

CT BOARD OF REGENTS FOR HIGHER EDUCATION

MINUTES – REGULAR MEETING

10:00 a.m., Tuesday, May 13, 2014

Three Rivers Community College, Norwich, CT

REGENTS PARTICIPATING

Nicholas M. Donofrio, Chair
Yvette Meléndez, Vice Chair
Stephen Adair*
Richard J. Balducci
Naomi K. Cohen
Lawrence J. DeNardis
Eugene L. Bell *via teleconference*

Sarah Greco
Matt Fleury
Merle W. Harris
Craig S. Lappen
JoAnn Price
Jewel Mullen*

REGENTS ABSENT

Sharon Palmer*
Stefan Pryor*

Catherine H. Smith*

**ex-officio, non-voting member*

BOR STAFF

Gregory W. Gray, President
David Levinson, VP Community Colleges & President, Norwalk Community College
Elsa M. Nuñez, VP State Universities & President, Eastern Connecticut State University
Mike Gargano, SVP Provost and SVP for Academic & Student Affairs
Laurie Dunn, interim VP for Human Resources
Michael Kozlowski, Director for Public Affairs and Marketing
Joseph Tolisano, Chief Information Officer
Ernestine Weaver, Counsel
Erika Steiner, Chief Financial Officer
Elizabeth Caswell, Chief of Staff
Erin A. Fitzgerald, Associate Director of Board Affairs/BOR Secretary

UNIVERSITY/COLLEGE PRESIDENTS

Wilfredo Nieves, Capital Community College
Edward Klonoski, Charter Oak State College
Anna Wasescha, Middlesex Community College
Anita Gliniecki, Housatonic Community College
Daisy Cocco De Filippis, Naugatuck Valley Community College
Grace Sawyer Jones, Three Rivers Community College
Jack Miller, Central Connecticut State University
Mary Papazian, Southern Connecticut State University
James Schmotter, Western Connecticut State University

CALL TO ORDER

Chairman Donofrio called the meeting to order at 10:08 a.m.

REMARKS – BOR CHAIRMAN NICHOLAS M. DONOFRIO

At the Chair's request, TRCC President Grace Sawyer Jones welcomed members of the Board and all in attendance to Three Rivers Community College.

Highlights of President Jones' remarks are noted below:

- Focus on the “community” in community colleges
- Middle college students and the first-year experience
- Veterans (close proximity to Coast Guard Academy and the Sub Base)
 - Both students and employees
 - 500 student veterans
 - Oasis facility – providing support not only through the facility, but also through the commitment and participation of fellow veteran students
- Continued engagement and responsiveness in both identifying and meeting ever-changing workforce needs. A TRCC student spoke highly of his educational experience at TRCC, adding he was a UConn music major graduate and that he attended TRCC for his associates (dual degree major in laser and fiber optic technology).

Chairman Donofrio thanked President Jones for her presentation before the Board and noted that, as she was about to begin her retirement, she would never be replaced, but succeeded. He added she could take pride in all her accomplishments on behalf of the students, faculty and staff and setting the stage for her successor.

REMARKS BY BOR PRESIDENT GREGORY W. GRAY

Highlights of President Gray's remarks included:

- Extended best wishes to President Grace Sawyer Jones upon her retirement;
- Commencements – 15,589 graduates this spring from CSCU universities and colleges;
- Introduced recent System Office hires
 - Michael Kozlowski, Director of Public Affairs & Marketing
 - Bill Gammell, Interim Director of Institutional Research, Planning and Policy
- Update on FY2015 budgetary items following adoption of budget (Attachment A)
- Update on Transform CSCU 2020 (Attachment B) assisted by Executive Sponsors (listed on page 8 of Attachment B) providing an overview of their respective initiative clusters. President Gray introduced the following members of the Boston Consulting Group who were in attendance:
 - Nithya Vaduganathan, Principal
 - Lane McBride, Principal
 - Chang Xu, Consultant
 - Anisha Vachani, Consultant
 - Amelia Landberg, Consultant

The following comments and suggestions were offered by members of the Board:

- Regent Cohen – noted it would be helpful to have a summary of what the staff and faculty responded to in the survey;
- Regent Melendez – questioned CFO Steiner regarding efficiency and effectiveness initiative, specifically the possible development of a continuous improvement model to ensure identified efficiencies were not only implemented but also maintained. Steiner concurred highlighting LEAN initiatives already underway in other areas of state government;
- Regent Harris – inquired about retention and having more emphasis by universities and colleges in assisting those students who may be in danger of non-completion. Provost Gargano noted this would be a component of the plan and that all schools and colleges have been asked to look at the issues and identify potential solutions, without boundaries, including assisting students in a manner which Regent Harris referenced.

Chairman Donofrio expressed appreciation to all who collaborated on the Transform CSCU 2020 presentation and to the Regents for their input. He stressed that the task ahead was to find a way to make the CSCU System the best, most effectively operated public higher education system in the world. The Chairman stressed the need for collaboration, buy-in and innovation. In keeping with a student-centered philosophy, Chairman Donofrio suggested administrators, faculty and staff would be better served if all discussions and deliberations began with the phrase “And this helps our students because...” noting that, in the end, that is the goal of all stakeholders.

FACULTY ADVISORY COMMITTEE

Dr. Stephen Adair, Chair of the Faculty Advisory Committee (FAC) was joined by Faculty Advisory Committee members Dr. Ilene Crawford and Trent "T.J." Barber, MS. Dr. Adair's prepared remarks are attached hereto as Attachment C.

Following FAC Chair Adair's remarks, Regent Greco expressed her appreciation for the FAC statement calling for a richer quality of student life, noting that responsiveness to workforce needs is important, however, the student experience while in school is a key component that should be considered when seeking to attract and retain students.

Chairman Donofrio expressed his appreciation to the FAC members and noted he would consider the suggestions offered and look forward to continued opportunities for collaboration.

Note: Commissioner Mullen and Regent Bell left the meeting at 11:32 a.m.

EXECUTIVE SESSION

At 11:32 a.m. on a motion by Regent Balducci seconded by Vice Chair Melendez, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chairman Donofrio announced that no votes would be taken in Executive Session. President Gray, Elizabeth Caswell, Laurie Dunn, Ernestine Weaver and Erin Fitzgerald remained in executive session with the Board.

RETURN TO OPEN SESSION

At 12:30 p.m., Chairman Donofrio announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

APPROVAL OF MEETING MINUTES

On a motion by Regent Fleury, seconded by Vice Chair Melendez, the meeting minutes of April 17, 2014, were unanimously approved as submitted.

CONSENT AGENDA

Chairman Donofrio provided background on Consent Items and the development and review of those items prior to being placed on consent. **On a motion by Regent Lappen with a second by Vice Chair Melendez, the Consent Agenda listed below was unanimously approved.**

- a) New Programs
 - i. Sport Management – BS – Southern CSU
 - ii. Sport and Entertainment Management – MS – Southern CSU
 - iii. BOT: Electronic Health Records and Coding Option – A.S. – Gateway CC ..
- b) Modifications of Programs
 - i. Geography – BA/BS – Southern CSU
 - ii. Master of Business Administration – Central CSU
 - iii. Machine Technology Level 2 – ACC, HCC, NVCC, QVCC
 - iv. Medical Billing and Coding Specialist– name change – Northwestern CT CC
- c) Termination of Existing Academic Programs
 - i. Machine Technology, Level 1 – Certificate – Asnuntuck CC
- d) NEASC Accreditation – Northwestern CT CC
- e) University Promotions and Tenure Recommendations
- f) Authorization to hire management employee at salary above median
 - i. Assoc. Director of Employee & Labor Relations – System Office

RESOLUTIONS ON CONSENT:

Sport Management – BS – Southern CSU

RESOLVED: That the Board of Regents for Higher Education license and accredit a program Sport Management leading to a Bachelor of Science (B.S.) degree at Southern Connecticut State University

Sport and Entertainment Management – MS – Southern CSU

RESOLVED: That the Board of Regents for Higher Education license a program Sport and Entertainment Management leading to a Master of Science (M.S.) degree at Southern Connecticut State University

BOT: Electronic Health Records and Coding Option – A.S. – Gateway CC ..

