CT BOARD OF REGENTS FOR HIGHER EDUCATION
MINUTES – REGULAR MEETING - 10:00 a.m., Thursday, September 17, 2015
Northwestern Connecticut Community College, Winsted, CT

REGENTS PARTICIPATING

Nicholas M. Donofrio, Chair
Yvette Meléndez, Vice Chair **
Stephen Adair*
Richard J. Balducci
Robert E. Brown*
Naomi K. Cohen

Lawrence J. DeNardis
David R. Jimenez
William J. McGurk
Elease E. Wright
Merle W. Harris

REGENTS ABSENT

Jewel Mullen*
Sharon Palmer*
JoAnn Price
*ex-officio, non-voting member
**via teleconference

Catherine H. Smith*
Diane Wentzell*
Matt Fleury

BOR STAFF

Gregory W. Gray, President
Estela Lopez, interim Provost & Senior Vice President, Academic and Student Affairs
David Levinson, VP Community Colleges & President, Norwalk Community College
Elsa M. Nuñez, VP State Universities & President, Eastern Connecticut State University
Erin A. Fitzgerald, Associate Director of Board Affairs/BOR Secretary

UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS

James Lombella, Asnuntuck Community College
Wilfredo Nieves, Capital Community College
Paul Broadie, Housatonic Community College
Anna Wasescha, Middlesex Community College
Gena Glickman, Manchester 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
John Clark, Western Connecticut State University

CALL TO ORDER

Chairman Donofrio called the meeting to order at 10:08 a.m. and declared a quorum present.

NCCC PRESIDENT BARBARA DOUGLASS

Northwestern Connecticut Community College President Barbara Douglass welcomed the Board of Regents to Northwestern, offering brief remarks and introduced Northwestern's 2015 valedictorian, Kelly Walker, who offered remarks regarding her many positive experiences at NCCC and the profound impact pursuing her education at Northwestern had upon her life.

BOR PRESIDENT GREGORY W. GRAY

President Gray provided remarks on the following items/issues

- Budgetary issues
- Expressed appreciation for outgoing NCCC President Barbara Douglass and announced he had conferred emerita status on Dr. Douglass in conformance with board policy and in recognition of her exemplary service.

CHAIRMAN'S REMARKS

Chairman Donofrio **called for a motion to add an item to the agenda, "A resolution honoring President Gregory W. Gray." On a motion by Regent Balducci, seconded by Regent Cohen, the addition of the resolution listed below was unanimously added to the agenda and approved**. Following which, Chairman Donofrio presented a framed resolution and gift to President Gray.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION
Extends its Appreciation and Good Wishes to

PRESIDENT GREGORY W. GRAY

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WHEREAS,   President Gregory W. Gray has led the Connecticut State College and University System with dedication since 2013; and

WHEREAS,   Under Dr. Gray's stewardship, the CSCU system has continued to unify seventeen public colleges and universities into one system committed to available, accessible, and affordable educational opportunities for approximately 90,000 students each year; and

WHEREAS,   Under President Gray's administration a "transfer and articulation" policy has been put in place that gives students both clear pathways and financial benefits to seamlessly transfer credits from community colleges to state universities; and

WHEREAS,   President Gray has established partnerships with Connecticut's business community and has overseen the expansion of advanced manufacturing centers that are model programs for students to acquire skills that meet the state's workforce needs; and

WHEREAS,   President Gray's vision has resulted in a common calendar for classes at all of the system's colleges and universities; and

WHEREAS,   Dr. Gray has been invited to represent Connecticut at numerous conferences and seminars including, on two occasions, events at The White House; and

WHEREAS,   During Dr. Gray's tenure, whether the waters were rough or smooth, he remained a tireless advocate for the advancement of educational opportunities and the success of every student; and

WHEREAS,   President Gray has chosen to retire after devoting his professional lifetime to public higher education; now, therefore, be it

RESOLVED   The Connecticut Board of Regents for Higher Education offers Dr. Gregory W. Gray our appreciation and best wishes for a retirement filled with under-par rounds on the links, exciting Grapefruit League games, and good health, surrounded by family and friends. The Board thanks Greg for his commitment to sustaining the Connecticut State College and University System and for his service to the State of Connecticut.

APPROVAL OF MINUTES

On a motion by Regent Cohen, seconded by Regent Balducci, the June 25 Regular meeting minutes and the August 21 Special meeting minutes were unanimously approved as submitted.

CONSENT AGENDA

Chairman Donofrio called for a motion on the Consent Agenda. On **a motion by Vice Chair Melendez, seconded by Regent Balducci, the items listed on the Consent Agenda below were unanimously approved**.

