

CT BOARD OF REGENTS FOR HIGHER EDUCATION
MINUTES – REGULAR MEETING - 10:00 a.m., Thursday, May 21, 2015
61 Woodland Street, Hartford, CT 06105

REGENTS PARTICIPATING

| | |
|-----------------------------------|-------------------|
| Nicholas M. Donofrio, Chair | Sarah Greco |
| Yvette Meléndez, Vice Chair | Merle W. Harris |
| Stephen Adair* | Matt Fleury |
| Richard J. Balducci | William J. McGurk |
| Eugene L. Bell <i>via telecom</i> | JoAnn Price |
| Robert E. Brown* | Elease E. Wright |
| Naomi K. Cohen | Craig S. Lappen |
| Lawrence J. DeNardis | |

REGENTS ABSENT

| | |
|------------------|---------------------|
| David R. Jimenez | Catherine H. Smith* |
| Jewel Mullen* | Diane Wentzell* |
| Sharon Palmer* | |

**ex-officio, non-voting member*

BOR STAFF

Gregory W. Gray, President
Elsa M. Nuñez, VP State Universities & President, Eastern Connecticut State University
Erin A. Fitzgerald, Associate Director of Board Affairs/BOR Secretary
Erika Steiner, BOR Chief Financial Officer

UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS

James Lombella, Asnuntuck Community College
Wilfredo Nieves, Capital Community College
Paul Broadie, Housatonic Community College
Anna Wasescha, Middlesex Community College
Daisy Cocco De Filippis, Naugatuck Valley Community College
Barbara Douglass, Northwestern Connecticut Community college
Carlee Drummer, Quinebaug Valley Community College
Mary Ellen Jukoski, Three Rivers Community College
Cathryn Addy, Tunxis Community College
Edward Klonoski, Charter Oak State College
John W. Miller, Central Connecticut State University
Mary Papazian, Southern Connecticut State University
James W. Schmotter, Western Connecticut State University

GUESTS

Ronald J. Pugliese, WCSU UAC Co-Chair and WCSU Foundation President
George Kain, WCSU Co-Chair and WCSU Faculty Member

CALL TO ORDER

Chairman Donofrio called the meeting to order at 10:05 a.m. and declared a quorum present.

ADOPTION OF AGENDA

On a motion by Regent Balducci with a second by Regent McGurk, the agenda was unanimously adopted.

EXECUTIVE SESSION

At 10:10 a.m. on a motion by Chair Donofrio, seconded by Regent Fleury, 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. Chairman Donofrio directed BOR President Gregory Gray and Erin Fitzgerald to remain with the Board in Executive Session.

RETURN TO OPEN SESSION

At 10:35 am 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.

APPOINTMENT OF WESTERN CT STATE UNIVERSITY PRESIDENT

Regents Search Committee Chair Merle Harris provided brief remarks regarding the search process for the WCSU president, noting that the nationwide search yielded over 80 applicants, which were narrowed down to 7 semi-finalists, then three exceptional finalists. Dr. Harris offered her thanks and appreciation to the members of the WCSU University Advisory Committee and to the members of the Regents Search Committee. She also expressed appreciation to all the students, faculty and staff for their participation in the important process which yielded an excellent president who will be joining WCSU in July 2015. **On a motion by Regent Harris, seconded by Naomi Cohen, the following resolution appointing Dr. John Clark as President of Western Connecticut State University was unanimously approved.**

WHEREAS, The members of the Regents Search Committee, with the assistance of members of the Western Connecticut State University Advisory Committee, conducted a national search for a president for the university, and

WHEREAS, Having completed this search through the careful evaluation of credentials and interviews with outstanding finalist candidates, the Regents Search Committee recommends that Dr. John B. Clark be appointed as President of Western Connecticut State University, and

WHEREAS, The Chairman of the Board of Regents for Higher Education and the President of the Board of Regents for Higher Education concur in this recommendation, therefore, be it

RESOLVED, That effective July 1, 2015, under the terms and conditions of the Human Resources Policies for Management and Confidential Professional Personnel of the Board of Regents for Higher Education as such policies may be revised from time to time, the CT Board of Regents for Higher Education affirms that Dr. John B. Clark is hereby appointed as President of Western Connecticut State University at the rate of \$9,961.69 biweekly (\$260,000 annualized over 26.1 biweekly pay periods).

At Regent Harris' request, Ronald J. Pugliese, the UAC Co-Chair, addressed the Board, extending his appreciation for the cooperation and collaboration between the members of the Regents Search Committee, noting it was an excellent process.

Following adoption of the resolution appointing Dr. Clark as the incoming WCSU President, both Regent Balducci and Vice Chair Melendez, commented briefly regarding the numerous and invaluable contributions WCSU President Schmotter made towards the university, the Danbury community, and the university and college system.

Chairman Donofrio also noted that the Board would begin the presidential search for Northwestern Connecticut Community College, with the College Advisory Committee having been established and announced that the Regents serving on the Search Committee as follows: Chair Naomi Cohen, Vice Chair Richard J. Balducci, and RSC members Elease Wright, David Jimenez, Eugene Bell and William McGurk.