RESOLVED: That the Board of Regents for Higher Education license a program in Business Office Technology: Electronic Health Records and Coding Option leading to an Associate of Science (A.S.) degree at Gateway Community College

Geography – BA/BS – Southern CSU

RESOLVED, that the Board of Regents for Higher Education approve modification of programs in Geography leading to a Bachelor of Arts (BA) and Bachelor of Science (BS) degree at Southern Connecticut State University modifying and expanding degree options to BA Geography, BS Geography with concentration in Geographic Information Science and Technology (GISc&T), BS Geography with concentration in Applied Sustainability, and BS Geography–Secondary Education

Master of Business Administration – Central CSU

RESOLVED, that the Board of Regents for Higher Education approve modification of a program in Business Administration at the Master's level leading to a Master of Business Administration (MBA) at Central Connecticut State University to replace the former International MBA

Machine Technology Level 2 – ACC, HCC, NVCC, QVCC

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Machine Technology Level 2 leading to a certificate at Asnuntuck Community College, Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College to license and accredit a program in Advanced Manufacturing Machine Technology leading to a Certificate.

Medical Billing and Coding Specialist– name change – Northwestern CT CC

RESOLVED: That the Board of Regents for Higher Education approve modification of the program Medical Billing and Coding Specialist leading to a Certificate at Northwestern Connecticut Community College changing the name to Health Information & Reimbursement Specialist and modifying courses

Machine Technology, Level 1 – Certificate – Asnuntuck CC

RESOLVED, that the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Machine Technology, Level 1 leading to a Certificate at Asnuntuck Community College.

NEASC Accreditation – Northwestern CT CC

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grants accreditation to Northwestern Connecticut Community College until Fall, 2018.

University Promotions and Tenure Recommendations

Approved on Consent: see Attachment D hereto

Authorization of a hiring salary above the median (management employee)

Assoc. Director of Employee & Labor Relations – System Office

WHEREAS, Section 6.5 of the Human Resources Policies for Management and Confidential Professional Employees of the Board of Regents for Higher Education provides that, upon the recommendation of the BOR President, the Board may approve a hiring salary above the median of the grade; and

WHEREAS, the BOR President has recommended to the Board a salary of \$115,000 for Ellen M. Mantel to serve as Associate Director of Employee and Labor Relations at the Board of Regents, such salary being above the median for the applicable salary grade; and

WHEREAS, the Board has duly considered the President's recommendation; therefore be it

RESOLVED, that Board hereby approves the President's recommendation of a hiring salary above the median of the applicable grade for Ellen M. Mantel to serve as Associate Director of Employee and Labor Relations at the CSCU System Office.

ACADEMIC & STUDENT AFFAIRS

ASA Committee Chair Merle Harris thanked the Common Calendar committee chairs, Dr. Michael Rooke and Dr. Marianne Kennedy, both of whom worked tirelessly tackling a myriad of issues requiring thoughtful deliberation while developing the Common Academic Calendar. She thanked her ASA Committee members and also spoke to President Gray's commitment to this initiative. On a motion by Regent Harris, seconded by Regent DeNardis, the resolution below adopting the 2015-2017 common academic calendar (Attachment E) was unanimously approved.

WHEREAS, one of the characteristics of a higher education system is a common academic calendar, and

WHEREAS, at the request of the Board of Regents, a system-wide committee was established to develop a common academic calendar for the community colleges and universities in the Connecticut State Colleges and Universities system, and

WHEREAS, approvals from the institutions' faculty and academic leadership and presidents has been received on a common academic calendar, and

- WHEREAS, the Community College Board Policy 3.2 permits each community college to establish its own academic calendar, now therefore be it
- RESOLVED that the Community College Board Policy 3.2 is eliminated, and be it further
- RESOLVED that the committee's proposed common academic calendar be adopted for AY 2015-16 and 2016-17, and be it further
- RESOLVED that the system's Academic Affairs office oversee future Academic Calendars' development to create system-wide common academic calendar in compliance with bargaining agreements and with the approval of college and university presidents, and be it further
- RESOLVED that the common academic calendars be presented to the Board of Regents for information purposes.

FINANCE AND INFRASTRUCTURE

Finance and Infrastructure Committee Chair Matt Fleury noted there was nothing new to report on the operating budget from the current fiscal year, and that CFO Erika Steiner was monitoring and reporting on the projected deficit. Regent Fleury reported that he responded to inquiry from Regent Greco concerning the budget's impact on the approved tuition increase: he indicated that there is every expectation the increase would remain as approved: 2.5%.

INFORMATION & TECHNOLOGY SPECIAL COMMITTEE

No action item; Board members received a copy of the IT Shared Governance Model and IT Steering Committee bylaws (Attachment F).

ADJOURNMENT

Regent Balducci moved to adjourn; Regent Cohen seconded and the meeting adjourned at 12:45 p.m.

Submitted,

Erin A. Fitzgerald, Associate Director, Office of Board Affairs
Secretary of the CT Board of Regents for Higher Education

FY2015 Budget Items

ATTACHMENT A

New Funding Provided Mid-term, May 9, 2014

Operations

(Req. 15/16) (App.)

Operations & Tuition Support	32.2	24.2
Go Back to Get Ahead	20.4	6.0
Early College	2.5	1.0
Transfer & Articulation Program	0.9	0.0
Developmental Education	4.0	10.8
TOTAL	60.0	42.0

Bonds

(Req.) (App.)

Smart Classrooms	12.0	0.0
Deferred Maintenance	29.0	25.0
Advanced Manufacturing	2.0	25.5
Master Planning	2.0	3.0
Tech. Updates & Infrastructure	15.0	30.0
TOTAL	60.0	83.5



CONNECTICUT STATE
COLLEGES & UNIVERSITIES
BOARD OF REGENTS FOR HIGHER EDUCATION



Transform CSCU 2020

Board of Regents update

May 13, 2014

Agenda

Provide an update on where we are with Transform CSCU 2020, including

- Objectives for BCG engagement and progress to date
- Proposed guiding principles to support decision-making for Transform

Provide an overview of program structure and initiatives

- Initiative leadership ("Executive sponsors") will share highlights of progress in each of their areas

Share high-level stakeholder engagement approach

CSCU Vision and Mission statements

MISSION & VISION

Our Vision for ConnSCU

The Connecticut State Colleges & Universities will continually increase the number of students completing personally and professionally rewarding academic programs



ConnSCU's Mission

The Connecticut State Colleges & Universities (ConnSCU) contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. Our learning environments transform students and facilitate an ever increasing number of individuals to achieve their personal and career goals.

Board of Regents' Goals for CSCU

Approved as part of Strategic Planning process in June 2013

A successful first year

- More students will complete a first year of college.

Improve student success

- Graduate more students with the skills to achieve life/career goals.

Maximize affordability and sustainability

- Making attendance affordable and our institutions financially sustainable.

Cultivate innovation and economic growth

- Create academic environments that cultivate innovation and prepare students to succeed in the 21st century job market.

Ensure equity

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

Guiding principles for Transform CSCU 2020

Principles intended to narrow choices in initiative design, offer direction during "forks in the road"

Maintain core focus on student interests – operate with a "student first" mentality

Act in alignment with the vision, mission, and goals of CSCU

Balance the need to maintain institutional identity and missions with the opportunity to strategically leverage collective resources within the system

Actively seek to enhance effectiveness and efficiency across the system

Balance need for stability with need for progress

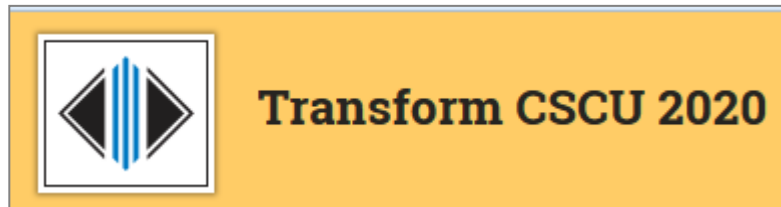
Provide transparency and ensure stakeholders have a voice in the process

Maintain flexibility in systems and processes; ensure CSCU will be positioned for growth and able to respond nimbly to changing context

Preserve collective resolve to stay the course through this period of change

Update on where we are with Transform

What is Transform CSCU 2020?