Terminations
Technology Studies: CAD Option – AS – Tunxis CC
Business Office Technology: Medical Transcription – Cert – Tunxis CC
Physical Therapy Assistant – AS – Tunxis CC
Computer Security Certificate – Charter Oak SC

Modification
Master of Health Administration – Western CSU

New Programs
Cisco Certified Networking Associate (CCNA) Certificate – Capital CC

Resolution revising Academic Program Approval Process

Naming of the Library and Learning Resource Center Building – Manchester CC

Tuition and Fees for MS in Organizational Effectiveness & Leadership – Charter Oak SC

RESOLUTIONS ON CONSENT:

Terminations

Technology Studies: CAD Option – AS – Tunxis CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Technology Studies: Computer-Aided Design Option, leading to an Associate of Science degree at Tunxis Community College

Business Office Technology: Medical Transcription – Cert – Tunxis CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Business Office Technology: Medical Transcription, leading to an undergraduate certificate (C2) at Tunxis Community College effective October 1, 2015.

Physical Therapy Assistant – AS – Tunxis CC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Physical Therapy Assistant, leading to an Associate of Science degree at Tunxis Community College effective October 1, 2015.

Computer Security Certificate – Charter Oak SC
RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Computer Security, leading to a certificate at Charter Oak State College with a phase-out period until effective December 30, 2017.

Modification

Master of Health Administration – Western CSU
RESOLVED: That the Board of Regents for Higher Education approve the modification of a graduate program in Health Administration, leading to a Masters in Health Administration (MHA) degree at Western Connecticut State University.

New Programs

Cisco Certified Networking Associate (CCNA) Certificate – Capital CC
RESOLVED: That the Board of Regents for Higher Education license the program Cisco Certified Networking Associate (CCNA) leading to a Certificate at Capital Community College for a period of three years until June 30, 2018.

Resolution revising Academic Program Approval Process

WHEREAS, the Board of Regents for Higher Education, in accordance with Connecticut State Legislation and the reorganization of the Connecticut State Colleges and Universities, approved a Program Approval Process on January 19, 2012, and

WHEREAS, the Connecticut State Legislature subsequently passed further legislation with additional reorganization, eliminating certain procedures contained within the process, and

WHEREAS, further review of the Program Approval Process has indicated additional adjustments to the language of the process, now therefore be it

RESOLVED, that the Board of Regents formally amends its process by adopting the attached revised "Academic Program Proposals and Approval Process at the Connecticut State Colleges and Universities."

**Academic Program Proposals and Approval Process at the Connecticut State Colleges and Universities
(Board of Regents for Higher Education: Approved 01/19/2012, Revised 09/17/2015)**

Context

The Connecticut General Assembly reorganized the governance structure of public higher
education in the state, and transferred the responsibility for academic program approval to the
Board of Regents for Higher Education (BOR) [1]. This document outlines the process and
conditions for conducting academic program approvals under the BOR. The intent is to
maintain consistency with state regulations while at the same time embracing the
operating principles spelled out in the section immediately below.

Operating principles

- *Nimbleness* - streamlining and focusing approval process to ensure highest significance for
  every step
- *Responsiveness* - paying closest attention to state needs and the needs of students
- *Effectiveness* - advancing the distinctiveness and most productive use of resources of each
  institution, while at the same time exploring opportunities for collaboration and academic
  innovation

BOR review of the effectiveness and efficiency of the program approval process itself will be
thorough and ongoing. Institutions will use current forms as established by the BOR's Provost's
office.

Programs Requiring BOR Action

Programs need to be reviewed and approved by the BOR under one of the following categories.
All program actions will be submitted to BOR office staff. Each item will be presented at Academic
Council, then be submitted to the BOR Academic & Student Affairs Committee for review and
recommended for pertinent action by the full BOR at their next meeting. The following categories
undergo this process:

1. *New programs are*: a) A new degree program; b) a new major; or c) a new stand-alone
   certificate program that is Title IV eligible. No prior approval has existed for the program by
   either the BOR or the former BOGHE (Board of Governors for Higher Education). Institutions
   shall seek approval of new programs either as Licensure or simultaneous Licensure and
   Accreditation:
   a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of
      students and their advancement toward the completion of degree requirements; or
   b. *Simultaneous Licensure and Accreditation*, simultaneously authorizing the enrollment
      and award of credentials to students. The accreditation action is considered renewed
      with each regional accreditation of the institution. Simultaneous licensure and
      accreditation is generally sought for new degree and certificate programs that are
      closely related to a set of already existing programs and aligned with institutional
      strengths. A full description of the approval process of new programs is provided
      beginning on page 4 of this paper.

