut State University was established March 7, 2003 (BR 03-09), and was last reauthorized for continuation October 8, 2008 (BR 08-57) until December 31, 2013 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institute to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Schmotter has recommended that the authorization for the Center for the Study of Culture and Values be continued.

RATIONALE

The mission of the Center for the Study of Culture and Values is to expand opportunities and enrich discourse in the university and community related to culture, values and issues of choice in history and contemporary life; and to support teaching, research and scholarship on topics related to the significance of culture and values in shaping our civilization. The Center is also charged with promoting the examination of ethnical, moral and legal codes and their effect upon patterns of social, professional and business practices.

The Center was established through a generous gift from the Macricostas Family Foundation, in part to support the original plan to establish an endowed chair in Modern Greek and Hellenic Studies. That plan has been modified due to insufficient matching funds and investment fields. Instead, the Center will continue its endowed lecture series and establish endowed courses with public lectures, drawing from the strong Hellenic Studies program at nearby Yale University.

In recent years, the Center has engaged two visiting faculty members for Spring 2012 and Spring 2013, respectively under the auspices of its endowed chair. Hereafter, an endowed course will be employed to promote connections between local Greek/Hellenic studies scholars and the greater Danbury community. The Center's endowed lecture series has been well attended by students, faculty and members of the broader community. The themes have alternated between a focus on culture and a focus on entrepreneurship. The Center has also brought to campus theatrical productions of Greek Classics and sponsored cultural excursions relevant to Greek history.

The Center anticipates endowment fund yields in the range of \$34K to \$36K annually to support its activities over the course of the next five years.

BUDGET

Summary of Revenues and Expenses					
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
Beginning Balance		\$0.00	\$3,233.54	\$4,190.36	\$4,190.36
Total Revenues	\$23,590.57	\$4,883.54	\$1,324.32	\$42,602.09	\$102,495.01
Total Expenses	\$23,590.57	\$1,650.00	\$367.50	\$42,602.09	\$102,494.45
Revenues Less Expenses	\$0.00	\$3,233.54	\$956.82	\$0.00	\$0.56
Ending Balance	\$0.00	\$3,233.54	\$4,190.36	\$4,190.36	\$4,190.92

Summary of Projected Revenues and Expenses					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
Beginning Balance		\$3,735	\$7,470	\$11,205	\$14,823
Total Revenues	\$34,000	\$34,000	\$34,000	\$34,000	\$34,000
Total Expenses	\$30,265	\$30,265	\$30,265	\$30,382	\$30,382
Revenues Less Expenses	\$3,735	\$3,735	\$3,735	\$3,618	\$3,618
Ending Balance	\$3,735	\$7,470	\$11,205	\$14,823	\$18,441

11/08/13 – BOR-Academic and Student Affairs Committee

11/21/13 – Board of Regents

ITEM

2013 Campus Master Plan Update to the 2007 Comprehensive Campus Master Plan for Western Connecticut State University.

BACKGROUND

The Board of Regents develops and systematically updates Comprehensive Campus Master Plans for the four universities. Within each university Master Plan, capital improvement projects are identified and developed from facility and program needs. Space reallocation is prioritized and determined based from an effective use of university space and land planning. Western's most recent Comprehensive Campus Master Plan was completed in 2007, and approved by the former Board of Trustees on March 16, 2007 (BR#07-13).

ANALYSIS

Western Connecticut State University's police station is currently housed in several rooms attached to the Midtown Campus Boiler House and totals 1,100 assignable square feet (ASF). A 2003 programming study for the Police Station reported both significant space deficiencies and lacks a visible presence for the university community. Western's 2007 Master Plan also identified the Police Station space deficiencies and recommended that a larger facility be allocated to better support university needs. A renovated space in White Hall was recommended for this purpose. Subsequently, the CSUS 2020 program funded \$500,000 in FY12 for design and \$4,250,000 in FY14 for construction (\$4,750,000 total funding) for the relocation of Western's Police Station into a renovated White Hall space.

As the CSUS 2020 FY12 funded design phase of the new Police Department commenced, Western's senior administration and Police ultimately concluded that White Hall was not a beneficial location for the new Police Station. Located in a basement of an academic building on the west side of the Midtown Campus at the corner of White St. and Fifth Street, this location does not sufficiently promote a visible presence for the university, is located on the opposite side of campus from the midtown residence halls, police functions are not compatible with White Hall's main use for classrooms and faculty offices, and the pre-existing structure imposes restrictions and challenges in constructing a modern, functional police facility.

Current detailed design studies have determined that a new, standalone police station should be located across the street from the current Boiler House/Police Station on the north side of Roberts Avenue. The police station will consist of approximately 6,155 ASF (8,300 gross square feet) that includes office space for administrative functions; lobby/reception area; conference and interview rooms; dispatch room; prisoner processing area; holding cell; communications equipment room; records retention space; evidence receiving, processing and storage rooms; briefing/roll call/training rooms; armory room; detective squad room, and separate locker rooms for male and female officers. The project budget for design and construction remains unchanged. BOR approval for a 2013 Western Master Plan modification due to the project relocation and

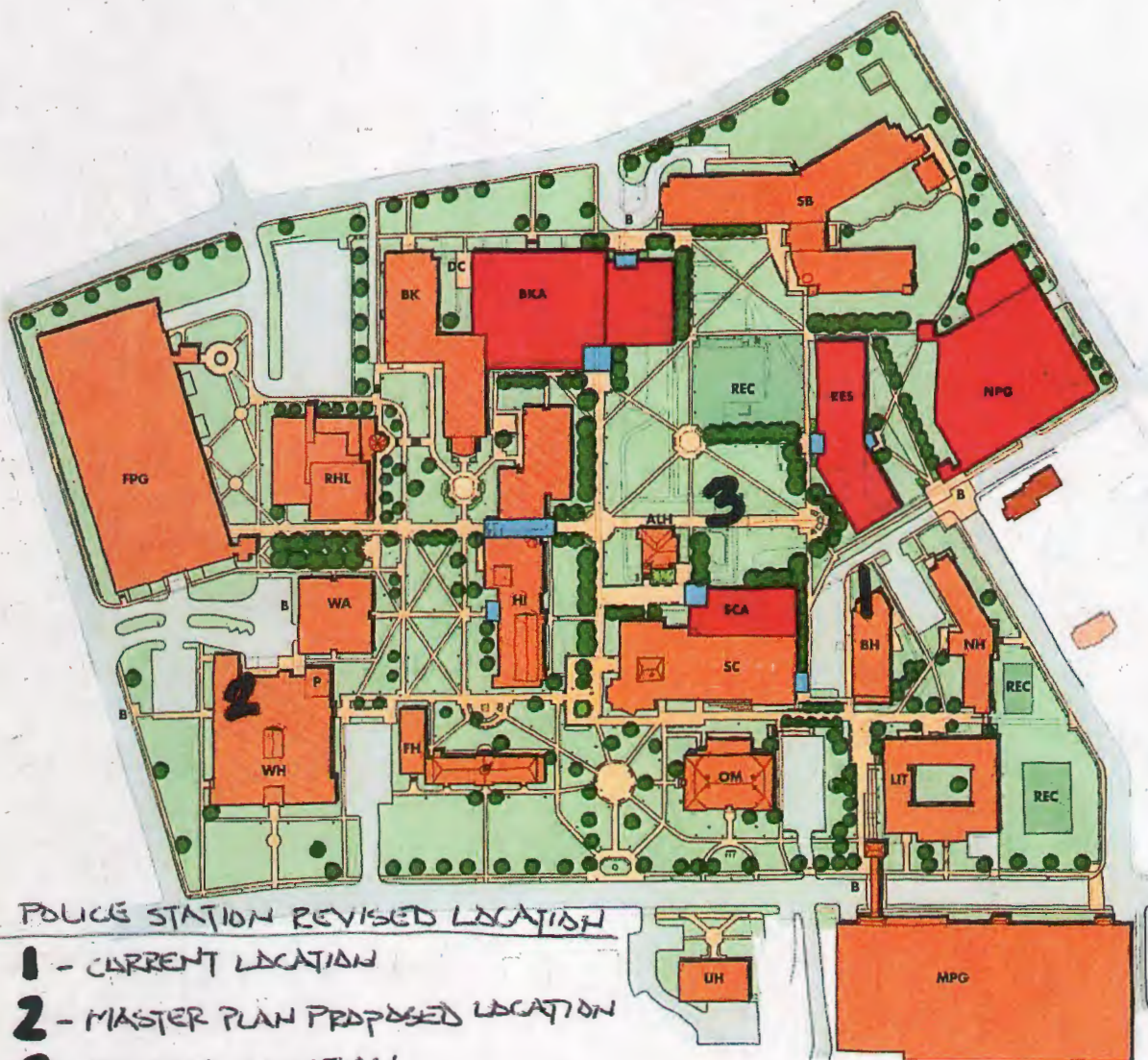
new construction classification modification from renovation to new construction is required.

PRESIDENT'S RECOMMENDATION

Approve the 2013 Master Plan Update to Western's 2007 Comprehensive Master Plan.