FACULTY ADVISORY COMMITTEE

FAC Chair Robert E. Brown introduced the following FAC members who were in attendance:

| | |
|---|---|
| Greg DeSantis, Housatonic Community College | Del Cummings, Naugatuck Valley Comm. College |
| Rachel Siponi, Central Connecticut State University | T. J. Barber, Manchester Community College |
| Barbara Richards, Housatonic community College | William Lugo, Eastern Connecticut State University |
| Ann Marie Gagnon, Charter Oak State College | Patty O'Neill, Western Connecticut State University |
| Catherine Hoyser, Charter Oak State College | |

FAC Chair Brown referenced the [Faculty Advisory Committee's statement submitted to the Board as Attachment A to the 5/21/15 Agenda Packet](#) (Attachment #1 hereto) prior to reading the following statement:

"Fellow Regents,

The report that we've submitted is an attempt to explain the current attitude of the faculty—both teaching and administrative—in our system. It also offers some ideas to consider as we move forward from the current impasse between system and faculty.

The defining facts of the present are the no-confidence votes that have occurred on our campuses.

To date, 10 campuses have voted no-confidence in President Gray and the Transform CSCU 2020 plan. The Senate at Housatonic Community College will vote today. Quinebaug Community College is scheduled to vote next week. Only four campuses have decided at this point not to take up the issue. Nowhere has a vote of no-confidence been rejected.

These votes are neither sideshows nor distractions. They reflect deep discontent. They are, as we say in the report, the main event.

The decision-making process varied from campus to campus, depending on the local governance structure. In some cases the vote was cast by a representative Senate. On other campuses, the participation was broad.

The results are overwhelming. In some cases, they transcend “overwhelming.” At my institution, Tunxis Community College, the vote was 80-2 in favor of no-confidence. At Manchester Community College, the vote was 86-6. Central Connecticut State College voted 60-1 in favor. Western Connecticut State University’s Senate voted unanimously, 27-0, for no-confidence.

In all, 436 votes have been cast in favor of a no-confidence resolution of some type. Only 40 votes have been cast against the resolutions. Ninety-two percent support for no-confidence is surely a significant statement.

The resolutions varied in language.

Some expressed no-confidence in President Gray and Transform; others expressed no-confidence in President Gray and in Transform in its current form; still others expressed no-confidence in the president, in Transform, and in this board.

This is ample evidence that the votes were guided from no central place.

There is, as we say in our report, no charismatic leader pushing an agenda. Rather, the votes give focus to a broad discontent that has been building for months. Faculty have attempted in a variety of ways to state their deep concern about Transform CSCU—the means by which it was developed, its size, its creation by outside consultants rather than experts on the campus, its lack of an overarching academic vision, and its possible implications for the future of our system.

They have felt as if their concerns went unheard.

As the Faculty Advisory Committee to the Board of Regents, we believe it is incumbent upon us to represent the views of faculty to the Regents, to the Legislature, to the system administration and, ultimately, to the people of Connecticut.

The faculty believe that Transform’s many flaws rendered it unable to advance our students’ acquisition of knowledge and development of critical-thinking skills.

We also believe deeply in a system based on excellence, affordability, and access.

This is a vision we share with the Regents and with the System Office. We further believe that we have offered some solid suggestions for increasing affordability and access.

Child care on all campuses, extending educational and career-training opportunities into correctional facilities, providing scholarships for students in high-priority school districts, convincing—these are concrete steps that will increase access AND affordability. Further, if part of our system’s agenda going forward is will involve providing educational programs for business and industry, then we should invite them to become true stakeholders in advancing our programs and our efforts to attain the funding that will assure excellence.

With that, we invite discussion on our report.”

Following FAC Chair Bob's Browns comments, FAC Vice Chair Stephen Brown offered comments, highlights of which are noted below:

- The votes emphasized problems issues faculty members found in Transform;
- Faculty seeks open dialog and finding ways to collaborate in order to make the system more effective for the students and for the good of Connecticut
- Votes of no confidence need to be taken seriously and not dismissed citing misinformation and poor communication
- Faculty members have a record of being willing to collaborate
- While Transform was presented was "student-centered" it appeared to be more of a "system-oriented focus" lacking an academic focus
- Spoke to the process of bringing the Transform 2020 item up to the Board for deliberation and noting that it was challenging to effectively deliberate in the form of 36 separate initiatives.

Following the FAC Chair and Vice Chair's comments, a discussion ensued responsive to the FAC's remarks, led by Regent Harris who suggested specificity from the FAC/faculty members regarding specific suggestions as to an improved process or specific priorities would be valuable. Further discussion ensued with participation by Regents, the FAC Chair and Vice Chair and President Gray.

CHAIRMAN'S REMARKS

Chairman Donofrio thanked the FAC Chair and Co-Chair for the comments as well as the Regents. He noted that the merger of the former systems was "here to stay." He quoted Heather Abbott, injured in the Boston Marathon bombing, who during her commencement address at Southern Connecticut State University shared her "3 keys to life" with the graduates:

1. Accept it and move on;
2. Get off the island (learn to accept and rely on the support of others); and
3. "Share the spirit - pay it forward.

Chairman Donofrio stated that he was committed to collaboration and continued dialog with the faculty and pledged his support and willingness to reach across the table.

BOR PRESIDENT GREGORY W. GRAY

President Gray, noting that he was celebrating his 40th year in higher education and throughout that career he always protected the basic principle of academic freedom, remarking that what just took place was an example of that (very different viewpoints but all focused on one thing: student learning).