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[1]Sec. 10a-35a states the Board of Regents for Higher Education shall have authority over establishment of
new academic programs for the universities, the regional community colleges, and Charter Oak State College

2. *Accreditation of a Licensed Program*: Program accreditation authorizes the institution to award credentials in the program. Accreditation is considered renewed with each renewal of the regional accreditation of the institution offering the program. Program accreditation should be pursued in a timely fashion toward the expected date of first graduation. The process for Accreditation approval requires a report on any changes to the program since its licensure action, details on program enrollments, any financial considerations, and the addressing of any issues brought up at the time the program was licensed.

3. *Program Modification:* A program modification is the substantive change to a previously BOR/BOGHE-approved program. The following instances are processed as Program Modifications:
    a. Creation of a new undergraduate certificate program of more than 30 semester credit hours of courses belonging to a previously approved baccalaureate major(s) at a four year institution, or an associate degree program(s) at a two year institution; a new baccalaureate minor of more than 18 semester credit hours; a new undergraduate option or certificate containing more than 15 semester credit hours of courses not falling within a previously approved program(s), or a new graduate option or certificate program including more than 12 semester credit hours of courses not falling within a previously approved program(s). Modifications below these thresholds may also require approval if required by existing state regulations for the licensed professions or work area of the program;
    b. Significant modifications in courses or course substitutions of more than 15 credits in a previously approved undergraduate degree program or more than 12 credits within a previously approved graduate degree program;
    c. The authorization for an approved program to be offered at an off-campus location or using an alternate modality (e.g., on ground to online); and
    d. A change in the title of a degree or title of program.

    Application formats for the approval of program modifications will contain sections for background, rationale and nature of the modification, enrollment/degree awards estimates, and resource summary. Depending on the nature of the modification and the constituent unit to which the institution belongs, other additional details such as full course descriptions, course sequences, etc. may be required [2].

4. *Program Discontinuation*: The discontinuation of an existing BOR/BOGHE-approved degree or certificate program must be authorized through BOR action. Program discontinuation consists of a phase out period during which any students in the program graduate and a termination step in which the program is taken off the official list of existing programs maintained by OHE (Office of Higher Education). Program discontinuation should:
    a. occur in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests;
    b. emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy;

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[2] Constituent Units of Higher Education are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College. Administrative processes within these units may require additional information and review beyond what is outlined or required in this document and related process forms. For example, any certificate program created at a CC System institution, even if below threshold for BOR approval, requires an administrative review and entry of such program and its courses in the system-level operated programmatic database.

c. other institutional considerations such as redirecting capacity, adoption of new mission, etc.

Program discontinuation should not impact state priorities for workforce preparation.

Programs that are Informational Items Only

The following non-substantive instances require that a communication or form be submitted to BOR central office staff for inclusion in the agendas for the CSCU-AC and the BOR-ASA as an information item. They do not require a BOR resolution:

a) new minors, concentrations/options, specializations or certificate programs not classified in the categories outlined above, i.e.:

  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

  ii. a new baccalaureate minor of 18 or fewer semester credit hours,

  iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,

  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) programs that do not qualify students to become eligible for federal financial aid.

PROCESS FOR THE APPROVAL OF ACADEMIC PROGRAMS

Summary of Process

- *Concept Paper.* Early in the proposal development phase at the local level, the institution submits a one-to-two-page *New Program Concept Paper* to the BOR Office which is shared with the CSCU Academic Council (BOR-AC)[3] at its nearest possible meeting for early input, suggestions, and consideration of potential collaborations as appropriate.

- *New Program Proposal.* The institution creates a *Full Proposal* in a standard format and submits for review to the BOR Office. Site Visit/Team Visit is only required in special cases (e.g. new degree level, unique direction for the institution, new area of competence).

- Based on a *Planning and Quality Review*, the proposal moves first to the CSCU-AC and then to the BOR Academic and Student Affairs Committee (BOR-ASA) for review and recommendation for approval by the full Board.

- *Modification or Discontinuation.* The institution creates a proposal for either a modification or a discontinuation in the standard format and submits for review to the BOR Office. The proposal will subsequently be submitted to the CSCU-AC, then to the BOR-ASA and finally to the full BOR for pertinent action.

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[3] The CSCU-AC is composed of the Principal Academic Officers from all institutions under the BOR: the College Deans or Provosts at the CCs, and the Provosts/AVPs at the CSUS and COSC. Meetings are planned and facilitated by BOR Academic and Student Affairs Staff.