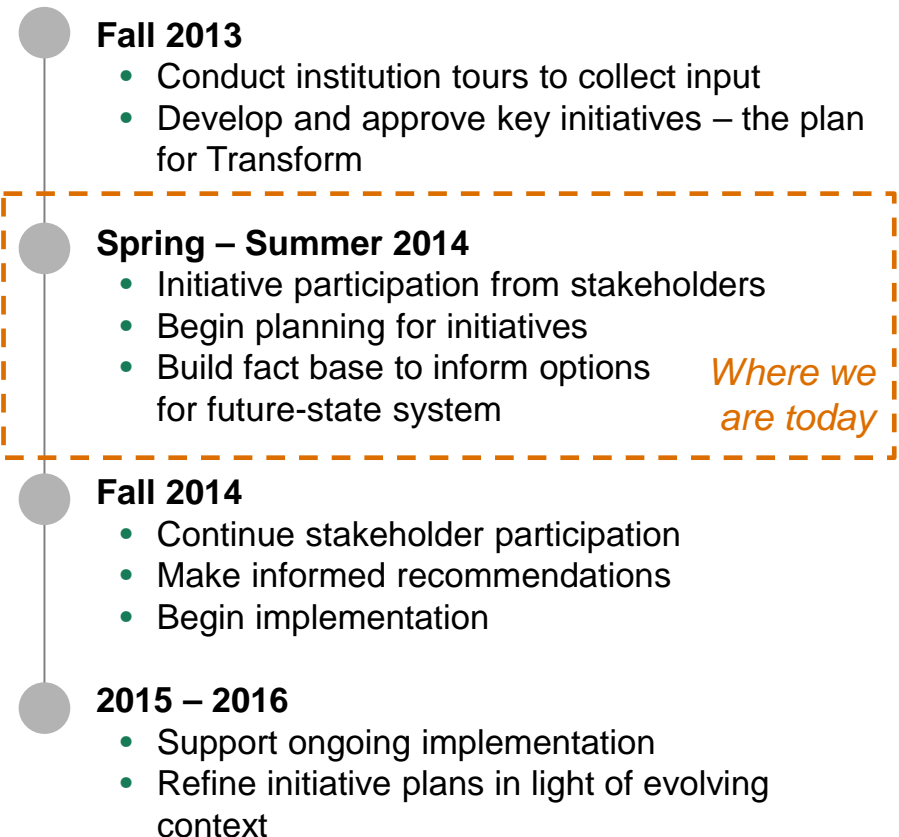
Multi-year plan to unite 17 CSCU colleges and universities into one interdependent system

Increase accessibility and affordability for more students and positioning CSCU as the state system for higher education

Position CSCU to serve as a major economic engine for Connecticut

Embark on a journey toward unparalleled excellence

Transform CSCU 2020 timeline



Objectives of BCG engagement and progress made to date

Areas of BCG engagement

1

Project management office (PMO)

2

Stakeholder engagement

3

Hands-on support for 8 initiatives

Cross-campus registration & admissions	Long-term system-wide academic plan	Shared metrics	IT systems assessment
IT org. structure	Org. efficiency & effectiveness	Facilities master plan	Deferred maintenance plan

Progress to date



Established PMO structure

- ✓ Named executive sponsors & initiative leads
- ✓ Launched initiative planning process
- ✓ Developed guiding principles



Built high-level stakeholder engagement plan

- ✓ Initial Board member engagement
- ✓ Developing faculty and staff survey with input from Presidents, AAUP & Faculty Senate, FAC – *target to send by end of week*
- ✓ Began to engage institution Presidents



Started building fact-base with initiative leads

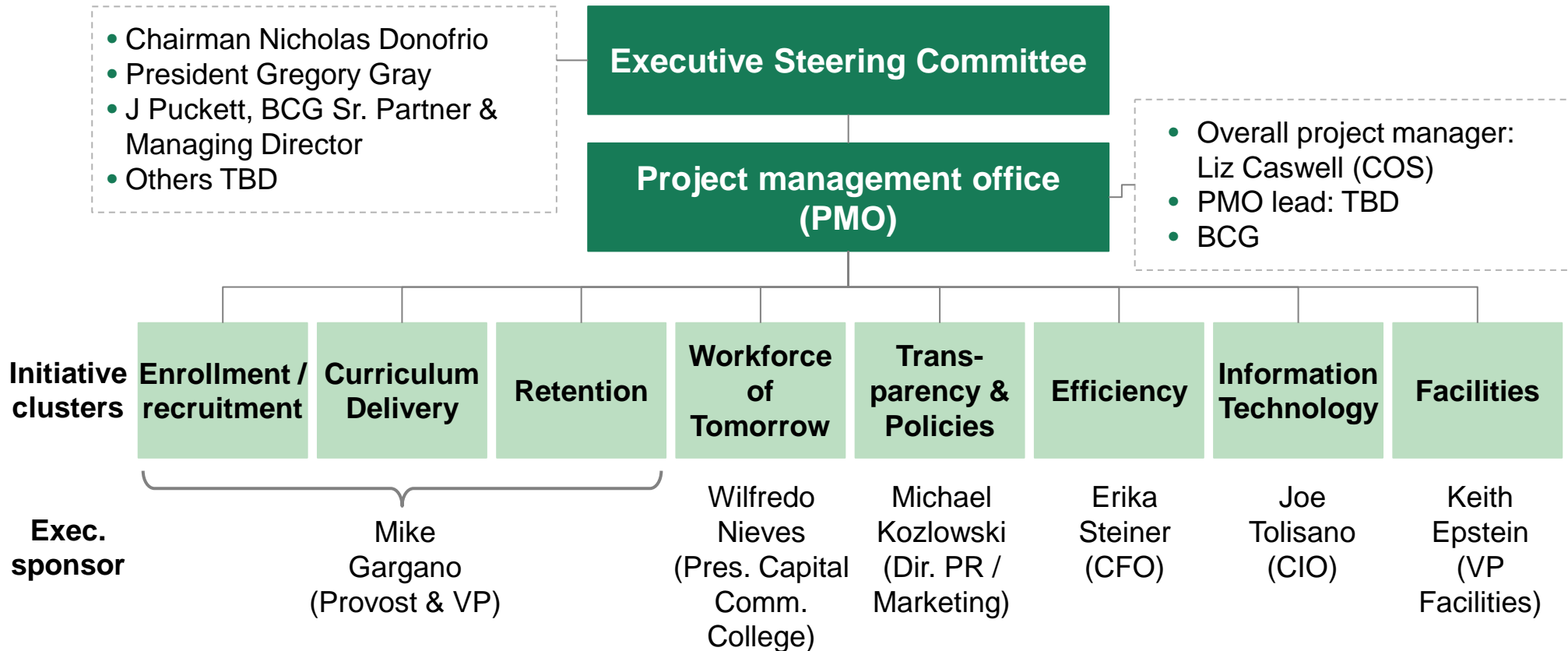
- ✓ IT
- ✓ Organization
- ✓ Facilities

Transform CSCU 2020: key roles and responsibilities

Group	Membership	Roles & Responsibilities
Board of Regents	<ul style="list-style-type: none"> Board members 	<ul style="list-style-type: none"> Review and make key decisions Provide input on program priorities Ensure Transform outcomes help achieve CSCU goals
Executive Steering Committee (ESC)	<ul style="list-style-type: none"> Chairman Nicholas Donofrio President Gregory Gray J Puckett, BCG Sr. Partner Others TBD 	<ul style="list-style-type: none"> Set overall scope and project direction Review/make key recommendations Allocate resources, resolve key roadblocks Challenge and assess recommendations Communicate progress to key constituents
Program management office (PMO)	<ul style="list-style-type: none"> PMO lead (TBD) Executive sponsors¹ BCG 	<ul style="list-style-type: none"> Oversee initiative planning and implementation Ensure risks and interdependencies are proactively managed Ensure key stakeholders involved at appropriate junctures
Initiative leads	<ul style="list-style-type: none"> Leads primarily CSCU system staff and university and college faculty 	<ul style="list-style-type: none"> Develop plans for implementation Lead data gathering and analysis to inform recommendations Incorporate perspectives of key stakeholders Provide options and recommendations to ESC
Initiative working team members	<ul style="list-style-type: none"> Subject matter experts 	<ul style="list-style-type: none"> Contribute data and support relevant analysis Recommend additional stakeholders to consult

1. Executive sponsors include Erika Steiner, Joe Tolisano, Wilfredo Nieves, Michael Kozlowski, Mike Gargano, Keith Epstein

Project Management Office to help oversee Transform planning and implementation



Summary of Transform CSCU 2020 initiatives

Academic initiatives

Recruitment/enrollment	<ul style="list-style-type: none">• Cross campus registration and admissions• Seamless student transfer• Veterans recruitment• International recruitment and study abroad programs• Scholarship campaign• Early college programs
Curriculum delivery	<ul style="list-style-type: none">• Long-term system-wide academic plan• System-wide academic calendar• Online course utilization• State-of-the-art classrooms• Career-preparation COEs
Retention	<ul style="list-style-type: none">• Go Back to Go Ahead• K-12 system alignment