President Gray provided updates and information regarding the following items:

- Update on 2014-2015 accomplishments:
- System Office: demonstrating it can operate efficiently in order to accomplish one of the key objectives of CSCU consolidation—efficiency; to date, reduction of headcount by 30 positions,

- saving more than \$7 million in expenses, while maintaining/improving the level of services we provide to the institutions
- 1400 Go Back to Get Ahead beneficiaries;
 - 85 CT ECHO students enrolled in Norwalk Community College’s collaboration with IBM,
 - 800 or so students who have benefitted from Asnuntuck’s “Fifth Year Model” program, receiving manufacturing technology education in East Granby, Granby, and East Hartford middle schools;
 - Students who have benefitted with the addition of 113 new faculty members across the System
 - This year alone, 30 new programs were introduced in the community colleges, 15 in the universities, and 3 at Charter Oak State College;
 - Noting all of the above was accomplished in the middle of significant budgetary issues.
 - Referencing change, President Gray referenced
 - The selection of 5 new institution presidents—Quinebaug, 3 Rivers, Asnuntuck, Housatonic Community Colleges, and Western Connecticut State University; and, launch of the search process for the president of Northwestern Connecticut Community College
 - The appointment of an interim provost
 - The appointment of 3 new regents to the Board
 - First collaboration with FAC (Hurdles on the Horizon conference)
 - A change in the delivery of instruction yielding a 14.6% increase in enrollments in distance and online instruction;
 - Progress on a number of key Transform CSCU 2020 initiatives:
 - Transfer and Articulation progress
 - Smart Classrooms, for which all the institutions have requested furniture and technology upgrades as part of the new initiatives t
 - Early College
 - Developmental Education (PA 12-40)
 - Revenue Management: a) increasing financial aid opportunities for students; b. maximizing grant opportunities from federal, state, and private sources; fringe benefit relief (for which we are receiving support and cooperation from the Office of Policy and Management); and of course, continuing focus on keeping tuition as low as possible for our students
 - IT Organizational Structure, focusing on redirecting staff to college and university support positions at the campuses based on need, as agreed to by the employees, to support strategic projects (8 to date)
 - Veterans’ services continues to be a model across the system with a new and increased focus on helping veterans through the application process, with financial aid, and with academic success; we are very proud of the efforts our colleges and universities are making in this critical area
 - Full affirmative action compliance with System Office hires this year
 - CSCU students are benefitting materially from our efforts, before and after graduation:
 - Graduation rates for many of our colleges and universities were up: CCSU’s 6-year graduations are up 52.4%;
 - First year retention rates are up at a number of the institutions as well: CCSU, for example, saw a retention rate for first year students of 80%; and Western reached 79%;
 - CSCU’s Advanced Manufacturing centers are experiencing significant growth—96% of Housatonic program graduates found employment in their field; at Quinebaug, the rate is 89%; while at Asnuntuck it is 91%;
 - For the last three years for which we have numbers (2013), minority enrollment continues to increase in both the CSUs and the Community Colleges, with disproportionate increases at the latter (42.9% in 2013);
 - Although finalized graduation counts will not be available until late summer, current trends suggest the number of CSCU graduates for 2015 will be over 14,000
 - 3 (shortly 4) of our colleges have already been designated as Hispanic Serving Institutions, with another one receiving it shortly
 - For the third year in a row, no Quinebaug student graduated with ANY federal debt thanks to the efforts of the QVCC Foundation;
 - Thanked the following:
 - Dedication of faculty who continue to lead our students on a magical journey of student learning

- Focused team of presidents and their staffs, committed to excellence
- System Office staff, who have helped advance his vision for CSCU
- Board members for their steadfast support of his vision during the 22 months he has been President of the CSCU System
- Together, we will continue to pursue increased access, affordability and excellence for our students—to go from good to great (referenced Jim Collins)
 - Under the presidents' leadership, we will continue work on various Transform initiatives
 - We will devote attention to revising the dysfunctional budget process, and avoid the havoc that the current budget planning schedule creates
 - We lead the charge for structural change within the system, to enable us to gain greater control of our fate year-to year
 - We will stay laser-focused on the Board's vision and mission for CSCU in everything we do
- Final comment.... "I mentioned at the beginning of this summary that we are a very young system, not just relative to others (like California's, New York's, and Pennsylvania's), but in absolute terms as well. At this stage of growth, learning to walk is tricky, and bumps are frequent. What's critical is that we remain open to learning as we grow. This year CSCU grew as a system, and I'd like to think that we, as administrators, have grown as well. We're not ready to run just yet, but we are beginning to walk with greater confidence, and that confidence is borne from the accomplishments I mentioned above. For those accomplishments contribute to greater student success, as well as to the fulfillment of our promise to them for a better future. Working together with faculty, staff, and our external stakeholders, I am confident we will continue to build on progress next year and beyond. Thank you for your attention."

APPROVAL OF MINUTES

On a motion by Regent Balducci, seconded by Regent McGurk, the April 15, 2015 meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

Chairman Donofrio called for a motion on the Consent Agenda. **On a motion by Regent Harris, seconded by Regent Fleury, the items listed on the Consent Agenda below were unanimously approved.**

Modifications of Programs

BOT: Executive Assistant – AS – Housatonic CC
Business Admin: Customer Svc/Marketing Option - AS – Housatonic CC
BOT: Administrative Support Assistant Certificate – Housatonic CC
Fine Arts – AA – Quinebaug Valley CC

Terminations

Child Development Associate – Certificate – MCC

Accreditation

Health Information Management – BS – Charter Oak SC

New Programs

Master of Science in Organizational Effectiveness and Leadership - Charter Oak SC
Software Engineering – AAS – Norwalk CC
Mobile Programming – AAS – Norwalk CC

Honorary Degree – Three Rivers CC

Establishment of a Middle College – Capital CC

Promotions and Tenures – CCSU, ECSU, SCSU and WCSU

RESOLUTIONS ON CONSENT:

Modifications of Programs

BOT: Executive Assistant – AS – Housatonic CC

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Business Office Technology: Executive Assistant leading to an Associate of Science (A.S.) degree at Housatonic Community College changing the curriculum and the name to **Business Office Technology: Administrative Assistant.**

Business Admin: Customer Svc/Marketing Option - AS – Housatonic CC

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Business Administration: Customer Service/Marketing Option” leading to an Associate of Science (A.S.) degree at Housatonic Community College changing the curriculum and the name to “**Business Administration: Marketing Option**”.