New Program-Process Details

1. *Sharing of New Program Concept Paper in Anticipation of Full Proposal*
   Intent to establish new program is shared at a CSCU-AC meeting using a one-to-two-page concept paper sent to the BOR Office. CSCU-AC provides input as appropriate and in consideration of program justification and benefits, potential for transfer agreements, avoidance of unnecessary duplication, and creation of potential collaborations. Institution takes the comments from the AC under consideration and BOR Office facilitates any further communication as needed. The New Program Concept Paper should be submitted at a time established by the institution in consideration of estimated time of completion of the full proposal, posted dates of CSCU-AC, BOR-ASA, and BOR meetings, desired initiation date for the program, and any necessary lead time required by federal or state laws and regulations. Notes: 1) Along with the New Program Concept Paper, the principal academic officer at the institution may require any additional information, as deemed necessary, for internal use at that institution and in conformance with local governance procedures; 2) In the few cases in which it may not be clear whether the program should fall in the New Program or Program Modification category, early consultation with the BOR Office is highly encouraged.
   <u>Timeframe</u> - Ongoing, and at each BOR-AC meeting

2. *Submission of Full Proposal and BOR Office Review*
   Provost/AVP/Academic Dean at institution submits a full proposal for Licensure/ Licensure and Accreditation to BOR Office using a standard electronic format; no paper copies are ever required. Substantive modifications of existing programs are also submitted in a standard format. BOR Office responds to applicant institution within two weeks of initial submission and may require that further information or clarifications be added to the proposal document. Proposal is e-mailed to CSCU-AC members as part of the agenda for the next meeting of this group. Members of the CSCU-AC are invited to submit any final comments at the meeting in which the full proposal is being discussed. Occasionally, a conference call with pertinent principal academic officers and others may be conducted. Full proposal application for a new program contains three sections: Section 1. General Information; Section 2. Program Planning Assessment; and Section 3. Quality Review. The BOR Office conducts a *Planning Assessment Review* in consideration of: a) how the program addresses Connecticut workforce needs and/or the social and economic wellbeing of the state, including employment prospects for program graduates/completers; b) potential for transfer agreements or transfer programs; c) all pro forma budgetary and cost considerations and projections. The BOR Office also conducts an internal *Quality Review* using the criteria in existing state regulation, conducts site visit if needed, and makes recommendation to the BOR Provost.

   Note: In cases in which a site visit takes place, such as new degree level (e.g., a masters degree level is offered for the first time), unique direction for the institution (e.g., a new school or department is created), new area of competence or type of program (e.g., the first Professional Science Master to be offered), such visit will be conducted in a fashion that contributes to the preparation for the particular professional/national accreditation, or consistent with BOR-approved Academic Program Review policy. Programs requiring simultaneous approval by a designated state agency other than the BOR (such as educator preparation programs approved by the State Department of Education) will undergo an onsite visit in conformity with the process and requirements of such agency.
   <u>Timeframe</u> - From two weeks to no more than six weeks (in cases requiring a site visit)

3. *Approval*
    Proposal is added to the nearest BOR-ASA meeting for discussion and recommendation for
    full Board approval. Following the ASA meeting, the BOR Provost places the item in the
    agenda of the nearest full Board meeting.
    <u>Timeframe</u> - Between one and two months, depending on timing of BOR-ASA and BOR
    meetings

Important Requirement for Any New Program
Any new program that entitles an enrollee to apply for federal student financial aid under Title
IV must receive approval by the BOR. The institution is responsible for determining that a
program is eligible. Once approved, the institution is also responsible for compliance with all
Title IV requirements and procedures declaring the approved program as eligible [4].

Overall Timeframe
No longer than two months for nonsubstantive changes. No longer than four months for
cases in which a site visit is conducted.

Document Flow
The totality of the process is conducted electronically, except for the printing of materials for
the BOR.

Nature of this Document
This document constitutes Board of Regents policy for academic program approval for the
CSCU public higher education institutions in the state of Connecticut.

Naming of the Library and Learning Resource Center Building – Manchester CC

WHEREAS, In accord with the Naming Policy for the Connecticut Community Colleges (4.7.2),
the Board of Regents has the sole authority to provide for the naming of facilities and programs to
honor those who have made a significant and enduring contribution within the CCC System, and

WHEREAS, Raymond F. "Sonny" Damato was a lifelong resident of Manchester, a student at
Manchester Community College and an avid supporter of the College, and

WHEREAS, Mr. Damato was devoted to the growth and development of the Town of Manchester
and served on many local boards, and

WHEREAS, Before his passing in 2014, Mr. Damato made generous provisions to bequest a
portion of his estate to Manchester Community College, be it therefore

RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities
designates the Library and Learning Resource Center at Manchester Community be named hereafter
in honor of Raymond F. "Sonny" Damato.