11/12/13 Finance Committee
11/21/13 Board of Regents

MIDTOWN CAMPUS MASTER PLAN FOR THE YEAR 2015



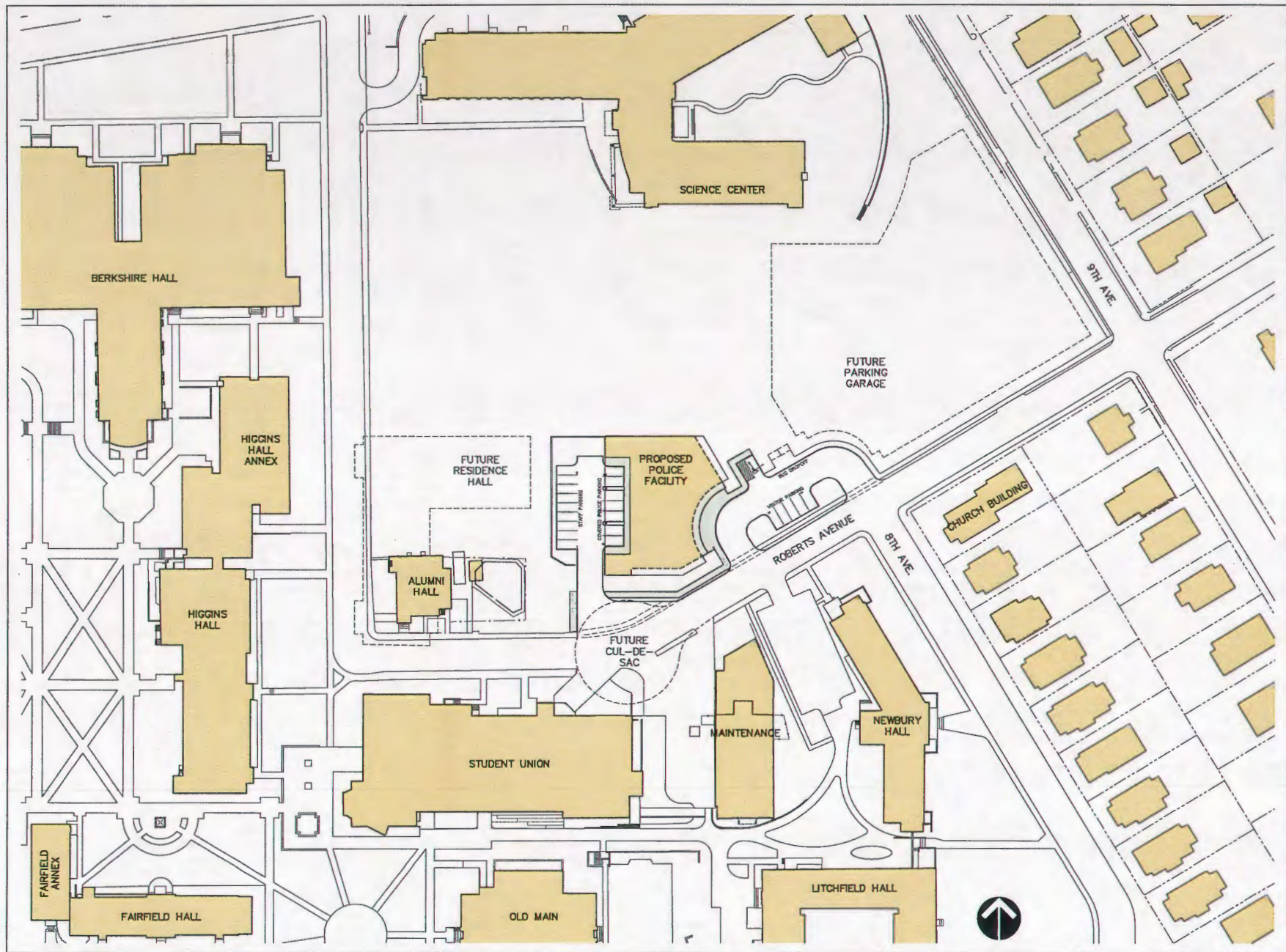
POLICE STATION REVISED LOCATION

- 1 - CURRENT LOCATION
 2 - MASTER PLAN PROPOSED LOCATION
 3 - REVISED LOCATION

LEGEND

ALH	Alumni Hall	MPG	Midtown Parking Garage	WH	White Hall	REC	Outdoor Recreation
BK	Berkshire Hall	NH	Newbury Hall	UH	University Hall	DC	Outdoor Day Care Space
BH	Boiler House	OM	Old Main	BKA	Berkshire Hall Addition	B	Bus Stop
FH	Fairfield Hall	RHL	Ruth Hass Library	NPG	New Parking Garage		
FPG	Fifth Avenue Garage	SB	Science Building	RES	New Residence Hall		
HI	Higgins Hall	SC	Student Center	SCA	Student Center Addition		
LIT	Litchfield Hall	WA	Warner Hall	P	Police Station		

9/12 SMMA SYMMES MAINI & McKEE ASSOCIATES



**NEW POLICE STATION
FOR THE
WESTERN CONNECTICUT
STATE UNIVERSITY**

DANBURY, CT
181 WHITE STREET

JHJH
**JACUNSKI HUMES
ARCHITECTS, LLC**

15 MASSIMO DRIVE
SUITE 101
BERLIN, CT 06037
TEL. 860-828-9321
FAX 860-828-9223

**ROBERTS AVE./
EIGHTH AVE.
PARCEL**

**OPTION E
FIGURE GROUND**

PROJ. NO. J1016	DRAWING NO. C-2E
SCALE 1"=40'	
DATE OCT. 21, 2013	

RESOLUTION

concerning

AMENDMENT TO THE
2007 COMPREHENSIVE CAMPUS MASTER
FOR
WESTERN CONNECTICUT STATE UNIVERSITY

November 21, 2013

WHEREAS, Western Connecticut State University completed its Comprehensive Campus Master Plan in 2007, and was approved by the former Board of Trustees on March 16, 2007 (BR#07-13), and

WHEREAS, Amendment of an approved Master plan may be sought if significant changes to the original Master Plan are identified as necessary, and

WHEREAS, Western's senior administration and police have concluded that the Master Plan location of the new Police Station located in a renovated White Hall space is not a beneficial location for the university, and

WHEREAS, A new standalone Police Station located across the street from the current Boiler House/Police Station on the north side of Roberts Avenue will be constructed, and

WHEREAS, There are no changes to the project funding as allocated in CSUS 2020 FY 12 & FY 14 that totals \$4,750,000.00; therefore be it

RESOLVED, That the Board of Regents for Higher Education approves the redesignation of Western's proposed Police Station to a new standalone facility located at Roberts Street.

A True Copy:

Erin A. Fitzgerald
Secretary

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Faculty Consulting and Research with Public and Private Entities” that shall be applicable to the full-time faculty at the Connecticut State Colleges and Universities.

BACKGROUND

The Community College audit revealed that the statutorily required policy was not acted upon by the previous Board of the Trustees. Consequently this action is necessary to assure that all of the constituent units under the Board of Regents are brought into compliance.

ANALYSIS

This Policy regarding Faculty Consulting and Research with Public or Private Entities is an updated policy for the CSUs and a new policy for Charter Oak and the Community Colleges. The “new” requirement for the CSU was a recommendation that both the Dean of the institution and Chief Academic Officer approve any such arrangements. Previously either the Dean or the Chief Academic Officer would be able to approve such arrangement. This policy is required for all constituent units of higher education by statute and the lack of such policy was noted in the Auditors of Public Accounts Report – Board of Trustees of Community-Technical Colleges System for the Fiscal Years Ended June 30, 2010 and 2011. The report also noted that this deficiency would be rectified.

RECOMMENDATION

That the Board of Regents for Higher Education in compliance with the provisions of § Section 1-84(r)(2) approve the attached resolution which to adopt and implement a policy regarding “Faculty Consulting and Research with Public and Private Entities.”

11/15/13 – Administration Committee
11/21/13 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Policy Regarding
Faculty Consulting and Research with Public or Private Entities
November 21, 2013**

- WHEREAS, The Board of Regents in accord with of the Connecticut state Colleges and Universities recognize that the faculty professional activities such as consulting or engaging in a research project for a public or private entity often is useful in maintaining and enhancing the faculty member's academic scholarship and competence; and
- WHEREAS, the primary responsibility of full-time faculty during the academic year is to their respective college or university; and
- WHEREAS, Section 1-84(r)(2) of the General Statutes requires the board to adopt a policy regarding faculty consulting agreements and research projects with public and private entities, requires that procedures be promulgated at the institutions to manage and account for such agreements and projects, and provide information semiannually to an oversight committee established pursuant to the statute;
- WHEREAS, The Board of Regents has established a process to create and adopt policy that would supersede policies of the Boards of Trustees of the Connecticut State University System ,the Regional Community – Technical Colleges and the Board of Academic Awards; therefore, be it .
- RESOLVED, That the Board of Regents rescinds the following policy, “Connecticut State University System Policy Regarding Faculty Consulting and Research with Public or Private Entities adopted pursuant to BR#07-55; and be it
- RESOLVED, that the Board of Regents adopts the attached “Policy Regarding Faculty Consulting and Research with Public or Private Entities” effective immediately.

A True Copy:

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

Board of Regents for Higher Education
Connecticut State Colleges and Universities

Policy Regarding Faculty Consulting and Research with Public or Private Entities

Faculty professional activities such as consulting or engaging in a research project for a public or private entity often are useful in maintaining and enhancing the faculty member's academic scholarship and competence. However, the primary responsibility of full-time faculty during the academic year is to the Board of Regents for Higher Education of the Connecticut State Colleges and Universities and their respective institution. The value of these outside activities is recognized through Collective Bargaining Agreements and statute and regulation.