Operational initiatives

Workforce of tomorrow	<ul style="list-style-type: none">• Labor needs and workforce programs• Career-related programs (e.g., P Tech)• Collaboration with business community• Career pathway alignment – CT Tech System
Transparency and Policies	<ul style="list-style-type: none">• System-wide policy transparency• Shared metrics• State appropriation consolidation• Minimal tuition increase
Efficiency	<ul style="list-style-type: none">• Organizational efficiency and effectiveness
Information Technology	<ul style="list-style-type: none">• IT system assessment• IT organizational structure
Facilities	<ul style="list-style-type: none">• Facilities master plan• Deferred maintenance plan

Initiatives in gray supported by BCG

Transform CSCU 2020: Initiative detail

Category	Initiative name	Initiative description
Recruitment / enrollment	Cross campus registration & admissions	Facilitate cross campus registration and admissions processes
	Seamless student transfer	Provide total, seamless transfer for students within our SYSTEM
	Veterans recruitment	Aggressively recruit veterans and establish Veteran Success Centers at each college
	Intl recruitment & study abroad	Aggressively recruit international students and provide more native students opportunities for study-abroad
	Scholarship campaign	Launch a philanthropic campaign to support scholarships for our community college graduates who continue their studies at one of our universities
Curriculum delivery	Early college programs	Establish and grow excellent early college programs at each community college
	Long-term system-wide academic plan	Develop a long term academic plan from a SYSTEM perspective to ensure program development that is consistent with future resources and facilities
	System-wide academic calendar	Finalize a system-wide academic calendar
	On-line course utilization	Significantly increase utilization of on-line course delivery
	State-of-the-art classrooms	Build state of the art classrooms at each college whereby students from ALL campuses can benefit from the unique program and expertise at the host campus
Retention	Career preparation COEs	Establish Centers of Excellence at each college to address enhanced learning and career preparation consistent with the state's workforce needs
	Go Back to Get Ahead	Invest in the "Go Back to Get Ahead" program
Delivering workforce of tomorrow	K-12 system alignment	Improve retention through alignment with the K-12 system to address developmental needs & student success progs.
	Labor needs & workforce programs	Align college workforce development programs with state identified current and future labor needs
	Career-related programs (e.g., P-Tech)	Begin a relationship with IBM using the "P-Tech" model at a community college/local school and develop career related programs in finance, health care, hospitality, IT and manufacturing using P-Tech as a model
	Collaboration with business community	Collaborate with the business community to ensure that our priorities are consistent with the needs of the state's economic advancement
	Career pathway alignment – CT Tech. system	Better align career pathways with the Connecticut Technical High School System to enable more students to secure living wage jobs in growing industries
Transparency and Policies	System-wide policy transparency	Ensure that all academic, operational and organizational policies are transparent at the college and SYSTEM levels
	Shared metrics	Create shared metrics that quantify our impact.
	State appropriation consolidation	Consolidate state block appropriation into one SYSTEM appropriation
	Minimal tuition increase	Hold tuition increases to a minimum
Efficiency	Org. efficiency and effectiveness	Achieve overall organizational efficiency and effectiveness
Information Technology	IT systems assessment	Conduct an information technology assessment and develop a plan to upgrade IT throughout the entire SYSTEM
	IT organizational structure	More efficient and effective future-state IT organizational structure and governance model
Facilities	Facilities master plan	Consolidate facility planning into one SYSTEM plan including community colleges
	Deferred maintenance plan	Develop a comprehensive plan to address deferred maintenance

Transform CSCU 2020: Draft stakeholder engagement plan

		May - October		July onward	
Stakeholder group		Audience		Gather input and engage	Inform and update
Inside CSCU	Board of Regents	<ul style="list-style-type: none"> Board members Ex officio members 	<ul style="list-style-type: none"> Surveys (e.g., faculty and staff) 	<ul style="list-style-type: none"> Town Halls by college & university (<i>target early fall</i>) 	<ul style="list-style-type: none"> Regional community forums (<i>target late fall</i>)
	CSCU System level	<ul style="list-style-type: none"> CSCU executive team & staff 	<ul style="list-style-type: none"> Leadership discussions (e.g., Student Advisory Committee, Faculty Advisory Committee) 	<ul style="list-style-type: none"> Leadership presentations 	<ul style="list-style-type: none"> Internal memos, group lunches
	CSCU Campus level	<ul style="list-style-type: none"> Presidents Faculty Staff Students 	<ul style="list-style-type: none"> 1:1 interviews 	<ul style="list-style-type: none"> Regular e-mail updates from President(s) 	
Outside CSCU	Elected officials	<ul style="list-style-type: none"> Governor's office Legislators 	<ul style="list-style-type: none"> Develop messaging & content 	<ul style="list-style-type: none"> Broadcast program updates / successes via OpEds, blogs, etc. 	<ul style="list-style-type: none"> Broadcast program updates / successes via OpEds, blogs, etc.
	Business / community grps. & leaders	<ul style="list-style-type: none"> E.g., CBIA¹, key CEOs, NACCE,² Non-profits 	<ul style="list-style-type: none"> Conversations with business and industry groups (e.g., Connecticut Business and Industry Alliance) 	<ul style="list-style-type: none"> 1:1 leadership interviews to communicate progress 	<ul style="list-style-type: none"> 1:1s to align with fall budgeting cycle
	Alumni & donors	<ul style="list-style-type: none"> Alumni groups Top donors Foundations 	<ul style="list-style-type: none"> Select 1:1 interviews to gather early input (e.g., Governor's office) 		
	Press	<ul style="list-style-type: none"> Print Electronic 	<p><i>Current focus</i></p>		

Faculty Advisory Committee Remarks to the Board of Regents

May 13, 2014

Thank you Chair Donofrio, President Gray and fellow regents.

I am honored to be here to present alongside my colleagues.

In the inaugural meeting of the FAC in January 2012, we specified that our first priority was to establish structures and processes for the FAC to act effectively in bringing faculty concerns to the Board and to act as window for the Board into the views of faculty. Since then, we believe we have made important and substantive contributions to the governance of the system especially in regards to TAP, developmental education, and strategic planning, but our first priority has remained unchanged. The FAC is now in its second term as newly elected FAC members joined the committee last January. The new members are discovering, recognizing and articulating the same uncertainties regarding the role of the committee in representing more than 5000 teaching and administrative faculty in our advisory role to this Board.¹

My comments today are organized in two broad areas: I will present a set of practical proposals to strengthen the collaboration between faculty and the Board; and to present faculty priorities in moving forward under Transform CSCU 2020. We are not expecting any Board action today, but for actionable items we request these be referred to the appropriate subcommittee for consideration.

Collaboration and Board/Faculty Relations

In general, the relationship between faculty and Governing Boards might be described as one of mutual incomprehension.

While there are always individual exceptions to general claims, this mutual incomprehension is not unique to Connecticut, but seems endemic to systems like ours across the country. I believe it is rooted in the structural conditions that define our respective positions, our distinct responsibilities in advancing student learning and success, and a lack of clarity regarding our respective contributions in a system of shared governance.

I have come to see this board, both as a collective and individually to a person, as being comprised of dedicated and engaged citizens who responded to a call to public service and who act as the responsible fiduciary for this system. I am, however, uncertain how many of my

¹ All references to faculty in this document include both teaching and administrative faculty.

colleagues would recognize the essential function you responsibly perform in the service of public higher education in this state.

Faculty are also deeply embedded in shared governance in their daily practices. The structures, processes, and culture of democratic participation saturate our workplaces like few others in the US. As such, faculties are often anxious and apprehensive regarding board intents that sometimes appear secret because governing boards are spatially and socially removed from the ongoing governing structures at place on a campus.

Reducing this mutual incomprehension is a necessary condition for this system to operate at its highest potential. Working in concert rather than at cross purposes, faculty and the board can collaborate on advancing the system's mission, we can bring a united voice to the legislature, we can improve the effective execution of board and administrative policy, and we can stay focused on our core mission: student learning and success.

A few weeks ago, I attended a conference – the first annual--on shared governance for the SUNY system that was organized and attended by faculty, students, trustees, and administrators. Nancy Zimpher, the Chancellor for the SUNY system, focused her welcoming remarks on something once said to her: “collaboration moves at the speed of trust.”

In the initial days of Dr. Gray's presidency of the system, he repeatedly stated that one of his first goals was to restore integrity to the system. Building trust, respect, and transparency between faculty and the Board is integral to such a restoration.