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[4] http://www.eligcert.ed.gov/

Tuition and Fees for MS in Organizational Effectiveness & Leadership – Charter Oak SC

> **WHEREAS**,   On May 21, 2015 the Board of Regents licensed a program in Organizational Effectiveness and Leadership leading to as Master of Science (M.S.) degree at Charter Oak State College for a period of three years until May 31, 2018, and

> **WHEREAS**,   Pursuant to the provisions of Section 10a-6 of the Connecticut General Statutes, "…the Board of Regents for Higher Education shall establish state-wide tuition and student fee policies…", and

> **WHEREAS**, Charter Oak State College is desirous to begin the recruitment process immediately after receiving accreditation by the granting authority, now therefore, be it

> **RESOLVED**,   That tuition and fees for this program are approved as follows**:**

	In-State	Out-of-State
Tuition	$450/credit	$470/credit
College Fee	320/per semester	340/per semester
Technology Fee	52/per semester	52/per semester
A non-refundable deposit fee of $150 for all students after acceptance into the program.		

> **And be it further,**

> **RESOLVED**,   That the tuition and fee schedule for this program be effective for Academic Year 2015-16, then be reevaluated for adjustment.

EXECUTIVE SESSION

At 10:25 a.m. on a motion by Chair Donofrio, seconded by Regent McGurk, 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, Ernestine Weaver, Laurie Dunn and Erin Fitzgerald to join the Board in Executive Session.

RETURN TO OPEN SESSION

At 11:17 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 NCC INTERIM PRESIDENT

On a motion by Regent Harris, seconded by Naomi Cohen, the following resolution appointing Dr. Steven Frazier as interim President of Northwestern Connecticut Community College was unanimously approved.

WHEREAS, there exists a current need to appoint an Interim President of Northwestern Connecticut Community College, and

WHEREAS, the President of the Board of Regents, Dr. Gregory W. Gray, after due deliberation, has presented a recommendation on such appointment for the Board's consideration; now, therefore, be it

RESOLVED, that, consistent with the recommendation made by President Gray, the Board of Regents for Higher Education hereby appoints Dr. Steven Frazier as Interim President of Northwestern Connecticut Community College, effective from October 1, 2015, to December 31, 2015, or until such time as a President is appointed by the Board, whichever occurs later; and be it further

RESOLVED, that for service as Interim President of Northwestern Connecticut Community College Dr. Steven Frazier shall receive a biweekly stipend in the amount of $1,350.34 in recognition of those additional duties, and be it further

RESOLVED, that following his service as Interim President of Northwestern Connecticut Community College, Dr. Steven Frazier will return to his position as Dean of Administration at Northwestern Connecticut Community College upon the conclusion of this interim appointment.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

ASA Committee Chair Merle Harris introduced interim Provost and Senior Vice President of Academic & Student Affairs Estela Lopez, who, in turn, introduced Eileen Peltier for the following presentation

- o **CSCU Non-Credit Programs**– prepared by Eileen Peltier, Dean of Workforce Development and Continuing Education and Sister Corby A. Coperthwaite, Director of Planning, Research & Assessment, CSCU System Office (presented by Eileen Peltier) – *Attachment A hereto*.

Provost Lopez then made a presentation for the Board on **Progress Towards Goal 2 – Student Success (Program Quality and Relevance)** – *Attachment B hereto*.

FINANCE AND INFRASTRUCTURE COMMITTEE

With no action items for Board approval, on behalf of Committee Chair Matt Fleury, Regent Balducci noted that the Committee received a 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.

AUDIT COMMITTEE

With no action items for Board approval, Committee Chair Elease Wright provided a brief update regarding the committee's discussion concerning new financial reporting requirements.

HUMAN RESOURCES AND ADMINISTRATION COMMITTEE

Committee Chair Naomi Cohen provided historical background and an overview of the action item concerning the **CSCU Consolidated Classification and Compensation System** after which, **on a motion by Regent Cohen and a second by Regent Jimenez, the following resolution concerning the CSCU Consolidated Classification and Compensation System passed unanimously**.

WHEREAS,	The Board's Human Resources and Administration Committee working with System Office Human Resources staff continue to review policies and procedures of legacy systems toward the goal of creating system-wide protocols wherever possible. Presidential compensation guidelines that are consistent, predictable and market driven are encompassed in that goal, and
WHEREAS,	The three legacy governing boards had three distinct management and confidential professional personnel salary policies covering the 4 state universities, 12 community colleges, and Charter Oak State College, and
WHEREAS,	The Board of Regents now wishes to set uniform consolidated classification and compensation structure for management and confidential professional personnel based on a recent and thorough analysis of market data. This System, subject to the Board of Regents Human Resources Policies for Management and Confidential Professional Personnel, will provide direction in setting the compensation level for each new management/confidential professional staff member hired at one of the CSCU institutions (state universities, community colleges and Charter Oak State College) after the adoption of the guidelines by the Board of Regents.