BOT: Administrative Support Assistant Certificate – Housatonic CC

RESOLVED: That the Board of Regents for Higher Education approve modifications changing the curriculum of a program in Business Office Technology: Administrative Support Assistant leading to a Certificate at Housatonic Community College.

Fine Arts – AA – Quinebaug Valley CC

RESOLVED: That the Board of Regents for Higher Education, approve modifications of a program in Fine Arts leading to an Associate of Arts (A.A.) degree at Quinebaug Valley Community College changing the curriculum and the name to **Visual Arts.**

Terminations

Child Development Associate – Certificate – MCC

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the program “Child Development Associate” leading to a Certificate at Manchester Community College effective July 1, 2015.

Accreditation

Health Information Management – BS – Charter Oak SC

RESOLVED: That the Board of Regents for Higher Education accredit a program in Health Information Management leading to a Bachelor of Science (B.S.) degree at Charter Oak State College for a period of time concurrent with institutional accreditation.

New Programs

Master of Science--Organizational Effectiveness and Leadership - Charter Oak SC

RESOLVED: That the Board of Regents for Higher Education license a program in Organizational Effectiveness and Leadership leading to a Master of Science (M.S.) degree at Charter Oak State College for a period of three years until May 31, 2018.

Software Engineering – AAS – Norwalk CC

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Software Engineering leading to an Associate of Applied Science degree at Norwalk Community College for a period of three years until May 31, 2018.

Mobile Programming – AAS – Norwalk CC

RESOLVED: That the Board of Regents for Higher Education approve licensure of a program in Mobile Programming leading to an Associate of Applied Science degree at Norwalk Community College for a period of three years until May 31, 2018.

Honorary Degree – Three Rivers CC

RESOLVED, That the nominee for an honorary degree for Three Rivers Community College be approved according to the guidelines in the Board policies presently in effect granting honorary degrees to honor a person for unusual and exemplary accomplishments and to advance the work and reputation of the Connecticut State Colleges and Universities

| Institution | RECIPIENT | Commencement Date |
|--------------------------------|-------------------|-------------------|
| Three Rivers Community College | Jeffrey R. Godley | May 29, 2015 |

Establishment of a Middle College – Capital CC

RESOLVED: That the Management Operation Agreement between the Board of Regents on behalf of Capital Community College and the Hartford Board of Education for the Capital Community College Magnet Academy be approved with the following conditions: **1)** all college courses will be taught by qualified faculty under standards established by NEASC; **2)** that upon Board of Regents approval, full and final payment of established facility costs for FY 2015 will be made by the end of June, 2015 by the Hartford Board of Education.

Promotions and Tenures – CCSU, ECSU, SCSU and WCSU (Attachment 2hereto).

RESOLVED: That the Board of Regents for Higher Education approve the 2015 promotions and tenures recommended by the Connecticut State University presidents.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

ASA Committee Chair Harris advised that an additional tenure recommendation was received after the last meeting of the Academic & Student Affairs Committee, noting that the following faculty member was recommended by the president at Southern Connecticut State University for tenure: Cynthia O’Sullivan (Nursing). **On a motion by Regent Harris and a second by Regent DeNardis, the following resolution passed unanimously.**

RESOLVED: That the Board of Regents for Higher Education approve one additional 2015 tenure recommended by the president at Southern Connecticut State University.

FINANCE AND INFRASTRUCTURE COMMITTEE

Following an overview of the **proposed resolution concerning Tuition Charged to Certain Veterans of the Armed Forces and Qualified Individuals under the Veterans Access, Choice, and Accountability Act of 2014** by Finance & Infrastructure Committee Chair Matt Fleury, **on a motion by Regent Balducci and a second by Regent Greco, the following resolution passed unanimously.**

Tuition Charged to Certain Veterans of the Armed Forces and Qualified Individuals under the Veterans Access, Choice, and Accountability Act of 2014

WHEREAS, Section 702 of the Veterans Access, Choice, and Accountability Act of 2014 (PL 113-146) requires the Secretary of the Department of Veterans Affairs to disapprove from participating in certain Veterans' assistance programs institutions of higher education that charge certain Veterans and qualified individuals living in this State higher tuition and fees than are charged to in-state students;

WHEREAS, CSCU institutions have made great strides to improve veteran-specific services through the establishment of Veterans' OASIS centers and the award of credit for specialized military training;

WHEREAS, One initiative of Transform CSCU 2020 is to continue to improve Veterans outreach and recruitment efforts through the extension of campus best practices throughout the system;

WHEREAS, Recent global military drawdowns have created, and are expected to continue to create, an influx of Veterans seeking educational opportunities; and

WHEREAS, Veterans deserve access to public educational opportunities that will allow for the most successful transition from military to civilian life, benefiting themselves, institutions, and the State in the process;