The FAC is dedicated to this task and we hope and intend to continue to engage in ongoing dialog toward this goal. At this time, we have three specific proposals we would like to share:

1. Board visits to Campus Governance Bodies.

The FAC recognizes that there are many substantive and ceremonial demands for each of you, but we would like the Board to consider organizing ongoing speaking and listening tours out to each campus on roughly a yearly basis. We envision small teams of two or three board members who would report to faculty on the campuses on Board priorities, intents, and processes, and would listen to faculty interests, concerns, and hopes for the system.

2. Faculty Service on Board Subcommittees

The FAC requests that the Board consider having members of the faculty advisory committee serve on Board subcommittees as voting members. At the SUNY Conference on Shared Governance last month, the keynote speaker was Rick Legon, the President of the

Association of Governing Boards of Universities and Colleges. His remarks focused on the complicated relationship between faculty and governing boards. He was clear that he did not endorse having faculty serve as voting members of governing boards – and we are not asking for that here – but he did recommend that boards put faculty on subcommittees as voting members.

As you know, the vast majority of decisions on the subcommittees are arrived at through consensus. An occasional dissenting faculty vote would not overturn decisions, but it would inform the Board of the minority opinion and so strengthen cognizance in decision making. Certainly having FAC members serve on the subcommittees would increase the FAC's own awareness of the intentions, priorities, and policies of the Board, which would enable us to function more effectively in representing and informing faculty across the system.

3. CSU Conference on Research, Scholarship, Teaching and Governance

The FAC would like the Board to consider initiating an annual system-wide conference on faculty research, scholarship, teaching and governance. At the ASA meeting in March, the committee approved internal research grants for faculty at CSU. In the accompanying discussion, Regent Harris expressed an interest in following up on the results of the research projects. We also briefly discussed the possibility of reinstating a CSU research conference, which used to be an annual event. Similarly, an annual conference on teaching and assessment for CSU was abandoned after the merger.

The FAC envisions a two-day conference in the spring organized by personnel from the system office and a representative faculty group. In addition, to panel presentations and posters on faculty research and scholarship, we could create opportunities for faculty to address matters of teaching and governance. If such a conference had been held this spring, for example, round table discussions could have been organized for faculty at the community colleges to compare ideas, results, and problems in creating a general education curriculum consistent with the TAP framework. Faculty could also have come together to review the new pilot programs to address PA 12-40, and compare structures and rates of success in the new embedded courses. The conference might also bring together leadership from campus governance bodies to discuss matters of mutual interest. Perhaps the Board would be interested in holding a meeting, which might include the distribution of faculty awards. Holding the poster session just prior to the Board meeting would provide an opportunity for individualized conversations between Board members and faculty on their research and scholarly interests. In deference to our Chair, we might call it, CSU Innovations.

Faculty Priorities in Moving Forward with Transform CSU 2020

The FAC and faculty across the system are dedicated to student learning and success and believe that this is the core of our mission. We also believe there is broad support for an initiative grounded in the priorities of access, affordability and excellence. The FAC has identified five qualities of our academic mission that we believe should be emphasized as we bring change to our institutions. The five qualities are not intended as specific critiques of any of the items on President Gray's list of objectives for Transform CSU 2020, but as elaborations of what we have gathered from conversations amongst ourselves and across our campuses.

1. Promote economic growth and an educated citizenry; promote workforce development and a richer cultural life

The FAC supports the development of technical programs tied to specific workforce needs. We support identifying and documenting the ways our institutions contribute to the economic growth of the state. We support the development of professional and vocational programs. We support faculty across the system who modify programs mindful of the skills and experiences that will launch students into successful careers.

Yet, the total value of a higher education ought not to be reduced to economic growth and the size of the salaries earned by our graduates. Our institutions also contribute to the richness of the state's cultural, social, and political life in ways that are less easily quantified. Even more importantly, improving literacy, numeracy, critical thinking, cultural capital, and imparting the knowledge and values of a liberal arts education are also necessary and vital job skills. A recent report from American Association of Colleges and Universities demonstrates that students who complete four-year degrees in liberal arts programs often find successful and well-paid careers on par with those who complete professional programs.²

Every time a report or document gets written or spoken that refers to the economic health of the state and workforce development that does not include the other critical features of our mission, you can be sure that a large fraction of the faculty across the system believe they are being left out of the framing of the mission.

The FAC recognizes that much of our legislature, our students, and prospective students are particularly interested in programs that promise economic growth and develop specific

² See <http://www.aacu.org/leap/nchems/index.cfm>

career skills. We support such programs as well, but believe the Board and the system administration should not get lulled into creating a false dichotomy, and should correct the bias rather than reinforcing it.

2. The Role of on-line education.

The FAC supports expansion of on-line education especially in graduate programs and in the development of programs that capture new markets and new students, who might be unable or unlikely to pursue higher education through traditional means. We do not recommend, however, replacing, substituting, or transitioning traditional course offerings to on-line course offerings. Several large-scale and comprehensive studies comparing on-line courses with on the ground courses have been recently conducted by Community College Research Center (CCRC) at Columbia University. They have found that, “While all types of students in the study suffered decrements in performance in online courses, some struggled more than others to adapt: males, younger students, Black students, and students with lower grade point averages.”³

3. Maintain the separate missions of the community colleges, the state universities, and Charter Oak

When the Board of Regents was established in 2011, the legislature was clear in its intent that the separate missions of the community colleges, the state universities, and Charter Oak should remain distinct. Among faculty, there is overwhelming support to maintain those separate missions. We recognize and appreciate efforts to integrate and align our distinct functions through TAP or other policies, but that appreciation does not extend to a vision of a common catalog, or to a full integration with 17 branch campuses of a single institution.

4. Increase the Proportion of Courses Taught by Full-Time Faculty

The FAC appreciates that this Board recognizes the importance of full-time faculty, and has expressed a general lack of interest in meeting our fiscal challenges by increasing the use of part-time faculty. We simply want to underscore this point. Over recent years, we have continued to see steady increases in the number of courses taught by part-time faculty. While adjunct faculty are able and dedicated teachers, this increase puts further strain on the functions of full-time faculty in serving as student mentors and advisors, in designing

³ Xu, Di and Shanna Smitt Jaggars. 2013. “Adaptability to Online Learning: Differences Across Types of Students and Academic Subject Areas.” CCRC Working Paper No. 54. February 2013.
<http://ccrc.tc.columbia.edu/media/k2/attachments/adaptability-to-online-learning.pdf>

and assessing curricula, in engaging in research and scholarship, and in participating in its governance responsibilities.

In a recent BCG report, the authors wrote that to reduce costs “colleges and universities are relying on a core of full-time research professors who are supported by a part-time teaching staff.”⁴ While we question whether this would be a viable long-term strategy at a research university, in our institutions we believe increasing the use of part-time faculty would reduce our capacity to advance our mission.

5. Curriculum planning must remain at the campus level

The FAC endorses the TAP policy and is eager to see it move forward in the months ahead. We are pleased that a full-time TAP Program Manager has been appointed, and that Lauren Doninger from Gateway and Deb Weiss from SCSU were recently named Co-Chairs of the reconstituted TAP Implementation and Review Committee. They will provide important continuity as they served ably as the Co-Chairs of the TAP Framework Committee.

Once completed, the TAP framework and the major pathways will provide transparent academic directions to students across Connecticut that will reduce costs to students and the state by ensuring that students are not taking credits that they do not need. TAP, however, still has its complications and will require excellent academic advising. It will not likely provide “total seamless transfer,” as called for in “Transform.” We need to allow students to move across our institutions with greater transparency, but effective pedagogy requires that faculty on each campus be able to design their own programs based on the expertise of their colleagues and their assessment of student learning.

In moving forward with Transform CSCU 2020, innovations need to be effective solutions to real problems. We certainly can improve the quality of education and increase student success, but new innovations should build on the strengths already in place. Amidst all the turmoil since the merger of our system, faculty have been working hard and achieving considerable success transforming the state of Connecticut, one student at a time.