NOW, THEREFORE, BE IT

RESOLVED,	That this policy supersedes and cancels all prior practices and agreements related to compensation for management and confidential professional personnel, whether written or oral unless expressly stated to the contrary herein, and be it further
RESOLVED,	That the Board of Regents for Higher Education adopts the CSCU Consolidated Classification and Compensation Structure for management and confidential professional personnel at the seventeen institutions of the Connecticut State Colleges and Universities System (Attachment A*) effective September 18, 2015, and this Structure will be utilized in setting the compensation level when a management or confidential professional staff member is hired at any CSCU institution (state universities, community colleges and Charter Oak State College), and be it further
RESOLVED,	Management and confidential professional personnel who were employed in their positions prior to September 18, 2015, shall be allowed to receive an annual salary adjustment added to their base salary that exceeds the maximum for the grade to which assigned under the CSCU Consolidated Classification and Compensation System. However, such employees shall not receive increases to base

that exceed the maximum of the assigned grade under the former classification system (the former maximums will be adjusted upwards by the same rate applied to the new ranges as periodically may occur). This provision shall sunset on June 30, 2018, at which time no employee will be permitted to receive an annual salary adjustment added to their base salary that exceeds the maximum for their salary grade under the CSCU Consolidated Classification and Compensation System. On and after July 1, 2018, any annual salary adjustment that exceeds the maximum for the grade shall be made in a lump sum payment, and be it further,

RESOLVED,   That the BOR President is authorized to establish a Classification and Compensation System Procedures Manual that will guide ongoing system-wide administration of classification and compensation in a manner consistent with the established system. Such procedures manual will be effective September 18, 2015.

Chairman Donofrio noted that in accordance with existing bylaws, any proposed revisions thereto required an introductory notification to the Board. Noting that introductory notification had been made at the prior meeting and, in accordance therewith, he **requested a motion approving the revision aligning BOR bylaws with recent legislative action concerning executive sessions. Regent Wright so moved; Regent McGurk seconded the motion and the bylaws revision noted below was approved unanimously**

RESOLVED, that the Board of Regents for Higher Education approves the following amendment to Board Bylaws:

ARTICLE I – THE BOARD OF REGENTS FOR HIGHER EDUCATION
SECTION 2 – BOARD MEMBERSHIP

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

*appointment. The chairperson and vice-chairperson of the student advisory committee created under section 10a-3 shall serve as members of the board. The chairperson and vice-chairperson of the faculty advisory committee created under section 10a-3a shall serve as ex-officio, nonvoting members of the board for a term of two years and, in their respective roles as chairperson and vice-chairperson, [shall] **may be** [excluded from] **invited to** any executive session, as defined in section 1-200, of the board **by the chairperson of the board**. The Commissioners of Education, Economic and Community Development and Public Health and the Labor Commissioner shall serve as ex-officio, nonvoting members of the board.*

ADJOURNMENT

Chairman Donofrio declared the meeting adjourned at 12:12 pm.

Submitted,

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

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MEETING HANDOUTS/ PRESENTATIONS/ ATTACHMENTS

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

A.   **CSCU Non-Credit Programs**– prepared by Eileen Peltier, Dean of Workforce Development and Continuing Education and Sister Corby A. Coperthwaite, Director of Planning, Research & Assessment, CSCU System Office (presented by Eileen Peltier)

B.   **Progress Towards Goal 2 – Student Success (Program Quality and Relevance)** – presented by Dr. Estela Lopez, interim Provost and Senior Vice President for Academic & Student Affairs, CSCU

C.   **CCSU Consolidated Classification and Compensation Structure effective 9/18/2015** - attachment to Resolution

CSCU Non-Credit Programs: A Review of Academic Year 2014-2015

Presented to:

Connecticut Board of Regents

September 17, 2015

Northwestern CT Community College, Winsted, CT

Eileen Peltier,

> *Dean of Workforce Development & Continuing Education,*
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CCC Credit and Non-Credit Last Year...

- When considering both credit and non-credit programs, Connecticut's community colleges served nearly 100,000 people in the state in 2014-2015.

- About 3 in 10 were non-credit students.