For the purposes of this policy, consulting shall be defined as the provision of services for compensation to a public or private entity by a member of the faculty or member of the faculty bargaining unit: (i) when the request to provide such service is based on such member's expertise in a field or prominence in such field, and (ii) while such member is not acting in the capacity of a state employee.

For the purposes of this policy, research shall be defined as a systematic investigation, including, but not limited to, research development, testing and evaluation, designed to develop or contribute to general knowledge in the applicable field of study.

Faculty is expected to comply with the applicable provisions of the aforementioned Collective Bargaining Agreement, state statute and regulation. As such, no faculty member may engage in consulting agreement or research project that (A) inappropriately uses the institution's proprietary information in connection with such agreement or project; (B) interferes with the proper discharge of his or her employment with the university; and/or (C) inappropriately uses such member's association with the institution in connection with such agreement or project.

Each institution shall establish internal operating procedures that shall ensure, to the extent possible: (i) the disclosure, review, and management of conflicts of interest relating to any such agreement or project; (ii) the approval of the chief academic officer and dean of the institution prior to any such member entering into any such agreement or engaging in any such project; and (iii) the referral of any failure to comply with the provisions of this policy or institution procedure to the applicable disciplinary process outlined in the Collective Bargaining Agreement. Each institution shall provide a report to the Office of the BOR President of any such approved activities on or before May 1 and November 1 of each year. In addition, the Director of Internal Audit for the Connecticut State Colleges and Universities shall audit each institution's compliance with the established internal procedures and this policy annually.

ITEM

Adoption of a policy governing the search process for the selection and appointment of university and college presidents by the Board of Regents for Higher Education

BACKGROUND

Currently, there are presidential vacancies at three Community Colleges to which the Board of Regents intends to make permanent appointments. The former Board of Trustees for the Community Colleges had a presidential search process in place, as did the former Board of Trustees for the State Universities. The need not having presented itself to date, there exists no Board of Regents policy governing the selection and appointment of campus presidents at ConnSCU institutions.

ANALYSIS AND RECOMMENDATION

The provisions of the presidential search policies of the former boards have been examined, along with the recent experience of the Board of Regents in appointing its own president. Based thereon, the policy attached hereto as Exhibit "A" has been prepared with the intent of providing for open, competitive, and inclusive presidential searches; the policy is now being presented for adoption by the Board, effective immediately.

11/15/13 – Administration Committee
11/21/13 – Board of Regents

RESOLUTION

Concerning

ADOPTION OF A POLICY GOVERNING THE SEARCH PROCESS FOR THE SELECTION
AND APPOINTMENT OF UNIVERSITY AND COLLEGE PRESIDENTS
BY THE BOARD OF REGENTS FOR HIGHER EDUCATION

November 21, 2013

WHEREAS, A need exists to adopt a Board of Regents policy governing the selection and appointment of university and college presidents at ConnSCU institutions; and

WHEREAS, A policy that draws upon the search provisions of former governing boards, as well as the Board of Regents' recent experience in selecting and appointing its own president has been prepared; and

WHEREAS, The intent of the proposed policy is to create procedures that provide for an open, competitive, and inclusive search process; therefore be it

RESOLVED, That the Board hereby adopts the University & College Presidential Search Policy attached hereto and incorporated by reference herein as Exhibit "A", effective immediately.

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 Board President and 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 chair the committee. 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.

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Reporting Suspected Abuse or Neglect of a Child” that shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

Although children are often present on the Community College and State University campuses, those policies that relate specifically to reporting any suspected abuse or neglect are typically centered around children involved early education or similar programs. However, there are other potential contacts with children on the campuses, which should be likewise addressed, especially in instances where faculty, staff, administrators and coaches may witness or reasonably suspect that a minor may be abused or neglected and should be aware of the proper channels to report their suspicions.

ANALYSIS

This new policy for the Connecticut State Colleges and Universities broadens the duty to report suspected child abuse or neglect to all employees at the Connecticut State Colleges and Universities. Under this policy employees who witness or suspect child abuse, neglect or otherwise reasonably believe that imminent harm may befall a child is required to report, within eight hours their suspicion to their immediate supervisor and the System Office Vice President of Human Resources. The VP of Human Resources along with the reporter may contact the Department of Children and Families if it reasonably believed to be a reportable incident. The VP of HR may also conduct an investigation and if the alleged perpetrator is an employee. Reporters are protected from disciplinary action unless it is found that the reports are malicious. Those employees who are aware of abuse who fail to report will be subject to disciplinary measures.

The objective of this policy is to require that all employees report abuse and neglect, but since they do not have investigatory opportunity to properly assess their observations, to allow for another level of support and investigation to occur. This assures that those matters that are reported are matters that under statute must be reported as well as enables Human Resources to take immediate and appropriate action to address any related personnel situation.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt and implement the policy regarding “Reporting Suspected Abuse or Neglect of a Child.”

11/15/13 – Administration Committee

11/21/13 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

**Policy Regarding
Reporting Suspected Abuse or Neglect of a Child
November 21, 2013**

- WHEREAS, The Board of Regents in accord with of the Connecticut State Colleges and Universities recognize that accept that institutions of higher education often foster educational opportunities for people under the age of majority; and
- WHEREAS, The Board of Regents in accord with of the Connecticut State Colleges and Universities acknowledge the special care required for children, and so strives to the utmost to protect children on its campuses from any form of abuse and or neglect; and
- WHEREAS, Section 17a-101 of the General Statutes details which occupations and persons are mandated to report any suspected child abuse or neglect, and does not include the faculty, staff, administrators, coaches or other individuals employed by the Board of Regents and the Connecticut State Colleges and Universities; and
- WHEREAS, The Board of Regents consistent with the goal providing safe environments at all of its campuses for all who frequent them, has developed a policy for “Reporting Suspected Abuse or Neglect of a Child”; therefore be it
- RESOLVED, that the Board of Regents adopts the attached policy regarding “Reporting Suspected Abuse or Neglect of a Child” effective immediately.

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 (ConnSCU) accept that institutions of higher education often foster educational opportunities for people under the age of majority. 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 and or neglect as witnessed in the interaction between children and ConnSCU employees.

Pursuant to state law, certain individuals are “mandatory reporters” legally obligated to report all suspected cases of child abuse to the Department of Children and Families. Although ConnSCU employees are not necessarily “mandatory reporters” in accord with the General Statutes, the BOR recognizes that each ConnSCU campus should be a safe and secure environment for children to grow and develop.

Consequently, it is the policy of the BOR that any employee who witnesses or has reason to suspect that a child on a ConnSCU Campus has been abused or neglected must immediately (within 12 hours) report questionable behavior on the part of other employees towards children to their immediate supervisor and the System Office Vice President of Human Resources or his/her designee. A report is required if there is reasonable cause to suspect that a child 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. An employee who fails to report, but is later determined to have had previous knowledge of the abuse will be subject to discipline.

If the VP of Human Resources or his/her designee reasonably believes that a reportable incident has occurred, he/she will immediately contact the Department of Children and Families and assign an objective person to investigate the report. An employee under investigation may be placed on administrative leave pending the scope and results of the investigation. Employees who report suspicions of abuse or neglect are protected from any disciplinary action at work unless it is proven that the report is malicious.

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 ConnSCU community and to assure that the appropriate disciplinary processes are implemented.

ITEM

The Board of Regents for Higher Education establishes and adopts a policy regarding “Consensual Relationships Policy” that shall be applicable to each of the Connecticut State Colleges and Universities.

BACKGROUND

Although the Connecticut State Universities have had a policy regarding consensual relationships since 2005, the Community Colleges had not adopted such a policy. In unifying the Connecticut State Colleges and Universities, the Board of Regents has directed that the preexisting policies of the successor boards be harmonized and unified. Applying the proposed policy to all of the institutions under the jurisdiction of the BOR achieves that purpose while promoting an important concern of the BOR.

ANALYSIS

Under the Consensual Relationship Policy relationships between employees and students when the employee exercises direct or significant academic, supervisory or evaluative authority or influence over a student are prohibited. All other consensual relationships, such as relationships between students and employees even when there is no supervisory or evaluative relationship, are strongly discouraged. Likewise, employees are strongly discouraged from engaging in consensual relationships with other employees.

If employees and students choose to engage in a consensual relationship, the policy provides for actions steps that must be taken to diminish appearance of impropriety and conflict as well as provides sanctions for violation of the policy. The policy also provides notice to employees that if a sexual harassment claim is filed against an employee due to their workplace relationship, that employee could be held personally liable in a criminal or civil lawsuit.

RECOMMENDATION

That the Board of Regents for Higher Education to adopt and implement the policy regarding “Consensual Relationships.”

11/15/13 – Administration Committee
11/21/13 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Regarding

Consensual Relationships Policy

November 21, 2013

- WHEREAS, All employees with managerial, supervisory, or evaluative responsibilities for students or other employees carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission; and
- WHEREAS, Because of the inherent imbalance of power and need for trust, all employees with evaluative or supervisory authority over students and employees should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between employees, or between an employee and a student; and
- WHEREAS, Consensual relationships can create real conflicts of interest and appearances of impropriety that can impair the integrity of academic and employment decisions and pose special risks between individuals in inherently unequal positions of power, such as students and teachers or supervisors and employees; and
- WHEREAS, Although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual given the inherent power differential between the parties, and such relationships could potentially lead to sexual harassment charges; therefore be it
- RESOLVED, That the Board of Regents rescinds the following policy, "Connecticut State University System Policy Regarding Consensual Relationships" adopted pursuant to BR#05-13; and be it
- RESOLVED, That the Board of Regents adopts the attached policy regarding "Policy regarding Consensual Relationships" applicable to all Connecticut State Colleges and Universities effective immediately.