⁴ Henry, Tyce, Ernesto Pagano, J. Puckett and Joanne Wilson. 2014. “Five Trends to Watch in Higher Education,” Boston Consulting Group, April 2014, p.11.
https://www.bcgperspectives.com/content/articles/education_public_sector_five_trends_watch_higher_education/

OFFICE OF THE PRESIDENT

CCSU




Central Connecticut State University

MEMORANDUM

Via Facsimile

TO: Dr. Gregory W. Gray
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller
President, CCSU 

DATE: April 23, 2014

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2014-15:

To Professor

Kathleen Bantley, Criminology and Criminal Justice
Charles Button, Geography
Mark Evans, Physics and Earth Sciences
Mark Jones, History
Brian Kershner, Music
Aimee Pozorski, English
Ravi Shankar, English
John Tully, History
Zakri Bello, Finance

To Associate Professor

Audra King, Philosophy
Seunghun Lee, English
Jennifer Piatek, Physics and Earth Sciences
Jeffrey Thomas, Physics and Earth Sciences
Stacy Christensen, Nursing
Carol Ciotto, Physical Education and Human Performance
James French, Teacher Education
Kurt Love, Teacher Education
Jacob Werblow, Teacher Education
Khaled Hammad, Engineering
Steven Kirstukas, Engineering
Bin Zhou, Engineering

To Counselor

Mary Pat Bigley, School of Education and Professional Studies

The following will be granted tenure:

Audra King, Philosophy

Jerry Butler, Art

Seunghun Lee, English

Jeffrey Thomas, Physics and Earth Sciences

Stacy Christensen, Nursing

Carol Ciotto, Physical Education and Human Performance

James French, Teacher Education

Kurt Love, Teacher Education

Jacob Werblow, Teacher Education

Steven Kirstukas, Engineering

Bin Zhou, Engineering




EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

DATE: April 4, 2014

TO: Dr. Gregory Gray
President, Board of Regents

FROM: Dr. Elsa M. Núñez 
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 25, 2014.

For Tenure:

Dr. Joshua Idjadi, Biology Department
Dr. Anita Lee, Health & Physical Education Department
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department
Dr. Kristalyn Salters-Pedneault, Psychology Department

For Professor:

Dr. Theresa Bouley, Education Department
Dr. David Frye, History Department
Dr. Madeleine Fugere, Psychology Department
Dr. Pete Johnson, Mathematics & Computer Science Department
Dr. Jennifer Leszczynski, Psychology Department
Dr. Barbara Little Liu, English Department
Dr. Zoran Pazameta, Physical Science Department
Dr. Russell Sampson, Physical Science Department

For Associate Professor:

Dr. Joshua Idjadi, Biology Department
Dr. Gregory Kane, Health & Physical Education Department
Dr. Nicholas Parsons, Sociology, Anthropology & Social Work Department
Dr. Kristalyn Salters-Pedneault, Psychology Department

For Librarian:

Ms. Caroline Davis, Library Services

EMN/nrl

CC: Ms. Laurie Dunn, Interim Vice President of Human Resources, Connecticut State
Colleges and Universities
Dr. Rhona C. Free, Provost
Mr. Steven Weinberger, Interim Vice President of Human Resources
Dr. Elena Tapia, Promotion and Tenure Committee Chair



Southern Connecticut
State University

Mary A. Papazian, Ph.D.
PRESIDENT

May 1, 2014

Dr. Gregory Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
39 Woodland Street
Hartford, CT 06105-2237

Dear Dr. Gray:

In accordance with Article 4.11.14 of the CSU-AAUP Collective Bargaining Agreement, the following are my amended recommendations for Promotion and Tenure, which will be effective August 25, 2014:

TENURE

Stanley Bernard (Public Health)
Adiel Coca (Chemistry)
Lee deLisle (Recreation & Leisure Studies)
Christine Denhup (Nursing)
Corey Hannah (Exercise Science)
Jan Jones (Recreation & Leisure Studies)
Erin Larkin (World Languages & Literatures)

Peter Latchman (Exercise Science)
Jennifer McCullagh (Communication Disorders)
Laura Raynolds (Special Education and Reading)
Elizabeth Rhoades (Counseling & School Psychology)
Dana Schneider (Social Work)
Lisa Vitale (World Languages & Literatures)
Jonathan Weinbaum (Biology)

PROMOTION

From Assistant to Associate Professor:

Stanley Bernard (Public Health)
Margaret Generali (Counseling & School Psychology)
Erin Larkin (World Languages & Literatures)
Peter Latchman (Exercise Science)
Jennifer McCullagh (Communication Disorders)

Laura Raynolds (Special Education and Reading)
Elizabeth Rhoades (Counseling & School Psychology)
Dana Schneider (Social Work)
Lisa Vitale (World Languages & Literatures)
Jonathan Weinbaum (Biology)

From Associate to Full Professor:

Lawrence Brancazio (Psychology)
Gregory Cochenet (Art)
Lee deLisle (Recreation and Leisure Studies)

Cheri Smith (Counseling and School Psychology)
James Tait (Science Education & Environmental Studies)

Promotion to Coach I:

Joseph Van Gilder (Athletics)

Dr. Gray
May 1, 2014
Page two

Promotion to Coach II:

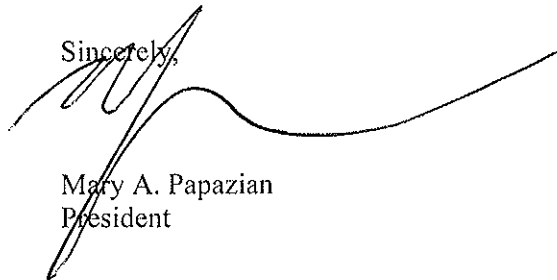
Michael Makubika (Athletics)

Promotion to Librarian:

Rebecca Hedreen (Library Services)

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary A. Papazian', is written over the word 'Sincerely,'.

Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff

M. Kennedy, SCSU Interim Provost and Vice President for Academic Affairs



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

To: Gregory W. Gray
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities

From: James W. Schmotter

Date: March 19, 2014

Re: Promotion & Tenure Recommendations

I support and concur with Provost Jane Gate's recommendations that the following faculty members receive promotion and tenure:

Promotion to Associate Professor

Stavros Christofi
Becky Eide Hall
Patricia O'Neill
Nicholas Greco
Massy Rajabzadeh
Anne Roberts

Promotion to Professor

Mary Ellen Doherty
Wynn Gadkar-Wilcox
Fernando Jimenez
Theodora Pinou
Alba Skar

Promotion to Librarian

Ziaomei Gong

Tenure

JC Barone
Mary Ellen Doherty
Jessica Eckstein
Deneen Harris
Senan Hayes
Truman Keys
Massy Rajabzadeh
Anne Roberts

c: F. Cratty, Int. Assoc. VP for Human Resources
J. Gates, Provost/VP for Academic Affairs
W. Petkanas, P&T Committee Chair



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

Proposed Common Academic Calendar

AY 2015-2016 & 2016-2017

As part of the CSCU system's strategic initiative to develop common systemic processes, a common calendar committee, representing key stakeholders from among the 17 institutions, was tasked with developing a common academic calendar. The four state universities have had a common calendar for many years, although these calendars are only developed and published through the spring 2015 semester. The twelve community colleges have always developed their own individual calendars. Additionally, the committee had to take into consideration the specific requirements of the three faculty collective bargaining agreements that operate in the system. Each of them has slightly different requirements that made the task of finding a common calendar even more complex.

Due to these constraints in the three different collective bargaining agreements, the start dates for the CSUs, COSC and the CCs are not always exactly the same, and do sometimes vary by a few days. However, the committee believes that we are as close as we can get to a common calendar until such time as the language in the three collective bargaining agreements is harmonized.

The community colleges historically each developed their own academic calendar, and simply reported these calendars to the Board yearly under a 1975 policy numbered 3.2. This policy is no longer necessary, as the system of seventeen institutions embarks on a system-wide calendar development process.

RATIONALE

In January, a common calendar committee was established, and was comprised of seventeen members representing all of the key stakeholders within the system, including faculty leaders from the Board of Regents' Faculty Advisory Committee, human resources, student affairs, continuing education, registrars and enrollment managers. The committee was chaired by Dr. Marianne Kennedy, interim provost of Southern Connecticut State University and Dr. Michael Rooke, dean of academic affairs at Tunxis Community College.

During the development of the calendars, feedback was sought from all seventeen institutions through both the academic council and the faculty advisory committee. A great deal of feedback was received, and to the extent possible, such feedback was reflected in the final calendar. The academic council affirmed the calendars at their April 9, 2014 meeting.

The committee recommends that when collective bargaining agreements are renegotiated, that common language is developed that define the parameters necessary to develop an improved common calendar in the future.

Community College board policy 3.2 that defined the parameters for the development of a calendar needs to be suspended as these definitions are no longer consistent with the parameters now being used to define the common academic calendars.