RESOLVED, For any course, semester, or term commencing on or after July 1, 2015, the below classified students shall be charged tuition and fees at in-state rates:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill), of title 38 of the United States Code, who lives in this State, notwithstanding their status of residency or domicile, and enrolls in a CSCU institution within three years of discharge from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 GI Bill benefits under 38 U.S.C. § 3319 who lives in this State while attending a CSCU institution, notwithstanding their status of residency or domicile, and enrolls in the institution within three years of the transferor's discharge from a period of active duty service of 90 days or more.
- A spouse or child using benefits under 38 U.S.C. § 3311(b)(9) (Marine Gunnery Sergeant John David Fry Scholarship) who lives in this state while attending a CSCU institution, notwithstanding their status of residency or domicile, and enrolls in the institution within three years of the Service member's death in the line of duty following a period of active duty service of 90 days or more.
- Anyone described above while he or she remains continuously enrolled, other than during regularly scheduled breaks between courses, semesters, or terms, at the same institution. The individual so described must have enrolled in said institution prior to the expiration of the three year period following discharge or death described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, of the United States Code.

CSCU 2020 Update (info only; no vote)

Committee Chair Fleury also advised that the Committee received a copy of most recent report updating members on the CSCU capital projects, a copy of which was also provided to all Board members with the distribution of the agenda packet and a larger, easier-to-read print out at the meeting. Regent Fleury commended Keith Epstein for his work in this regard. Regent Fleury also provided an overview on the 3-day spending plan hearings, indicating that the Committee would be presenting a budget at the June meeting for the Board’s adoption.

OPPORTUNITY TO ADDRESS THE BOARD

The following individuals addressed the Board:

| Name | Student, Faculty or Staff | Topic |
|-------------------|---|--|
| Vijay Nair | Faculty WCSU CSU-AAUP President | Transform 2020 and “No Confidence” votes at universities and colleges |
| Stephen Cohen | Faculty – CCSU | Transform 2020 and “No Confidence” votes at universities and colleges |
| William Faracalas | Faculty – Southern CSU AAUP | Transform 2020 and “No Confidence” votes at universities and colleges |
| T.J. Barber | Faculty – Student Activities Director College Senate Chair Manchester Community College | Suggestions for building trust and moving forward; encouraged board members to increase interaction with students and faculty beyond Board meetings |

ADJOURNMENT

On a motion by Regent McGurk and Regent Cohen, Chairman Donofrio, the meeting adjourned at 12:15 pm.

Submitted,

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

MEETING HANDOUTS/ PRESENTATIONS/ ATTACHMENTS

Posted online at <http://www.ct.edu/regents/minutes>

1. Faculty Advisory Committee (remarks included with 5/21/15 Agenda Packet)
2. Approved Promotion and Tenure Recommendations

Faculty Advisory Committee Remarks to the Board of Regents, May 2015

Distinguished Regents and President Gray, we thank you for the opportunity to be here today to present for the Faculty Advisory Committee (FAC) and the more than 6000 teaching and administrative faculty and support staff across the system.

Between the Board and the faculty, there is much common ground and interest.

Like you, we bend our purpose, energy, and intellect toward realizing excellence, access, and affordability for our students and for the system of public, higher education in Connecticut.

We are dedicated to advancing career and life goals for our students and the citizens of Connecticut. We believe the work of the colleges and universities provides educational value and opportunity to our students, and that our institutions play a vital role in creating an educated population that contributes to general prosperity and enriches the artistic, social, cultural, and political life of our communities. We are committed to the particularly American value of advancing public educational institutions to extend these ambitions as deeply and as widely as we are able.

Yet, as you know, we have arrived at a challenging moment for the system's leadership and in finding a means to harness our collective will and purpose. Votes of no confidence in President Gray and Transform CSCU 2020 have been proceeding across the governance bodies in the system. As of this date, the faculty governance bodies at four state universities and four community colleges have voted on a no-confidence resolution in some form, and all voted to support the resolution.

As the members of the FAC, we feel obliged to give voice to these votes. To serve our constituency, the Board, our students, and the state, we must be candid and reasoned in outlining our current differences. We recognize that the members of the Board may perceive things from a different perspective, but we also expect the Board not to dismiss the votes as a distraction. The problems before us cut to the core of our mission. It is the main event.

The faculty has an abiding interest in having effective and stable system leadership. Since the merger, this has been a continual challenge, and we, by no means, want to further this instability especially in this fragile political and budgetary context. There are many observers, both inside and outside the system, who have now come to view the merger as a failed experiment. The members of the FAC are not among them. Although the respective missions of the state universities, the community colleges, and Charter Oak must remain distinct, we are confident that there is value in intercampus collaboration under the leadership of an effective administration.

The faculty has also repeatedly demonstrated its willingness to collaborate with the system office to meet common goals and priorities. In designing and implementing TAP, in responding effectively to the challenges of PA 12-40 (the developmental education bill), in reviewing and refining mission statements for the system and the distinct units, in putting together our recent conference on governance and student success, and in the initial planning for Excel CT and Transform, the faculty has engaged in meaningful partnerships with the Board and the system office.

The votes of no confidence did not arise in a context of ongoing animosity or endemic mistrust. The votes were not organized or fermented by a charismatic faculty leader. Instead, the lack of confidence

in the plan grew independently on the campuses, and this frustration fostered an unprecedented level of inter-campus communication, organization, and solidarity.