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 on Consensual Relationships

The Board of Regents for Higher Education (BOR) of the Connecticut State Colleges and Universities' respects that the educational mission of its institutions is founded on an atmosphere of mutual trust and respect between all members of the academic community. Faculty members, as well as those individuals upon whom the institution confers managerial, supervisory, or evaluative responsibilities, (including graduate assistants or undergraduate teaching assistants) carry a special responsibility to adhere to the highest ethical and professional standards and to avoid any actions that may appear to undermine this atmosphere of trust and respect and thereby hinder the institution's educational mission.

Because of the inherent imbalance of power and need for trust, faculty members, supervisory staff, and those with evaluative authority should be aware that dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a staff member and a student as well as when they occur between a supervisor and employee.

Such relationships can create real conflicts, are susceptible to an appearance of exploitation, and can impair the trust and integrity of the teaching, coaching, or other supervisory or evaluative relationship and may cause a perception of favoritism or bias on the part of the staff. In addition, although these relationships may begin and remain consensual, they may easily be later characterized as non-consensual and could potentially lead to sexual harassment charges.

Policy

Prohibited

Between employee and student: Consensual romantic, dating, or sexual relationships between any employee and any student over whom that employee exercises direct or otherwise significant academic, supervisory, or evaluative authority or influence are prohibited at all State Universities and Colleges. The evaluative relationship can take a variety of forms, such as teacher to student, advisor to advisee, coach to athlete, supervisor to student employee, or similar relationship.

Strongly Discouraged

Between employee and student: Romantic, dating or sexual relationships between employees and students over whom said employee does *not* have supervisory or evaluative authority are strongly discouraged. Such relationships are not only susceptible to future conflicts of interest, but also may present the appearance of impropriety.

If this situation exists, no employee should agree to supervise or evaluate a student with whom he or she has, or formerly had, a consensual relationship. A faculty member should inform the Dean if such a student wishes to enroll in a credit bearing course that he or she is teaching so that alternate arrangements can be made. Nor should a faculty member direct the student's independent study, internship, or thesis; participate in decisions regarding grades; or write letters of recommendation or reference.

Between employee and employee: BOR discourages employees with supervisory or evaluative authority from engaging in romantic, dating or sexual relationships with employees who they supervise or evaluate. If such a relationship exists or develops, the supervisory employee must notify his/her manager so that arrangements can be made for the unbiased supervision and evaluation of the employee. These situations are handled on a case-by-case basis and may require transfer or reassignment of one or more employees.

In the event of a Sexual Harassment Charge

Anyone who enters into a romantic, dating or sexual relationship where a professional power differential exists must realize that if a charge of sexual harassment is subsequently filed, it may be difficult to defend the charge by claiming that there was mutual consent. Employees could be held personally liable in a criminal or civil lawsuit.

Sanctions

All violations of this policy should be reported to Human Resources for investigation and appropriate administrative action, up to and including disciplinary action.

ITEM

Adopting guidelines to implement a performance recognition program for Management and Confidential Professional Employees of the Board of Regents for the rating period from July 1, 2012 to June 30, 2013, effective September 6, 2013.

BACKGROUND

In June, 2013, the Board of Regents adopted Human Resources Policies for Management and Confidential Professional Employees, which provides in relevant part as follows:

Salary adjustments for Management and Confidential Professional Employees shall not exceed but may match the average salary 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.

Following action taken by the Board, a general wage increase of 3.0 % was processed for management and confidential employees, effective June 28, 2013, consistent with funding assumptions built into the Board's Fiscal Year 14 budget.

The Board President is recommending consideration of a performance-based salary adjustments for management and confidential employees, as none have been made to date, for the rating period from July 1, 2013 to June 30, 2014.

PRESIDENT'S RECOMMENDATION AND ANALYSIS

Consistent with the Human Resources Policy set forth above, the President recommends Board approval of a performance recognition distribution for management and confidential employees under the guidelines set forth in Exhibit "A" to this Staff Report, effective September 6, 2013. The approximate cost of this distribution for the 308 management and confidential employees affected is \$515,000 for the balance of Fiscal Year 14, \$638,000 on an annualized basis, exclusive of employee benefits; see Exhibit "B" to this Staff Report. The Board's Chief Financial Officer estimates that all campus budgets and the System Office budget are financially positioned to absorb this cost. This would be the first performance based increase for management and confidential employees in three years.

At the conclusion of the administration of the performance recognition program, the Board will receive a report containing total cost, with breakdowns by campus and employee, along with such other detail as may be required.

RESOLUTION

concerning

GUIDELINES TO IMPLEMENT A PERFORMANCE RECOGNITION PROGRAM FOR MANAGEMENT AND CONFIDENTIAL PROFESSIONAL EMPLOYEES OF THE BOARD OF REGENTS FOR THE RATING PERIOD FROM JULY 1, 2012 TO JUNE 30, 2013, EFFECTIVE SEPTEMBER 6, 2013.

November 21, 2013

WHEREAS, In the interests of maintaining an equitable compensation program for its Management and Confidential Professional Employees, the Board has determined to administer a performance recognition program, to be effective September 6, 2013, consistent with its Human Resources Policies; therefore be it

RESOLVED, That the Board hereby adopts the recommendations of its President to proceed with a performance recognition program for Management and Confidential Professional Employees 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, to be effective on September 6, 2013.

A True Copy:

Erin A. Fitzgerald, Secretary

**Guidelines Governing Performance Recognition Compensation
for
Management and Confidential Professional Employees
of the Board of Regents for Higher Education**

1. Effective Date/Payment Date

- The effective date for performance recognition compensation shall be September 6, 2013.
- The performance recognition compensation will be reflected in the pay check dated December 27, 2013.

2. Salary Increase Pool/Employee Eligibility

The pool for each of the colleges, universities and the System Office shall be derived by summing the salaries of all employees assigned to Management and Confidential Professional positions who were eligible and received a general wage increase on June 28, 2013, in accordance with Board policy, and who will continue to be employed on the payment date of December 27, 2013.

The pool of dollars available for distribution is equal to 2 percent (2%) of the payroll base on November 15, 2013, for eligible employees as stated above.

3. Interim Appointments/Additional Duty Pay

Employees holding an interim/acting position shall have their annual increase applied to their full interim salary.

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.

4. Salary Ranges

Performance recognition increases 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 on December 27, 2013.

5. Individual Performance Recognition Increase Determination

Performance recognition compensation is based on the employee's performance during the July 1, 2012, through June 30, 2013, evaluative period.

- a. Each employee whose work is judged to be satisfactory/meets expectations shall be awarded a 1 percent (1%) increase.
- b. The remaining dollars in the increase pool after awarding all of the increases to employees who have met expectations may be distributed on the basis of merit at the presidents' discretion; however, no employee's performance recognition increase may exceed 3.5 percent (3.5%).

Connecticut State Colleges and Universities

Proj FY14 Annual cost with 2% additional increase in PS for management confidential employee

		Total Full Time and Part Time		
UNIV	DEPT ID	ANNUAL_RT	Annual cost w adtl 2%	\$ Inc
SO	CSU83500	1,841,382	1,871,128	29,745
CCSU	CSU84000	5,016,012	5,097,040	81,028
ECSU	CSU85500	3,629,550	3,688,182	58,631
SCSU	CSU85000	4,264,400	4,333,286	68,886
WCSU	CSU84500	3,405,888	3,460,906	55,018
	Total CSU	18,157,232	18,450,541	293,309

		Total Full Time and Part Time		
UNIV	DEPT ID	ANNUAL_RT	Annual cost w adtl 2%	\$ Inc
Charter Oak		1,191,046	1,210,286	19,240

		Total Full Time and Part Time		
College	DEPT ID	ANNUAL_RT	Annual cost w adtl 2%	\$ Inc
SO	CCC78100	4,265,279	4,319,313	54,034
Manchester	CCC78300	1,287,656	1,303,865	16,209
Northwestern	CCC78500	740,043	749,116	9,073
Norwalk	CCC78700	1,129,360	1,143,206	13,847
Housatonic	CCC78900	984,083	996,148	12,065
Middlesex	CCC79100	727,082	735,996	8,914
Capital	CCC79300	1,128,077	1,141,908	13,831
Naugatuck Valley	CCC79500	1,344,438	1,361,356	16,918
Gateway	CCC79700	1,209,171	1,223,996	14,825
Tunxis	CCC79900	1,019,960	1,032,619	12,659
Three Rivers	CCC80100	1,067,928	1,081,021	13,093
Quinebaug Valley	CCC80300	849,278	859,690	10,413
Asnuntuck	CCC80500	570,518	577,512	6,995
	Grand Total	16,322,872	16,525,749	202,877

Total ConnSCU		35,671,150	36,186,576	515,426
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ITEM

Use of Reserve Funds and Insurance Proceeds as Supplemental Construction Funding to Renovate the Second, Third and Fourth Floors of Buley Library at Southern Connecticut State University

BACKGROUND

Construction of Buley Library, Phase 1, was completed in 2008. Phase 1 consisted of a four story 134,000 gross square foot (gsf) addition to the existing four story 109,000 gsf Buley Library. Interior demolition of the existing Buley Library was included in Phase I.