4/9/2014 – Academic Council

5/2/2014 – BOR-Academic and Student Affairs Committee

5/13/2014 – Board of Regents

FINAL DRAFT Community College Academic Calendar

Fall 2015

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	2	3	4	5	6	7
	8	9	10	11	12	13
	14	15	16	17	18	19
	20	21	22	23	24	25
	26	27	28	29	30	31

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	3	4	5	6	7	8
	9	10	11	12	13	14
	15	16	17	18	19	20
	21	22	23	24	25	26
	27	28	29	30	31	

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	7	8	9	10	11	12
	13	14	15	16	17	18
	19	20	21	22	23	24
	25	26	27	28	29	30
	31					

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	5	6	7	8	9	10
	11	12	13	14	15	16
	17	18	19	20	21	22
	23	24	25	26	27	28
	29	30	31			

Class weeks

14	15	15	15	15	15	14
----	----	----	----	----	----	----

CC Semester Begins
 All Classes begin for CC
 Labor Day
 College open, No Classes for CC
 Thanksgiving Recess for CC
 Reading/Make-up Day for CC
 Final Exam Period for CC
 Semester Ends for CC

25-Aug
31-Aug
7-Sep
25-Nov
Nov 26-29
8-Dec
Dec 12-18
23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
 or faculty are encouraged to supplement class time with online assignments, to the extent possible.

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
							1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					1

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			21

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
							22

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30					18

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
			1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31		13

Class weeks CSU

14	15	16	15	15	14	14	Total
							75

CSU semester begins; COSC semester and courses begin

All Classes begin CSU

Labor Day

College open, No Classes for CSU

Thanksgiving Recess for CSU

Reading/Make-up Day for CSU

Final Exam Period CSU

Semester Ends for COSC

Semester Ends for CSU

24-Aug
31-Aug
7-Sep
25-Nov
Nov 26-29
11-Dec
Dec 12-18
20-Dec
23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.

Where there are less than 15 weeks, Colleges can elect to adjust class meeting times, or faculty are encouraged to supplement class time with online as:

FINAL DRAFT Community College Academic Calendar

Spring 2016

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	3	4	5	6	7	1 8
	10	11	12	13	14	15 9
	17	18	19	20	21	22
	24	25	26	27	28	29
31						30

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	7	8	9	10	11	12 13
	14	15	16	17	18	19
	21	22	23	24	25	26
28	29					27

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
	27	28	29	30	31	26

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	3	4	5	6	7	8
	10	11	12	13	14	15
	17	18	19	20	21	22
	24	25	26	27	28	29
						30

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	8	9	10	11	12	13
	15	16	17	18	19	20
	22	23	24	25	26	27
	29	30	31	1-Jun		28

Class Weeks CC

15	15	15	15	15	15	15
----	----	----	----	----	----	----

MLK Day
Semester Begins for CC
Classes begin for CC
Lincoln's & Washington's Birthdays Observed - no classes
Spring Recess for CC
Good Friday, Colleges Closed Mar 25-27
Reading/Make-up Day for CC
Final Exams for CC
Memorial Day
CC Semester Ends

18-Jan
19-Jan
21-Jan
Feb 12-15
Mar 21-27
25-Mar
5-May
May 10-16
30-May
1-Jun

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

FINAL DRAFT CCSU-COSC Academic Calendar

Spring 2016

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
	3	4	5	6	7	1 2	
	10	11	12	13	14	15 8	16 9
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31						9

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
		1	2	3	4	5 6	
	7	8	9	10	11	12 13	
	14	15	16	17	18	19 20	
	21	22	23	24	25	26 27	
	28	29					19

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
			1	2	3	4 5	
	6	7	8	9	10	11 12	
	13	14	15	16	17	18 19	
	20	21	22	23	24	25 26	
	27	28	29	30	31		18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
						1 2	
	3	4	5	6	7	8 9	
	10	11	12	13	14	15 16	
	17	18	19	20	21	22 23	
	24	25	26	27	28	29 30	21

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Ins. Days
	1	2	3	4	5	6 7	
	8	9	10	11	12	13 14	
	15	16	17	18	19	20 21	
	22	23	24	25	26	27 28	
	29	30	31	1-Jun			8

Class Weeks CSU

14	14	16	16	15	14	14	Total
							75

- MLK Day
- Semester Begins CSU
- COSC & CCSU Classes begin
- Lincoln's & Washington's Birthdays Observed - no classes
- Spring Recess for CSU
- Day of Reflection for CSU
- Reading/Make-up Day for CSU
- Final Exams
- Memorial Day
- COSC Semester Ends
- CSU Semester Ends

18-Jan
15-Jan
19-Jan
Feb 12-15
Mar 21-27
25-Mar
May 5-6
May 7-13
30-May
15-May
31-May

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

FINAL DRAFT Community College Academic Calendar

Fall 2016

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
	7	8	9	10	11	12
	14	15	16	17	18	19
	21	22	23	24	25	26
28	29	30	31			

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
	2	3	4	5	6	7
	9	10	11	12	13	14
	16	17	18	19	20	21
	23	24	25	26	27	28
30	31					

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
	6	7	8	9	10	11
	13	14	15	16	17	18
	20	21	22	23	24	25
27	28	29	30			

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
	4	5	6	7	8	9
	11	12	13	14	15	16
	18	19	20	21	22	23
	25	26	27	28	29	30
						31

Total No. Class weeks

14	15	15	15	15	14	14
----	----	----	----	----	----	----

CC Semester Begins

25-Aug

All Classes begin for CC

29-Aug

Labor Day - All Colleges Closed

5-Sep

College open, No Classes for CC

23-Nov

Thanksgiving Recess for CC

Nov 24-27

Reading/Make-up Days for CC

Dec 6 & 9

Final Exam Period CC

Dec 10-16

Semester Ends for CC

23-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.

Where there are less than 15 weeks, Colleges can elect to adjust class meeting times, or faculty are encouraged to supplement class time with online assignme

FINAL DRAFT CSU-COSC Academic Calendar

Fall 2016

August

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
			1	2	3	4	5	6
		7	8	9	10	11	12	13
		14	15	16	17	18	19	20
		21	22	23	24	25	26	27
		28	29	30	31			
								3

September

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	21

October

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
							1	
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	31					21

November

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30			19

December

	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
						1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31
								11

Total No. Class weeks

	14	15	16	15	15	14	14	Total
								75

CSU & COSC semester begins
 All Classes begin for CSU
 Labor Day - COSC & CSU Closed
 College open, No Classes for CSU
 Thanksgiving Recess for CSU
 Reading/Make-up Day for CSU
 Final Exam Period CSU
 COSC semester ends

22-Aug
29-Aug
5-Sep
23-Nov
Nov 24-27
9-Dec
Dec 10-16
18-Dec

Note: Wherever possible, 15 weeks of class meeting times are preferred.
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
 or faculty are encouraged to supplement class time with online assignme

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Total No. Class weeks CC

14 14 15 15 15 14 14

MLK Day
Semester Begins
CC Classes Begin
Lincoln's & Washington's Birthday Observed
Spring Recess
Good Friday, Colleges Closed Apr 14-16
Reading/Make-up Days
Final Exams CC
Memorial Day
CC Semester Ends

16-Jan
17-Jan
19-Jan
Feb 17-20
Mar 13-19
14-Apr
4-May
May 9-15
29-May
1-Jun

Note: Wherever possible, 15 weeks of class meeting times are preferred.
Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
or faculty are encouraged to supplement class time with online assignments, to the extent possible.