Unduplicated 12 Month Headcount (All Students) Enrollment for AY 2014-2015

	Value
All	99651
Credit	74221
Non-Credit	29443

Legend: All, Credit, Non-Credit
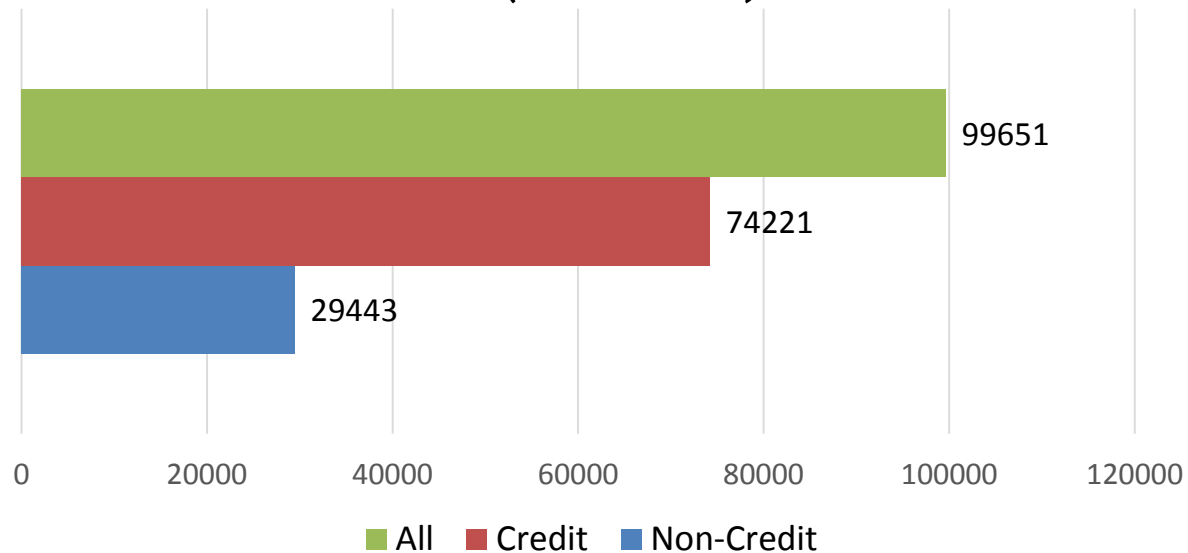
CCC Non-Credit Last Year…

- There were more than 59,000 "seats" or registrations for non-credit offerings.

- Approximately 48% of those registrations were for workforce development and licensure courses.

Duplicated Annual Non-Credit Registrations for AY 2014-2015

59247

27852

29904

1491

0 10000 20000 30000 40000 50000 60000 70000

■ Total ■ Workforce Dev. ■ Personal Dev. ■ Not Coded
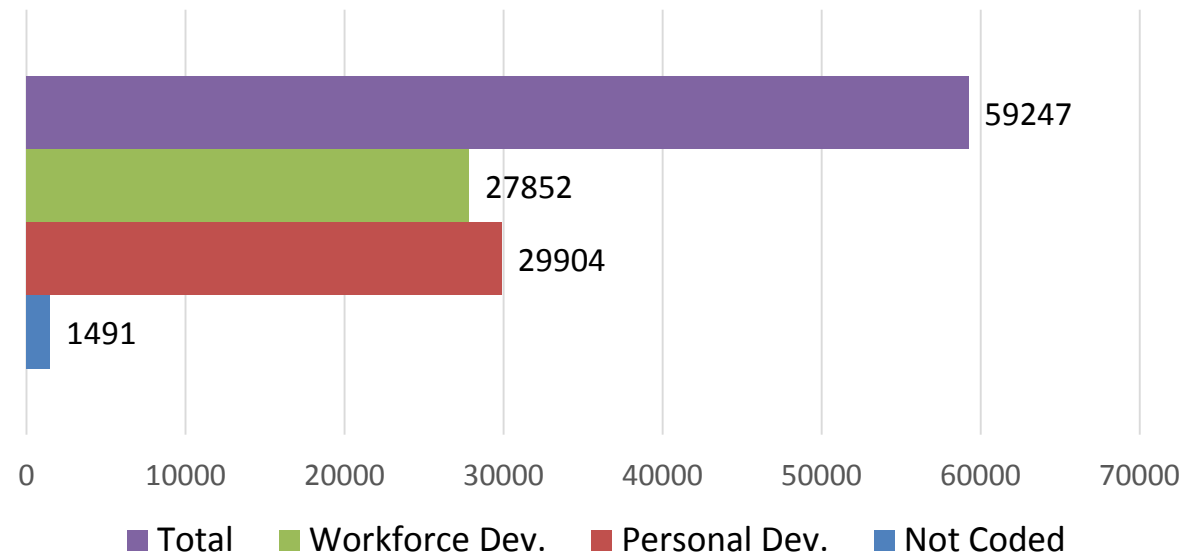
CCC/ Credit and Non-Credit Last Year...