As was presented at the May 16, 2013 Board meeting, Phase 1 of the Buley Library project expended funds that had been budgeted for Phase 2 of the project, due to significant project delays and cost overruns. Phase 2 of the project addressed renovation of the existing Buley Library and was budgeted with \$25,772,585 of reallocated CSUS 2020 funds. Phase 2 was bid in April 2013. The low bid of \$29,279,690.64 (\$3,507,105.64 shortfall) allowed for construction of the building envelope, lower level, first floor, building core and infrastructure installations on the second, third and fourth floors. In May, the Board authorized use of a variety of sources to fund the \$3,507,105.64 shortfall. The portion of Phase 2 described above is currently under construction and is scheduled to be complete for fall 2014 occupancy. It will provide finished spaces for occupancy on the first floor and partial lower level.

ANALYSIS

As presented at the May Finance Committee and Board meetings, \$29,279,690.64 of funding included only general infrastructure and life safety improvement work for the second, third and fourth floors. Finished renovations to those spaces could not be completed with available funds at the time that construction began on other components of Phase 2.

Southern now wishes to complete the build-out of the second, third and fourth floors in order to consolidate Southern's use of Buley and to reduce unresolved space deficits documented in Southern's 2004 approved Master Plan. Major benefits of the second, third and fourth floor proposed build-out include:

- A 2010 report prepared by Library Consultant Jay Lucker documented the needs for a 21st century library: "A review of an academic library today needs to acknowledge the dramatic changes that have taken place in the way that information is being created and disseminated, in the way that students are being educated, and in the nature of library space and collection management in a world of increasing collaboration and cooperation and constrained resources."

- Second floor renovation will include 6 classrooms with 2 classrooms being high tech classroom/computer labs. The 2004 Master Plan listed a deficit of 33,528 SF of general purpose classrooms. The added classrooms will reduce the deficit in classrooms by 6185 SF or 18%.
- The Faculty Development Center, the Learning Center and Information Technology will be relocated to Buley Library from Engleman Hall and Jennings Hall. The vacated spaces of 5,619 SF will be repurposed as classrooms, reducing the classroom deficit by an additional 17%.

The Faculty Development Training Center currently in Engleman Hall will expand when relocated to the second floor of Buley Library. Renovations will include a dedicated training room, conference space and support staff offices. This center provides faculty with training and support on the latest classroom computer and audio visual technology.

The Learning Center currently located in Engleman Hall will have additional space on the third floor of the Buley Library for larger tutoring facilities for math, science and writing, a dedicated computer lab, seminar space and support staff offices.

Information technology computer labs will merge with the Library's Learning Commons combining both access of printed materials with electronic media and wireless internet, made available in one common space for study, research and collaboration.

Information Technology offices and desktop support services will be consolidated on the fourth floor of Buley Library, supporting the first floor Learning Commons.

- Library Science is now located in temporary facilities on the fourth floor of the Buley Library addition. This department will move to a larger space on the renovated third floor, allowing for each full time faculty member to have a private office, bringing this department in line with university space standards.
- Valuable group study space will be freed up by the consolidation of Library administrative offices on the fourth floor of the addition. Presently 15 group study rooms totaling 2,483 SF are temporarily assigned to administrative offices. These spaces will be reassigned for their intended purpose as study rooms for groups of students working on class projects.
- The unfinished lower level space has been reserved for a future relocation of Information Technology's main distribution room, which is currently located in Jennings Hall. This project will be completed in the future and is not associated with this renovation.

The second floor was bid for construction with Phase 2 as a supplemental bid. Construction contracts for the supplemental bid were not awarded and remain valid until the end of Phase 2 construction. Bids for construction for the finished build-out of floors three and four were accepted on October 24, 2013. The bids for construction of the second, third and fourth floors total \$5,984,289.

The total projected cost to complete the second, third and fourth floors that include construction, equipment, telecommunications, professional fees, DCS fees, construction manager fees, a construction contingency and all other miscellaneous project expenses is \$8,039,412.

Opportunities identified to fund the second, third, and fourth floor build-out are:

1. \$2,546,369.30 Uncommitted Buley insurance proceeds (operating funds)
2. \$5,493,042.70 Southern's Unrestricted Fund Balances

\$8,039,412.00 Total Available Funding

Use of fund balances greater than \$250,000 require Board of Regents approval (CSU Fund Balance Guidelines Policy section 4.3).

In addition to BOR approval, state law requires legislative approval if "repairs, alterations or additions" to University facilities supported by the operating fund cost one million dollars or more. Legislative approval is through the Finance Advisory Committee when the legislature is not in session (CGS Sec. 10a-99(b)).

PRESIDENT'S RECOMMENDATION

Approve Southern Connecticut State University's request

- to allocate up to \$5,493,042.70 from its operating reserves to complete the build-out of floors two, three and four of the Buley Library; and
- to use \$2,546,369.30 from Buley Library flood insurance proceeds for the same purpose; and
- to submit the above two items to the Legislature's Finance Advisory Committee in December 2013.

11/12/13 Finance Committee
11/21/13 Board of Regents

RESOLUTION

Concerning

THE USE OF UNIVERSITY RESERVES AND INSURANCE PROCEEDS BY SOUTHERN CONNECTICUT STATE UNIVERSITY FOR RENOVATIONS AT BULEY LIBRARY

November 21, 2013

- WHEREAS, Construction of the Buley Library building envelope, lower level, first floor, and building core and infrastructure installations on the second, third and fourth floors are currently in process; and
- WHEREAS, The finished build-out of second, third, and fourth floors of the existing Buley Library have not commenced due to a funding shortfall; and
- WHEREAS, Recent bids for construction of the second, third, and fourth floors, in addition to all other miscellaneous project costs to complete the Buley project total \$8,039,412; and
- WHEREAS, Southern wishes to complete the finished build-out of second, third, and fourth floors; and
- WHEREAS, Southern has an available uncommitted operating fund balance of \$2,546,369.30 from a 2008 insurance claim for damages caused by a flood at the Buley Library; and
- WHEREAS, Southern can make available up to \$5,493,042.70 from its unrestricted fund balances towards the completion of the Buley project; and
- WHEREAS Board policy provides that the use of current fund or plant fund balances must be approved by the president and, if the amount to be used is \$250,000 or greater, by the Board; and
- WHEREAS State law requires legislative approval (or from its Finance Advisory Committee when the Legislature is not in session) if

“repairs, alterations or additions” to University facilities supported by the operating fund cost one million dollars or more (CGS Sec. 10a-99(b)); and

WHEREAS, Southern requests Board approval to reallocate \$2,546,369.30 of operating funds from the Buley Flood insurance claim and \$5,493,042.70 from its operating reserves (\$8,039,412.00 total request) to complete the Buley project; and

WHEREAS, Southern requests Board approval to submit for the December 2013 Legislature Finance Advisory Committee approval to reallocate \$2,546,369.30 of Buley flood insurance claim operating funds and up to \$5,493,042.70 of operating reserves; therefore be it

RESOLVED, That Southern Connecticut State University is authorized to reallocate \$2,546,369.30 of Buley flood insurance claim operating funds and up to \$5,493,042.70 of operating reserves pending Finance Advisory Committee approval.

A True Copy:

Erin A. Fitzgerald
Secretary

CSUS 2020
Monthly Project Status Report
Reporting Period Through September 2013

PROJECT NAME	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
CCSU									
Barnard Hall Roof Replacement/Entryway Improvements	6/1/2012	2,146,000	2,076,013	2,076,013	69,987	100%	COMPLETE	Budget constraints required redesign	X
Burritt Library HVAC Code Compliance Improvement	4/1/2013	2,182,000	129,500	2,182,000		6%	N	Project schedule to be determined	X
Davidson Hall Window & Door Repl. - Phase 2	TBD	980,000	670,455	670,455	309,545	100%	COMPLETE		X
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	525,000	525,000	525,000		100%	COMPLETE		X
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	462,500	277,632	462,500		60%			X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	2,235,000	49,658	2,235,000		2%			X
General Fund HVAC Improvements - PHASE II	Phased Project	2,923,533	2,679,025	2,679,025	244,508	100%	Y		X
Kaiser Hall Gym & Lobby HVAC Improvements - design service only	6/1/2010	82,500	10,816	82,500		13%	N	Project Scope & Budget Under Review	X
Marcus White Fire Code Improvements	10/1/2012	1,181,000	976,417	976,255	204,745	100%	COMPLETE		X
Security Improvements -General Fund Buildings	12/15/2010	805,000	783,473	805,000		97%	Y		X
Window Replacement in Four General Fund Buildings	Phased Project	2,297,500	675,332	2,297,500		29%	Y		X
Maintenance/Salt Shed Facility	5/30/2011	2,673,850	2,493,600	2,493,600	180,250	100%	COMPLETE		X
New Classroom Office Bldg. - Design & Construction	5/30/2013	37,992,000	27,000,000	29,670,900	8,321,100	91%	Y		X
ITBD Telecom Improvements	10/1/2012	850,000	816,969	816,969	33,031	100%	COMPLETE		X
General Fund Interior Signage Program		600,000	504,212	600,000		84%	Y		X
Auxiliary Services Fund Facilities (FY 2013)		3,200,000	215,403	3,200,000		7%	Y		X
HVAC Conversion (Seth North) Project		1,822,500	1,716,007	1,822,500		94%			X
Bernard Hall Window Replacement		1,720,741	9,800	1,720,741		1%	N	Project Scope being reviewed	X
ECSU									
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	739,343	720,601	739,343		97%	Y		X
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	2,222,000	1,551,413	2,222,000		70%	Y		X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	3,325,000	2,072,880	3,325,000		62%	Y		X
HTHW Line Replacement North of Student Center		705,000	521,132	521,132	183,868	100%	COMPLETE		X
Renovate 333 Prospect Street - Phase I & 2		1,264,524	1,264,379	1,264,379	145	100%	COMPLETE		X
Low Rise Apartment Walkway & Stair Replacement		267,500	170,949	170,949	96,551	100%	COMPLETE		X
Fine Arts Instructional Center (Design Services)		83,556,000	6,319,131	83,556,000		8%	Y		X
New Warehouse	10/1/2013	2,269,000	1,200,000	2,269,000		53%	Y		X
Auxiliary Services Fund Facilities (FY 2011)	Ongoing	813,000	709,727	813,000		87%			X
Athletic Support Building	10/1/2013	1,921,000	1,500,000	1,921,000		78%			X
SCSU									
Academic Laboratory Building (New) - Design Only	7/1/2012	67,587,000	8,804,009	67,587,000		13%	Y		X
	1/1/2013	16,386,585	5,316,827	16,386,585		32%	Y		X
Earl Hall Mechanical & Electrical Upgrades	1/24/2011	6,530,000	4,618,540	6,530,000		71%	Y		X
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	776,845	775,574	775,574	1,271	100%	Y		X
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,656,000	1,534,233	1,656,000			Y		X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	1,299,000	240,184	1,299,000			Y		X
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000	66,471	1,000,000			Y		X
Jennings Hall Mechanical & Electrical Upgrades	3/4/2011	6,112,000	4,967,568	6,112,000		81%	Y		X
Moore Field House - Locker Room Renovations	1/30/2012	929,500	922,195	929,500		99%	Y		X
Moore Field House - Swimming Pool Renovations	7/30/2011	925,000	820,192	925,000		89%	N	Increased Construction Scope	X
Old Student Center Renovations (New School of Business)	6/1/2012	6,570,000	5,728,543	6,570,000		87%	Y		X
Wintergreen Water Infiltration Study	7/30/2012	370,760	366,468	366,468	4,292	100%	COMPLETE		X
Earl Hall Broadcast Studio Security Corridor	T.B.D	136,189		136,189		0%	N	Project schedule to be determined	X
Admissions House Roof Replacement	9/11/2011	221,000	217,890	217,890	3,110	100%	COMPLETE		X
Auxiliary Services Fund Facilities		1,126,000	1,055,630	1,126,000		94%			X
Jess Dow Field Turf Replacement	10/11/2011	797,232	725,071	725,071	72,161	100%	COMPLETE		X
WCSU									
Fine Arts Instructional Center	4/1/2014	97,593,000	62,000,000	97,593,000		64%	Y		X
General Fund Minor Capital Improvements Program (FY 2009)	Ongoing	1,485,000	1,221,906	1,485,000		82%	Y		X
General Fund Minor Capital Improvements Program (FY 2011)	Ongoing	1,165,000	778,572	1,165,000		67%	Y		X
General Fund Minor Capital Improvements Program (FY 2013)	Ongoing	545,000	122,539	545,000		22%	Y		X
General Fund Minor Capital Improvements Program (FY 2014)	Ongoing	1,000,000		1,000,000			Y		X
Higgins Hall Annex - HVAC Improvements	6/30/2011	280,000	132,488	280,000		47%	y		X
Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)	1/15/2012	699,258	676,700	699,258		97%	Y		X
Higgins Hall Annex - Learning Emporium		807,025	540,845	807,025		67%	Y		X
Steam and Hot Water Utilities' Infrastructure Central Heat Plant Improvements	Ongoing	1,975,000	1,624,142	1,975,000		82%	Y		X
SYSTEM									
New & Replacement Equipment (FY 2009)	Ongoing	10,000,000	9,935,302	10,000,000		99%	Y		X
New & Replacement Equipment (FY 2011)	Ongoing	8,000,000	7,964,001	8,000,000		100%	Y		X
New & Replacement Equipment (FY 2012)	Ongoing	8,895,000	7,862,296	8,895,000		88%	Y		X
New & Replacement Equipment (FY 2013)	Ongoing	9,500,000	1,434,187	9,500,000		15%	Y		X
TOTALS		416,128,886	188,091,898	406,404,322					
<div><div>PROJECT SCHEDULE COLOR CODE</div><div><div></div>PROJECT IS WITHIN SCHEDULE ISSUE</div><div><div></div>MINOR PROJECT SCHEDULE ISSUE</div><div><div></div>SIGNIFICANT PROJECT SCHEDULE ISSUE</div></div>									

**Board of Regents for Higher Education
Connecticut State Colleges & Universities
Academic & Student Affairs Committee Charter**

Introduction

There is established a standing committee to be called the Academic and Student Affairs Committee of the Board of Regents for Higher Education (BOR). This charter broadly defines the Committee's roles with respect to academic policies and standards, program approvals, and student affairs.

Membership

The Academic and Student Affairs Committee shall be appointed by the Chair of the Board of Regents. It shall be composed of not less than five members of the board of regents. One board member shall serve as chair of the Committee.

General Purpose and Scope

The Academic and Student Affairs Committee shall be a standing committee of the Board of Regents. It is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.

Committee Responsibilities

Actions that fall under the purview of the committee include but are not limited to:

- a. Review and approve mission statements for the constituent units and role and scope statements for the individual institutions and campuses (CGS section 10a-1c and section 10a-6(7))
- b. Monitor and evaluate institutional effectiveness and viability in accordance with criteria established by the board (CGS section 10a-6(5))
- c. Develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation as well as periodic program review (CGS section 10a-6(5))
- d. License and accredit institutions and new academic programs, modify existing programs, and terminate programs (CGS section 10a-6(8), 10a-35a, and the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning)
- e. Approve administrative units that focus on research and service activities—usually called centers or institutes, including centers of excellence (CGS 10a-25j)
- f. Approve new policies or amend existing policies governing academic and student life matters
- g. Approve honorary professorships and other special recognition of faculty, in conjunction with the Finance and Administration Committees when such honors carry a financial impact
- h. Approve conferral of honorary degrees
- i. As recommended by presidents: promotion and tenure, award of CSU Professor status

Meetings

The Academic and Student Affairs Committee shall meet as often as deemed necessary by the Committee Chair.

Annual Review of Activities and Committee Charter

Each year, the committee will assess its activities with respect to the responsibilities outlined in this charter and take action as needed. This assessment shall include the adequacy of the charter itself. Recommendations to modify the charter shall require approval by the board.

Staff to Academic and Student Affairs Committee

BOR Chief Academic Officer [Provost]

Board of Regents for Higher Education Connecticut State Colleges & Universities Executive Committee Charter

Introduction

There is established an Executive Committee of the Board of Regents for Higher Education (BOR). This charter defines the Committee's role.

Membership

The Executive Committee shall consist of the Board Chair, Vice Chair, the chairs of all the Board's standing committees, and such additional members as the Board Chair may appoint. The BOR President shall serve as an ex officio nonvoting member. The Chair of the Board shall chair this committee. Fifty percent of the voting members of the Committee shall constitute a quorum. It shall meet at such times as deemed necessary by the Chair.

General Purpose and Scope

The Executive Committee shall exercise in emergencies the authority of the Board of Regents, consistent with the policies of the Board or with any action taken earlier by the Board. For purposes of executive committee action, a matter shall be deemed an emergency circumstance when delaying action until the full Board's next meeting could result in significant risk, expense, or disruption to the Universities, Colleges or their operations.

Committee Responsibilities

As outlined above, the responsibilities of the Executive Committee are limited only to those instances deemed an emergency circumstance. The Executive Committee may act on behalf of the Board only in those emergency circumstances that do not permit the handling of a matter in the normally prescribed manner by the Board, and any such action taken by the Committee shall be subject to ratification by the full Board at the next regular meeting of the Board.

Meetings

The Executive Committee shall meet when called as deemed necessary by the Board Chair in consultation with the Board President.

Staff to Executive Committee

BOR President and BOR Secretary

**Board of Regents for Higher Education
Connecticut State Colleges & Universities
Finance and Infrastructure Committee Charter**

Introduction

There is established a committee to be called the Finance and Infrastructure Committee of the Board of Regents for Higher Education (BOR). This charter broadly defines the Committee's roles with respect to financial oversight planning, reporting and monitoring.

Membership

The Finance and Infrastructure Committee shall be appointed by the Chair of the Board of Regents. One board member shall serve as chair of the Committee. Committee members shall have expertise in financial matters, including familiarity with financial management, accounting, forecasting and reporting.

General Purpose and Scope

The Finance and Infrastructure Committee shall be a standing committee of the Board of Regents. The Committee is charged with oversight of the institutional facilities, financing strategy, financial policies and financial condition of the Connecticut State College & University System. The Committee shall conduct reviews, receive reports and provide direction to management and counsel to the Board of Regents concerning matters within its scope of responsibility.