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				11

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28				18

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	18

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30						19

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat	No. Instr. Days
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	25	26	27	28	29
	28	29	30	31	1		
							9
Total							75

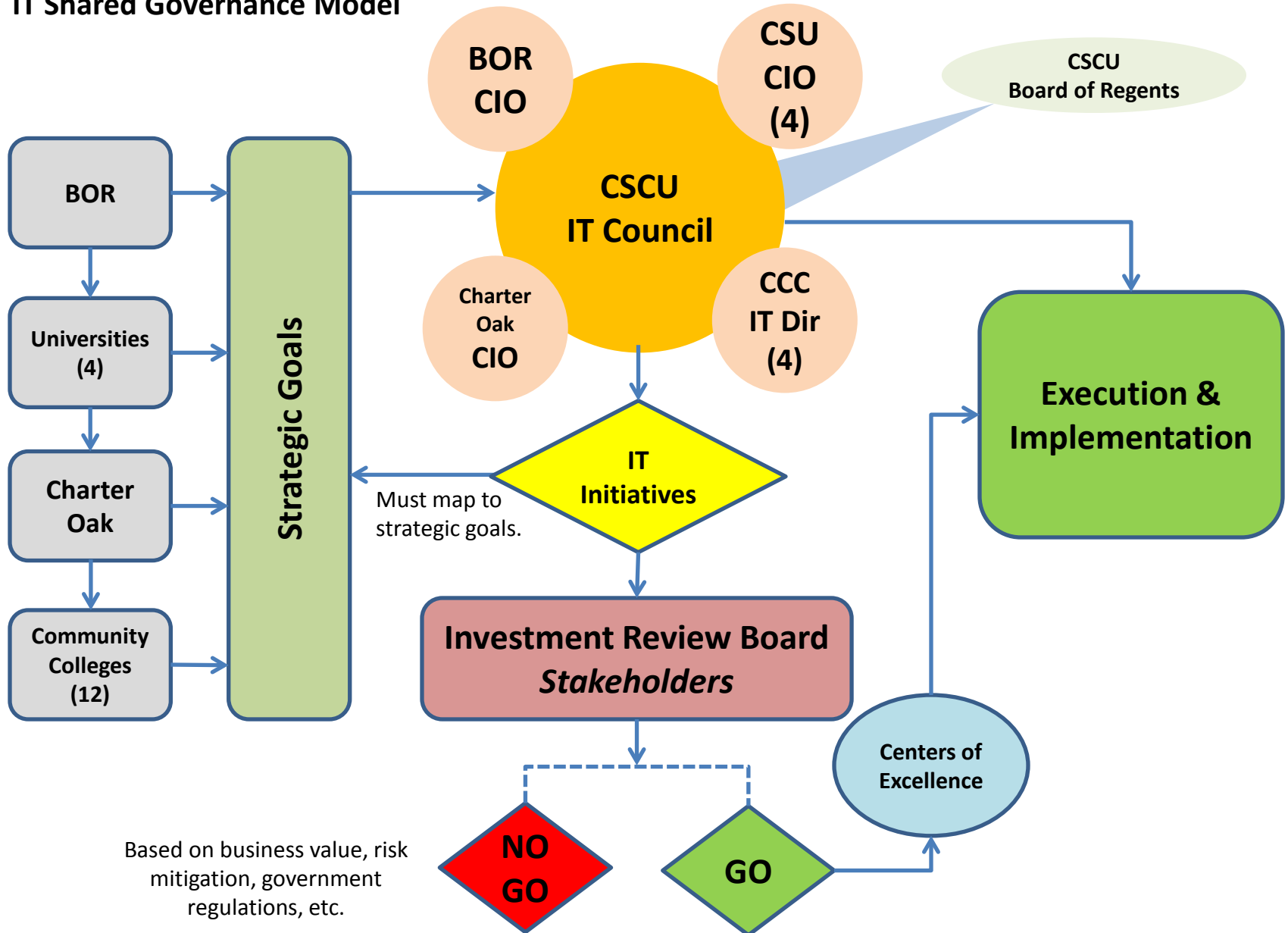
Total No. Class weeks CSU

Semester Begins
 MLK Day
 CSU & COSC classes begin
 Lincoln's & Washington's Birthday Observed
 Spring Recess
 Day of Reflection, CSUs Closed Apr 14-16
 Reading/Make-up Day CSU
 Final Exams CSU
 COSC semester ends
 Memorial Day
 CSU Semester Ends

13-Jan
16-Jan
17-Jan
Feb 17-20
Mar 13-19
14-Apr
5-May
May 6-12
14-May
29-May
31-May

Note: Wherever possible, 15 weeks of class meeting times are preferred.
 Where there are less than 15 weeks, Colleges can elect to adjust class meeting times,
 or faculty are encouraged to supplement class time with online assignments, to the extent possible.

Proposed CSCU
IT Shared Governance Model



CSCU IT Steering Committee

Article I: Name

The committee functioning under these bylaws is officially named the IT Steering Committee.

Article II: Mission

The Mission of the IT Steering Committee is to help guide the development of information technology and innovation services in support of the educational mission of the CSCU system.

Article III: Authority of Council

BOR President and BOR CIO.

Article IV: Purpose

The IT Steering Committee is a standing advisory committee charged by the President of the BOR to review, discuss, refine and ultimately approve, key operational strategies for addressing enterprise information technology, and other strategic IT initiatives as deemed appropriate. The IT Steering Committee will work directly with the BOR CIO during the development of these IT initiatives, to provide focused, management-level advice and feedback aimed at raising and addressing potential college or university concerns, in order to facilitate the development and implementation of IT operational strategies that work well in the CSCU system.

Article V: Roles & Duties

Members of this committee serve as recognized advisors to the BOR CIO. They are expected to provide input on the issues that come before them, but with the goal of addressing initiatives and solutions that can best support the CSCU system educational mission. Committee members are expected to make every effort to consider the broader implications of their recommendations on the entire CSCU system, and to provide guidance consistent with the diversity of activities, interests, and strategic initiatives in which the CSCU community is engaged. Matters which come before IT Council may sometimes be of a confidential or sensitive nature, and should be treated with appropriate care and discretion.

Article VI: Membership

The IT Steering Committee members are as follows:

BOR CIO
4 University CIOs
4 Community College IT Directors
CIO from Charter Oak

Article VII: Leadership

The BOR CIO will serve as Chair for the committee.

Article VIII: Sub-committees

The IT Steering Committee may create sub-committees and working groups as needed. Chairs of sub-committees appointed by the IT Steering Committee shall be responsible for the duties, schedules, and tasks assigned to their sub-committees. Sub-Committee Chairs shall be responsible for routinely providing committee status and activity reports to the IT Steering Committee.

Article IX: Operating Procedures

Decision-making will be by consensus wherever possible. Votes, when required, will be decided by a simple majority of the quorum present. Tie votes will be considered to have failed.

A quorum will consist of a simple majority of the membership of the committee. The most recent version of Robert's Rules of Order will be used to decide any parliamentary questions that arise before the committee.

Issues to be discussed by the IT Steering Committee can be brought forth by any sanctioned group. (i.e. Registrars council). This sanctioned group must also have an executive sponsor. For example if the Registrars have an item to bring forth that would require any kind of funding they must have Deans of Administration (CC) or V.P. of Finance (Univ.) as an executive sponsor.

The Investment Review Board will analyze initiatives based on business value, risk mitigation, state and federal regulations. The board will be convened on major projects and consist of CFOs, Provosts, Deans of Administration and senior managers aligned with the various projects. The BOR – CIO will convene the committee at his or her discretion.

Article X: Meetings

The IT Steering Committee will meet once per month or at the discretion of the BOR CIO. The Chair may call other meetings as needed. The Chair may also elect to conduct some business via electronic communications (e.g., email, audio, or Web conference). Any member of the committee may request of the Chair that a special meeting be called. Such a decision will be made at the discretion of the Chair.

In the absence of a quorum, the Chair may conduct the meeting for information purposes only, or may adjourn the meeting.

It is the responsibility of each member to be active on the committee and to attend scheduled meetings on a regular basis. A member may not send a delegate to represent them in their absence. If an appointed member fails to attend four regularly scheduled consecutive meetings or six meetings in a calendar year, the Chair may submit a request to the BOR President for a new appointment to complete the term.

Attendance at any meeting of the IT Steering Committee or its sub-committees or working groups may be in person or by other means using any two-way interactive communications (e.g., audio or Web conference), upon prior approval of the Chair.

Members of the BOR, Colleges and Universities IT staffs are welcome to attend these meetings, at the discretion of their respective CIO or CCC IT Director.

Any committee member may submit agenda items to the Chair for consideration.

Minutes will be kept by the Executive Assistant to the BOR CIO, or a committee member, for all regular and special meetings. These minutes shall be distributed to the members as soon as practicable after the respective meetings, and posted on the committee's Web site after approval.

Article XI: Membership Appointments/Changes

Members of the committee serve overlapping two-year terms, except in the case of appointment by position (e.g., CIO) which is continuous. Community College members will elect their 4 representatives from the 12 CCC IT Directors. Any member of the committee may resign her or his position for any reason, by submitting her or his resignation to the Chair. In the event of a vacancy, the BOR President will direct the IT Steering Committee to recommend a suitable replacement, which will be approved by a majority vote of the IT Steering Committee.

Article XII: Amendments to the Bylaws

These bylaws can be amended at any regular or special meeting called for this purpose, by a two-thirds vote of any quorum of members who are present and voting. Proposals to amend these bylaws must be submitted in writing to all members at least one week prior to the date of the meeting at which the amendment(s) will be considered.

Amendments to these bylaws are subject to approval of the BOR President.