Several factors contributed to bringing about this condition.

1. The hiring of Boston Consulting Group

The fact that we are presenting this report today is evidence enough of BCG's inability to move Transform toward completion and implementation, but one does not need the advantages of hindsight to have anticipated this outcome.

The members of the BCG team had little experience with higher educational institutions and they had no experience with community colleges or a state-wide higher education system. They had nothing to offer of substantive value. They had no understanding of our system of shared governance, and thus the architecture of the plan completely failed to provide any guidance on a process for review, modification, approval, and implementation.

While developing a plan that has been described as "student centered," BCG did not talk to a single student aside from the two student regents. They had no direct understanding of the qualities of our individual institutions, the challenges we confront, and the programs we provide.

Even aside from the dubious quality of BCG's work, their excessive hourly charge and the \$1.97M cost in the context of the escalations in student debt and the everyday fiscal constraints we all face fueled frustration and animosity on the campuses.

2. The size and scope of Transform and the integration of functions

When BCG completed its work, Transform consisted of 36 roadmaps with 743 milestones. If the plan came to pass as described, it would have significantly increased the centralized control of a state bureaucracy over the life of the campuses. This would have added administrative cost, increased regulatory oversight, and provided no direct services to students.

In FY 2014, we lost an entire year's work of progress on the Board's Transfer and Articulation Policy (TAP) because the system office could not keep track of what was certainly its highest academic priority. In 2012, after the passage of PA 12-40, the bill on developmental education, the FAC and the PA 12-40 Advisory Group made a strong appeal to the system leadership regarding the importance of collecting good base-line data for what was a natural experiment. Only now, 3 years later, are we beginning to collect this data.

If the system office was unable to meet its responsibility when it had only two high priority academic items, how is it possible to have confidence that it could keep track of 36?

Just as importantly, the collective time and effort by faculty and support staff to achieve all of these milestones would have been enormous, and much of this activity would be oriented toward integrating programs into a centralized system. We believe faculty will and purpose is better utilized in the service of our students, our disciplines, and our institutions, not a state bureaucracy.

3. The lack of academic vision or a rationale for change

The initial impetus for Transform was not an academic vision, but to seek symmetry in state support in the wake of UConn's Next Generation plan. While there were some modest achievements on this front last year, a vision for change that would warrant significant state investment never came to pass, and given the current fiscal realities, seems now to have been wholly abandoned.

The 36 initiatives that became the content of Transform were never grounded in a coherent vision of change. Much of it seemed hastily constructed. Portions were muddled in obscure or incoherent language. But more importantly, the initiatives within Transform were not the product of a deliberative process or a careful review of the challenges, problems, and opportunities that operate on our campuses. If we reached all 743 milestones, where would we be? What problems were we trying to address? What vision did we seek to achieve?

Last summer, the system's provost sought a meeting with members of the state university's faculty leadership group to consider how we might contribute an academic vision into the planning process. That group wrote the CSU academic imperative, which was endorsed by all the faculty senates, and it was submitted to President Gray. A second academic imperative from the community colleges also followed. President Gray acknowledged and accepted the documents and suggested that they might be used as a type of preamble to a completed plan. Yet over the next nine months, there was no indication that the imperatives were being used to modify or direct Transform to insure that the pieces corresponded to an academic vision. The documents have proven to be nothing more than words on a page.

4. Echoes of a national dialog

On several occasions, President Gray has referred to a revolution taking place in higher education, and implied that Transform would launch Connecticut into that revolution. In his remarks to the state legislature last December, he stated that this was the opportunity of a century. Much indeed is taking place nationally, but it was never clear to us how President Gray envisioned the contours and fissures of that revolution or how this system would so engage.

Spiraling escalations in student debt and diminishing levels of state support for public institutions have predicated a search for technological solutions to a fiscal squeeze. At the same time, hundreds of millions in investment capital is poised to capture parts of the "higher education market" with learning management software and proprietary course content. The University of Phoenix, Arizona State University, and Southern New Hampshire University have each experienced some success in the online course marketplace with differing institutional strategies and priorities. A variety of for-profit universities, some with very dubious academic standards, have also sought financial opportunity in this brave new market. Some have even recently argued that we are approaching "the end of college" (Carey 2015). Still others have suggested that the pursuit of "academic reputation" has become a fool's errand and a luxury that only the most elite research universities can now afford (McKinsey 2012).

Are we, indeed, watching as the growing inequality in our society is producing a two-tiered educational system with real classrooms for the well-off and virtual classrooms for everybody else? Is the democratic impulse to provide broad levels of public support for higher education being undermined by the mal-distribution of wealth?

Within Transform, the blended learning initiative and the state-of-the-art classroom certainly indicate a decision to opt into a new technologically mediated classroom. President Gray has also written of a vision in which he recommends that professors become facilitators in a new student-centered learning process.

Yet how the features of Transform lead toward some level of participation in the higher education “revolution” is entirely unclear. The lack of specificity is itself a problem. If we are deciding to participate in a revolutionary transformation of our higher-education delivery system, then this decision ought to be open for public discussion and review with the public, the state legislature, the faculty, and the Board, and not finessed behind myriad details. Just as importantly, the transition to online classrooms is certainly not a fiscal panacea. Without changes in classroom size, teaching load, facilities, or full-part time teaching ratios, moving classes online can become more expensive due to licensing and software costs. Several complicated questions and policies regarding implementation, ownership of intellectual property, and the role of faculty are pivotal and need to be specifically addressed (See Bowen 2014).