Committee Responsibilities

The responsibilities of the Committee are as follows:

- a. Review and recommend the Biennial Operating and Capital Budget Request to the Governor and General Assembly.
- b. Review and recommend annual institutional spending plans (expenditure authority) and allocation of state appropriations.
- c. Review and recommend modifications to system resource allocation strategies as needed to achieve strategic goals and priorities.
- d. Review as required the implementation of institutional spending plans to evaluate financial performance against plans.
- e. Review and recommend tuition and fee adjustments, taking into consideration any number of

factors including, but certainly not limited to, the level of State support, financial aid, present fee levels, purposes of adjustments and other pertinent factors.

- f. Review and recommend new, or changes to existing, financial policies and procedures to ensure compliance with state law and regulation and promote greater efficiency and effectiveness.
- g. Review and recommend broad-based financial strategies to improve the performance of institutions and the system in meeting the Board's strategic goals and priorities
- h. Review and recommend to the Board college and institutional long-range facilities and infrastructure development (master) plans that project capital resource requirements.
- i. Review and recommend to the Board the authorization of the system to borrow funds from the Connecticut Health and Educational Facilities Authority (CHEFA) through bonding to finance construction projects for auxiliary service facilities and related expenses and financing costs; authorization to pledge revenues to finance debt service associated with the financing; and authorization to enter into various agreements with CHEFA in order to secure the financing.
- j. Review and recommend to the board amendment, as required, of the system-wide CSUS 2020 capital program consistent with the long-range development plans of the state universities.
- k. Review and recommend to the Board proposals for property acquisition and leases, or lease renewals.
- l. Review and recommend for the Board's acceptance and disposition any major gifts or donations
- m. Make recommendations as appropriate to the Board on other finance and facilities matters in addition to those identified above which may arise from time to time.

Meetings

The Finance and Infrastructure Committee shall meet as often as deemed necessary by the Committee Chair.

Annual Review of Activities and Committee Charter

Each year, the committee will assess its activities with respect to the responsibilities outlined in this charter and take action as needed. This assessment shall include the adequacy of the charter itself. Recommendations to modify the charter shall require approval by the board.

Staff to Finance and Infrastructure Committee

BOR Chief Financial Officer

**Board of Regents for Higher Education
Connecticut State Colleges & Universities
Human Resources and Administration Committee Charter**

Introduction

There is established a committee to be called the Human Resources and Administration Committee of the Board of Regents for Higher Education (BOR). This charter broadly defines the Committee's roles with respect to human resources administration.

Membership

The Human Resources and Administration Committee shall be appointed by the Chair of the BOR. It shall be composed of not less than three members of the BOR. One BOR member shall serve as chair of the Committee. At least one Committee member shall have expertise in human resources administration.

General Purpose and Scope

The Human Resources and Administration Committee shall be a standing committee of the BOR. The Committee shall consider, review and/or develop policies and make recommendations governing employees of the Connecticut State Colleges & Universities and the BOR system office.

Committee Responsibilities

The Committee's jurisdiction shall include, but not be limited to, policies concerning the following topics:

1. Classification and compensation.
2. Duties and personnel distribution to achieve system mission/goals.
3. Equal opportunity and affirmative action.
4. Ethics.
5. Employee personnel files.
6. Employee benefits.
7. Collective bargaining goals and objectives.
8. Processes for recruitment, appointment, evaluation, compensation, duties and termination, if appropriate, of the President of the BOR.
9. Appointment and reappointment of campus presidents.
10. Recruitment, appointment, and compensation of interim/acting presidents and of senior staff employees.
11. Appointments that are exceptions to board policy.
12. Nepotism in employment.
13. Workplace safety.
14. Sexual harassment reporting, investigation and administrative actions.

15. Pre-employment background verification.
16. Litigation.
17. Use of computers and equipment.
18. Reimbursement/expenses.
19. Student workers, graduate assistants and interns, university assistants, co-op employees, and honorary titles.

Adoption of policies that may be recommended by the Committee shall require action of the BOR. A policy manual that incorporates approved policies shall be maintained and may be amended as necessary to reflect on-going BOR actions. The office of the President of the BOR shall disseminate the manual and amendments to all management and confidential professional employees in a manner the President deems appropriate.

Meetings

The Human Resources Committee shall meet as often as deemed necessary by the Chair, but not less than three times a year.

Annual Review of Activities and Committee Charter

Each year the Human Resources Administration Committee shall assess its activities with respect to the activities outlined in this charter and take action as needed. This assessment shall include the adequacy of the charter itself. Recommendations to modify the charter shall require approval by the BOR.

Staff to the Human Resources Administration Committee

Vice President for Human Resources



Board of Regents for Higher Education

DRAFT 2014 Meeting Schedule

Academic/Student Affairs 9:30 a.m.	Audit 11:30 a.m.	Administration 12:30 p.m.	Finance & Facilities 9:30 a.m.	Information Technology Special Committee 3:00 p.m.	Executive Comm. meets when called. Placeholder dates identified on those months the full Board is not in session	All comm. meetings should be concluded by this date to allow for mailing of agenda on Friday prior to BOR meeting	Board of Regents 10:00 a.m. <i>3rd Thursdays unless otherwise noted</i>
Fri., Jan 10		Fri., Jan 10	Tues., January 7	Fri., Jan 10		January 9	January 16 HARTFORD
Fri., March 7	Tues., March 11	Fri., March 7	Tues., March 11	Fri., March 7	Thurs., Feb. 20 10:00 a.m.	March 13	March 20 HARTFORD
Fri., April 4		Fri., April 4	Tues., April 8	Fri., April 4		April 10	April 17 WESTERN CSU
Fri., May 2		Fri., May 2	Tues., May 6	Fri., May 2		May 8	May 15 THREE RIVERS CC
Fri., June 6	Tues., June 10	Fri., June 6	Tues., June 10	Fri., June 6		June 12	June 19 HARTFORD
Fri., August 1		Fri., August 1	Tues., August 12	Fri., August 1	Thurs., July 17 10:00 a.m.	August 14	August 21 HARTFORD
Fri., September 5	Tues., Sept. 9	Fri., September 5	Tues., September 9	Fri., September 5		September 11	September 18 MANCHESTER CC
Thurs., October 2		Thurs., October 2	Tues., October 7	Thurs., October 2		October 9	October 16 ASNUNTUCK CC
Fri., December 5	Tues., Dec. 9	Fri., December 5	Tues., December 9	Fri., December 5	Thurs., Nov. 20 10:00 a.m.	December 11	Wed., December 18 HARTFORD

11/12/13

Yellow shading indicates a Special Meeting

The following committees meet when called: Executive Committee (standing); Strategic Planning Committee (special); placeholder dates have been identified for Executive Committee meetings on those months the full Board is not in session.

Unless otherwise noted, meetings are held at the Regents' Offices – 39 and 61 Woodland Street, Hartford (agendas will specify address and room location)

Info/contact: Erin Fitzgerald fitzgeralde@ct.edu, or 860 493-0013

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

amended and restated to ~~June 20, 2013~~January 16, 2014

ARTICLE I

THE BOARD OF REGENTS FOR HIGHER EDUCATION

SECTION 1 - AUTHORITY OF THE BOARD OF REGENTS

The Board of Regents for Higher Education serves as the governing body for the regional community-technical college system, the Connecticut State University System and Charter Oak State College pursuant to Subsection (a) of Section 211 of PA 11-48, On January 1, 2012, the Board of Regents is also authorized to act, as necessary, as the Board of Trustees for the Community-Technical Colleges, the Board of Trustees for the Connecticut State University System and the Board for State Academic Awards (which is the Board for Charter Oak State College) pursuant to sections 10a-71, 10a-88 and 10a-143 of the Connecticut General Statutes, as amended. The specific powers and duties of the Board are prescribed in Title 10a of the Connecticut General Statutes and are further delineated in policies adopted by the Board from time to time.

SECTION 2 - BOARD MEMBERSHIP

Membership on the Board is defined in Subsection (a) of Section 211 of PA 11-61 as follows:

The board shall consist of nineteen members who shall be distinguished leaders of the community in Connecticut. The board shall reflect the state's geographic, racial and ethnic diversity. The voting members shall not be employed by or be a member of a board of trustees for any independent institution of higher education in this state or the Board of Trustees for The University of Connecticut nor shall they be employed by or be elected officials of any public agency as defined in subdivision (1) of section 1-200 of the general statutes, during their term of membership on the Board of Regents for Higher Education. The Governor shall appoint nine members to the board as follows: Three members for a term of two years; three members for a term of four years; and three members for a term of six years. Thereafter, the Governor shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of six years from the first day of July in the year of his or her appointment. Four members of the board shall be appointed as follows: One appointment by the president pro tempore of the Senate, who shall be an alumnus of the regional community-technical college system, for a term of four years; one appointment by the minority leader of the Senate, who shall be a specialist in the education of children in grades kindergarten to twelve, inclusive, for a term of three years; one appointment by the speaker of the House of Representatives, who shall be an alumnus of the Connecticut State University System, for a term of four years; and one appointment by the minority leader of the House of Representatives, who shall be an alumnus of Charter Oak State College, for a term of three years. Thereafter, such members of the General Assembly shall appoint members of the board to succeed such appointees whose terms expire and each member so appointed shall hold office for a period of four years from the first day of July in the year of his or her appointment. The chairperson of the faculty advisory committee created under section 10a-3a shall serve as an ex-officio, nonvoting member of the board for a term of two years and, in his or her role as chairperson, shall be excluded from any executive session, as defined in section 1-200, of the board. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 of the general statutes, as amended by this act, shall serve as members of the board. The Commissioners of Education, Economic and Community

Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.