Many faculty are of the opinion that the lack of clarity in Transform on the core question regarding the role of technology and innovation is intentional. That is, if pedagogy is to be replaced by learning management systems, if content is to be purchased through proprietary providers, if classrooms are to become virtual, and if the relationship between teacher and student is to be disintermediated by a disruptive technology, then, yes, it is reasonable to expect that we will choose to not collaborate in the demise of our profession and our craft.

5. On process

As a general rule, form follows function, but, in this case, process followed form.

Transform bundled initiatives inside a single vessel under a common banner. Many of the initiatives would have been well-received by faculty, support staff, and administrators, but it was the bundling itself that yielded a form that stymied progress and resulted in a continual shifting of the parameters of engagement.

Last fall, we were informed that Transform would go to the Board in January. The FAC asked repeatedly what would go to the Board for review and approval. Would it be a vision statement, a broad conceptual outline, the list of initiatives, or the initiative roadmaps, milestones, and narratives? We never got a clear answer to that question. In our view, a simple endorsement by this Board of Transform in its current form would have been at odds with the Board’s fiduciary responsibility. At a conceptual level, for example, we might all agree that improved metrics, seamless transfer, organizational efficiency, and cross-campus registration are worthy objectives, but realizing each of these requires its own careful and deliberate crafting of both a policy and an implementation plan. The roadmaps were more than a conceptual objective, but less than a deliberative policy.

The campus governance bodies were equally unable to find a means to address responsibly the bundled collection. We were never able to understand the procedural linkages between the approval of Transform as a whole and the deliberative mechanisms to review, modify, approve, and implement each initiative. The inability to perceive avenues for effective advocacy on behalf of the interests of students and faculty led the FAC last November to resolve not “to endorse Transform in its current form.” Following that vote, the timeline for Board approval was extended until March. The campus governance

bodies moved to, in effect, “debundle” Transform, by indicating that the vast majority of the initiatives ought not fall under the province of the system office, but should be addressed at the individual campuses.

Meanwhile, the system office continued work on the initiatives in what was now being described as Phase Two. Both the content and the form of Transform remained unchanged and a timeline for Board review and approval seemed indefinitely postponed. The challenging negotiations over the role and authority of what proved to be the very short-lived new steering committee was itself a symptom of the inability to specify a review process for the bundled form.

The FAC recommends that the system office empty the vessel that is Transform. There is no longer any value in bundling them together under a common banner. Worthy individual initiatives can be pursued with a corresponding deliberative process of review and collaboration.

If the state can pull its way through its current fiscal challenges, we also stand ready to collaborate for a new plan for state support.

To advance access and affordability there is much that we could do in a state with the largest educational achievement gap in the country. Such a plan might include subsidized childcare on our campuses, extending educational and career-training opportunities into correctional facilities, and providing scholarships for students in high priority school districts. In addition, if we are going to provide specific educational programs for business and industry, then we should be inviting them to be real “stakeholders” involved in efforts to promote our programs and to insure that supporting the state colleges and universities is high on the agenda of business and industry groups.


Achieving excellence requires the diligent pursuit of the academic missions of our institutions and the relentless building, refining, and sustaining of quality programs. There are no short cuts. Our aim in the pursuit of excellence should be to turn our colleges and universities into institutions of choice, rather than mere convenience or affordability.

One thing is for certain: if we do not find a means to collaborate, we will transform nothing.



 Central Connecticut State University
MEMORANDUM

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

FROM: Jack Miller 
President, CCSU

DATE: April 17, 2015

RE: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2015-16. This letter certifies that, to the best of my knowledge, there is nothing in the background of the candidates that would prove to be an embarrassment to the Board of Regents. Also submitted is a short paragraph highlighting each candidate's qualifications for promotion and/or tenure.

To Professor

Krishna Saha, Mathematical Sciences
Ravindra Thamma, Manufacturing and Construction Management
Lisa Frank, Finance
Kathy Czyrnik, Finance
Henry Greene, Marketing
Mary McCarthy, Accounting
Burlin Barr, English
Beth Merenstein, Sociology
Kimberly Kostelis, Physical Education and Human Performance
Julia Kara-Soteriou, Reading and Language Arts
Cara Mulcahy, Reading and Language Arts

To Associate Professor

Marian Anton, Mathematical Sciences
Xiaobing Hou, Computer Electronics and Graphics Technology
Namhun Lee, Manufacturing and Construction Management
Edward Moore, Engineering
Fu-Shang Wei, Engineering
Scott Bartley, Theatre
Susan Koski, Criminology and Criminal Justice
Christina Robinson, Economics
Jason Melnyk, Physical Education and Human Performance

To Assistant Professor

Karen Santoro, Mathematical Sciences

To Coach II
Jennifer Prozzo
Greg Shell

The following will be granted tenure:

Khaled Hammad, Engineering
Xiaobing Hou, Computer Electronics and Graphics Technology
Edward Moore, Engineering
Talat Salama, Manufacturing and Construction Management
Karen Santoro, Mathematical Sciences
Fu-Shang Wei, Engineering
Matthew Martin, Physical Education and Human Performance
Jason Melnyk, Physical Education and Human Performance
Scott Bartley, Theatre
Susan Koski, Criminology and Criminal Justice
Mary McCarthy, Accounting
Mark Cistulli, Management Information Systems


JM/rp
Attachments



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

Office of the President

DATE: April 16, 2015
TO: Dr. Gregory Gray
President of the Board of Regents
FROM: 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 24, 2015.

To the best of my knowledge, I hereby certify that there is nothing in the background of the candidates that would prove to be an embarrassment to the Board of Regents.

For Tenure:

Dr. W. Dickson Cunningham, Environmental Earth Science Department
Ms. Tracy Sutherland, Library Services

For Promotion to the rank of Professor in rank order:

Dr. W. Dickson Cunningham, Environmental Earth Science Department
Dr. Melanie Evans, Psychology Department
Dr. Alita Cousins, Psychology Department
Dr. Daniel Donaghy, English Department
Dr. Bonsu Osei, Mathematics & Computer Science Department
Dr. Weiping Liu, Business Administration Department
Dr. Joel Rosiene, Mathematics & Computer Science Department

For Promotion to the rank of Librarian in rank order:

Ms. Janice Wilson, Library Services
Mr. Bruce Johnston, Library Services

For Promotion to the rank of Associate Librarian in rank order:

Ms. Tracy Sutherland, Library Services

For Promotion to the rank of Athletic Trainer IV in rank order:

Ms. Julie Alexander, Athletics

For Promotion to the rank of Coach IV in rank order:

Ms. Katherine Manizza, Athletics

For Promotion to the rank of Coach III in rank order:

Mr. Greg DeVito, Athletics

Mr. Christian D'Ambrosio, Athletics

Ms. Christine Hutchison, Athletics

EMN/go

cc: Dr. Estela Lopez, Interim Provost & Senior VP Academic & Student Affairs
Ms. Maureen McClay, Executive Assistant, Academic Affairs



Southern Connecticut
State University

Mary A. Papazian, Ph.D.
PRESIDENT

April 15, 2015

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:

The following are my recommendations for Promotion and Tenure, which will be effective August 24, 2015:

TENURE

Wendeline Hardenberg (Library Services)
Klay Kruszek (Mathematics)
Lynn Kwak (Marketing)
William Lunn (Exercise Science)
Kelly Mabry (Communication Disorders)
Theresa Marchant-Shapiro (Political Science)
Helen Marx (Elementary Education)
Michael Mink (Public Health)
Gregory Robbins (Management/MIS)
Kari Sassu (Counseling & School Psychology)
Todd Schwendemann (Physics)
Jeffrey Webb (Chemistry)

PROMOTION

From Assistant to Associate Professor:

Adiel Coca, (Chemistry)
William Lunn (Exercise Science)
Kelly Mabry (Communication Disorders)
Theresa Marchant-Shapiro (Political Science)
Helen Marx (Elementary Education)
Kari Sassu (Counseling & School Psychology)
Todd Schwendemann (Physics)

From Associate to Full Professor:

Mark Cameron (Social Work)
Kevin Colwell (Psychology)
Matthew Enjalran (Physics)
Adam Goldberg (Elementary Education)
Andrew Smyth (English)
Daniel Swartz (Exercise Science)

Dr. Gray
April 15, 2015
Page two

Promotion to Athletic Trainer III:
Allison Dale

Promotion to Coach II:
Nathan Cole
Mathew Hurst

Promotion to Coach III:
Michael Makubika

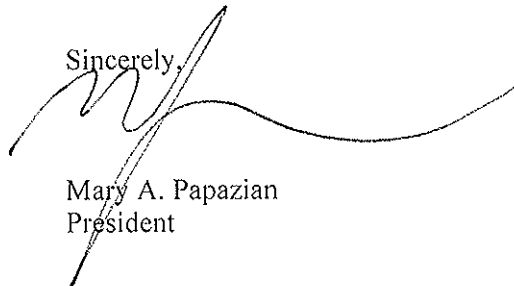
Promotion to Coach IV:
Michael Donnelly
Melissa Stoll
John Wallin

Promotion to Associate Librarian:
Wendeline Hardenberg

Promotion to Librarian:
Jacqueline Toce

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary A. Papazian', with a long, sweeping horizontal flourish extending to the right.

Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff
B. Bergeron, SCSU Provost and Vice President for Academic Affairs



Southern Connecticut
State University

Mary A. Papazian, Ph.D.
PRESIDENT

May 14, 2015

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

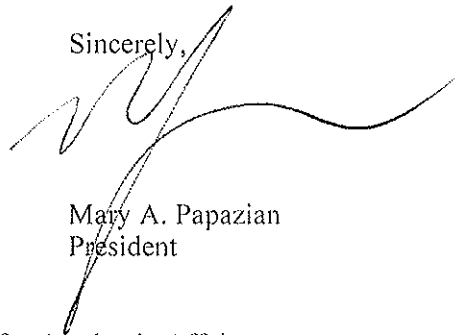
Dear Dr. Gray:

Pursuant to Article 4.11.14 of the CSU-AAUP Collective Bargaining Agreement, I am recommending the following faculty member for tenure, effective August 24, 2015 –

- Cynthia O'Sullivan, Department of Nursing

Please let me know if you have any questions.

Sincerely,



Mary A. Papazian
President

cc: J. Bailey, SCSU Chief of Staff
B. Bergeron, SCSU 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 25, 2015

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

Jamie Begian
Jay Brower
Linda Warren

Promotion to Professor

Galina Bakhtiarova
Daniel Barrett
Robyn Housemann
Joshua Rosenthal

Tenure

Jay Brower
Mohinder Dugal
Linda Forbes
Nicholas Greco
James Greene
Becky Eide Hall
Catherine O'Callaghan
Linda Warren

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