It shall be the duty of each Regent to attend all Board meetings, as well as meetings of committees to which he or she has been appointed.

SECTION 3 - CODE OF ETHICS

Members of the Board of Regents shall serve for the public good and not for personal interest or gain. They shall comply with the provisions of the Code of Ethics for Public Officials set forth in Sections 1-79 through 1-90 of the Connecticut General Statutes. A Regent may not directly enter into a contract for a fee or be employed by the Board of Regents or any of its colleges or universities. A Regent shall not engage in any activity that violates the intent of this section and shall avoid any appearance of impropriety.

ARTICLE II ORGANIZATION OF THE BOARD

SECTION 1 - MEETINGS OF THE BOARD OF REGENTS

A. REGULAR MEETINGS

Regular meetings of the Board shall be held in accordance with a schedule established and approved yearly by the Board. The decision to cancel a meeting for lack of business shall be made by the Chair in consultation with the President.

B. SPECIAL MEETINGS

Special meetings shall be at the call of the Chair or whenever requested by nine or more voting members of the Board. Notice of a special meeting shall be given in accordance with the Connecticut Freedom of Information Act and shall specify the time and place of the meeting, and the business to be transacted.

C. QUORUM

A majority of the current voting membership of the Board shall constitute a quorum. Meetings may be conducted in the absence of a quorum provided that all actions taken are confirmed at a subsequent meeting where a quorum is present. Participation and interaction, through the use of available technologies (i.e., speakerphone, video or web conference), will constitute a member's being present, provided that all members participating in the meeting are able to communicate with one another.

D. VOTING

For the purposes of these Bylaws, a "majority vote" shall be defined as a vote of more than half of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present. A "two-thirds vote" shall be defined as a vote of at least two-thirds of the votes cast by members present, excluding abstentions, at a regular or properly-called meeting at which a quorum is present.

E. PARLIAMENTARY RULES

Parliamentary rules as set forth in Robert's Rules of Order (latest revised edition) shall govern the conduct of the meetings of the Board.

F. CONSENT CALENDAR

Resolutions and other proposed actions of a routine nature may be adopted on motion without discussion provided information regarding such items has been provided to Board members for review prior to the date of the meeting. At any time before a motion for adoption of such consent calendar is made, a member of the Board may request removal of the item from the consent items in which case the item shall be so removed and assigned by the Chair of the Board to a place on the regular agenda. If possible, members should advise the President at least 24 hours before a meeting if they intend to request removal of an item from the consent calendar so that interested parties can be informed that the Board may discuss the item.

G. ADDING ITEMS TO THE AGENDA

Any motion made to add an item to the agenda shall require an affirmative two-thirds vote.

SECTION 2 - OFFICERS OF THE BOARD

- A. The officers of the Board shall be the Chair, Vice-Chair, President and Secretary.
- B. The Chair shall be appointed by the Governor pursuant to Subsection (c) of Section 211 of PA 11-48.
- C. The vice chair shall be elected by majority vote of the Board for a term of three years.
- D. The President shall be appointed by the Board of Regents and shall serve at the pleasure of the Board pursuant to Subsection (a) of Section 1 of PA 13-4.
- E. A member of the President's staff shall be appointed by the Board as the Secretary of the Board and shall serve at the pleasure of the Board.
- F. In the event any officer except the Chair or the President shall be unable to complete his or her term, a new officer shall be elected to fill the unexpired term.

SECTION 3 - DUTIES OF THE OFFICERS

A. CHAIR

The Chair shall preside over meetings of the Board in accordance with the general principles stated in Robert's Rules of Order, shall appoint members to committees established by the Board, and shall serve as ex-officio member of all committees. The Chair shall have the same right to vote and to participate in discussion as any other member.

B. VICE CHAIR

In the absence of the Chair, the Vice Chair shall preside over meetings of the Board and shall perform all the duties of the Chair.

C. PRESIDENT

Pursuant to Section 1 of PA 13-4:

The president shall be the chief executive officer of the Board of Regents for Higher Education and shall administer, coordinate and supervise the activities of the board in accordance with the policies established by the board. The President shall (1) have the authority to implement the policies, directives and rules of the board and any additional responsibilities as the board may prescribe, (2) implement the goals identified and recommendations made pursuant to section 10a-11b of the general statutes, (3) build interdependent support among the Connecticut State University System, the regional community-technical college system and Charter Oak State College, (4) balance central authority with institutional differentiation, autonomy and creativity, and (5) facilitate cooperation and synergy among Connecticut State University System, the regional community technical college system and Charter Oak State College.

D. SECRETARY

The Secretary shall be responsible for providing notice of meetings, maintaining the minutes and other records of the proceedings of the Board. The Secretary shall sign the minutes of each meeting of the Board following approval thereof by the Board. In the absence of the Secretary, any other Officer of the Board may sign the approved minutes.

E. CHAIR PRO TEM

In the absence of the Chair and Vice Chair, the Secretary shall call the meeting of the Board to order and a Chair Pro Tem shall be elected by an affirmative vote of two-thirds of the Board members present and voting to perform the duties of the Chair.

F. STAFF

Pursuant to Section 212 of PA 11-48 as amended by PA 11-61:

There shall be an executive staff responsible for the operation of the Board of Regents for Higher Education. The executive staff shall be under the direction of the president of the Board of Regents for Higher Education, who may employ staff as is deemed necessary, including, but not limited to, temporary assistants and consultants. The board shall establish terms and conditions of employment of its staff, prescribe their duties and fix the compensation of its professional and technical personnel. Upon recommendation of the president, the Board of Regents shall appoint a vice-president for each constituent unit with such duties and responsibilities as the board and president shall prescribe, so that each constituent unit fulfills its mission. Such duties shall include, but not be limited to, oversight of academic programs, student support services and institutional support.

ARTICLE III COMMITTEES AND REPRESENTATIVES OF THE BOARD

SECTION 1 - EXECUTIVE COMMITTEE

The Executive Committee shall consist of the Board Chair, Vice Chair, the chairs of all the Board's standing committees, and such additional members as the Board may appoint. The BOR President shall serve as an ex officio nonvoting member. The Chair of the Board shall chair this committee. Fifty percent of the members of the Committee shall constitute a quorum. It shall meet at such times as deemed necessary by the Chair. The Executive Committee shall exercise in emergencies the authority of the Board of Regents, consistent with the policies of the Board or with any action taken earlier by the Board. For purposes of executive committee action, a matter shall be deemed an emergency circumstance when delaying action until the full Board's next meeting could result in significant risk, expense, or disruption to the Universities, Colleges or their operations.

SECTION 2 - STANDING COMMITTEES

Standing Committees of the Board shall be the Academic & Student Affairs Committee, Audit Committee, Finance Committee and Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

- **Academic & Student Affairs** is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.
- **Audit Committee** is charged with oversight of external audits of all system functions including individual campus audits.
- **Finance and Infrastructure Committee** The Committee is charged with oversight of the institutional facilities, financing strategy, financial policies and financial condition of the Connecticut State College & University System. The Committee shall conduct reviews, receive reports and provide direction to management and counsel to the Board of Regents concerning matters within its scope of responsibility. ~~is charged with oversight of all systemwide fiscal and facility matters including, but not limited to, budget development, tuition, allocation of state general funds and capital budget.~~
- **Human Resources and Administration Committee** The Committee shall consider, review and/or develop policies and make recommendations governing employees of the Connecticut State Colleges & Universities and the BOR system office. ~~is charged with oversight of all systemwide administrative and personnel policy matters.~~

SECTION 3 - COMMITTEE MEMBERSHIP

A. The Chair of the Board shall appoint the Chair of each Standing Committee.

- B. To provide a quorum for a committee meeting, the Chair or acting Chair of a committee may appoint any Board member to act in the absence of a regular committee member.
- C. When the Chair of a Standing Committee is unable to be present for a committee meeting, he or she may appoint any regular member of the committee as acting Chair.

SECTION 4 - SPECIAL COMMITTEES

The Chair of the Board may appoint committees from time to time to address other subjects or issues as appropriate.

SECTION 5 - COMMITTEE QUORUM

Fifty percent or a majority of the members of a standing or special committee shall constitute a quorum.

SECTION 6 - ADVISORY BODIES

A. The Board is advised by two bodies created by statute:

1. The Student Advisory Council created pursuant to section 10a-3, as amended by section 213 of PA 11-48, of the Connecticut General Statutes.
2. The Faculty Advisory Committee created by section 214 of PA 11-48.

B. The Board may authorize the creation of additional advisory bodies on a permanent or temporary basis from time to time.

SECTION 7 - BOARD REPRESENTATIVES TO OTHER COMMITTEES, BOARDS OR OTHER ORGANIZATIONS

The Chair of the Board of Regents shall appoint a member or members to represent the Board on other committees, boards, or organizations, where required by statute or otherwise appropriate.

ARTICLE IV MAINTENANCE OF BYLAWS

SECTION 1 - AMENDING THE BYLAWS

The Bylaws may be adopted, repealed or amended by:

- A. The introduction of a proposed amendment at the time of a regularly scheduled meeting, and
- B. An affirmative vote of two-thirds of the members of the Board at the time of the next regularly scheduled meeting.

APPROVED 12/20/11; AMENDMENTS 06/21/12; 10/18/12; 11/15/12; 6/20/13

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