4,050 Certificates were awarded to students completing non-credit workforce development & licensure programs

PROGRAM	Completions	% of Total Certificates Awarded		PROGRAM	Completions	% of Total Certificates Awarded
Health/medical	2,081	51.4%		Physical Education	41	1.0%
Real Estate	472	11.7%		Human Relations	21	0.5%
Business/Management	329	8.1%		Landscaping	19	0.5%
Computers	329	8.1%		Administrative/Office Skills	15	0.4%
Professional Development	167	4.1%		Automotive	7	0.2%
Veterinary	167	4.1%		Lifestyles	5	0.1%
Food Service/Bartending	143	3.5%		Travel	3	0.1%
Manufacturing	142	3.5%		Unknown	3	0.1%
Public Safety	106	2.6%		**TOTAL**	**4,050**	

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WD & CE Business Lines

- Workforce development training for state employees and the public

- Career training leading to licensure/industry credentials

- Workforce development training designed to meet employers' needs

- Extension credit courses, including winter session and summer classes

- Personal enrichment classes emphasizing life-long learning, from children's programming to Learning in Retirement programs for older adults

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Workforce Development Training for Employees

- Offered on the campuses

- For state employees – in-service training, coordinated by the System Office. Members of the public can attend. Sample of topics: supervisory skills, conflict management

- We also customize training for state agencies

- For the public – additional professional development training. Popular topics: QuickBooks, Excel, Web Design, computer applications, and Social Media

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Career Training

- Healthcare career certificates leading to licensure or certification in the field comprise 51% of all workforce development certificates awarded

- Career certificate programs are chosen based on Labor Market Information (LMI) indicating projected job growth and average salary, and in consult with employer advisory boards

- Examples of other types of career training include MCC's manufacturing apprenticeship program, accredited by the Connecticut Department of Labor, and Tunxis's license renewal program, providing CEUs for electricians

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Customized Training for Employers

- Our "Business and Industry" staff members consult with area employers to design training to meet employers' specific needs

- Training can take place on campus or at the employer's site and is scheduled at the employer's convenience

Customized Training for Employers

- Examples

  – Asnuntuck developed a "mini-MBA" for a local employer's middle managers. The 13 course program included project management, Emotional Intelligence, conflict resolution and leading change and transformation

  – Three Rivers and Quinebaug Valley have launched the "Eastern Connecticut Manufacturing Pipeline" with Electric Boat, the Eastern Advanced Manufacturing Alliance and the Eastern WIB to implement pre-employment machining and welding non-credit training

  – These are just two examples of many

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Extension Credit

- Typically administered by WD & CE

- Winter session and summer classes

- Credit classes offered off-campus, examples:

  – Online classes for inmates at prisons in the Enfield area in conjunction with the Connecticut Distance Learning Consortium – a first of its kind initiative

  – Contract classes in Early Childhood Education for a non-profit organization

  – Courses offered at the Air National Guard base in East Granby

Personal Enrichment Courses

- For the love of learning

- Bring members of the community on campus

- Summer programs for youth

- Examples:
  - Art
  - Music
  - Entrepreneurship
  - Health and Wellness
  - Financial Literacy

WD & CE: Innovative Practices

- Charter Oak assessment of programs for credit

- Non-credit to credit pathways

- Cost-benefit-analysis

- Alternate revenue streams

- Mentor/Coach model

- Mandatory "Job Essentials" course

- Externships with area employers

Charter Oak Assessments

- Through the Connecticut Health & Life Sciences Career Initiative, funded 100% by a $12.1 million grant from the U.S. Department of Labor, Employment & Training Administration, Charter Oak State College performed assessments of non-credit programs at the following community colleges:

  - Asnuntuck

  - Capital

  - Gateway

  - Housatonic

  - Middlesex

  - Tunxis

Non-credit to credit pathways

- Charter Oak State College's credit assessment allows students to acquire career credentials while simultaneously earning college credits

- The credits are retro-active, depending on the program

- Example: Asnuntuck's Registered Medical Assistant program was assessed at 33 credits – more than half of an Associate's Degree at a fraction of the cost

  – These credits can be used to fulfill the elective requirements for a General Studies degree and are valid from 2010 to 2020

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Cost-benefit Analysis

- To ensure costs are covered and, ideally, a surplus is being generated

- A cost-benefit analysis done on every class

- The formula calculates income generated by class, subtracts direct and indirect costs to arrive at net

Alternate Revenue Streams

- The CT Department of Social Services administers the Supplemental Nutrition Assistance Program (SNAP), formerly known as Food Stamps

  – DSS provides scholarships for SNAP recipients in approved certificate programs leading to licensure and employment

  – There are no hidden costs to the student – books, supplies and licensure exams are included*

  – Fills seats that otherwise would have gone vacant

  – Colleges are currently reimbursed by DSS at 45%. Reimbursement rates will increase to 50% plus indirect costs, pending approval by the USDA Food & Nutrition Services

- CT was one of only 4 states selected to work with the National Skills Coalition/Seattle Jobs Initiative to receive technical support to improve and expand SNAP Employment & Training

*At Asnuntuck

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Alternate Revenue Streams

- Workforce Innovation and Opportunity Act (WIOA) funds provide up to $7,500 in tuition assistance

- Trade Adjustment Assistance (TAA) funds provide up to $26,000 for tuition assistance
  - WIOA and TAA are federal funds administered through the local Workforce Investment Boards

- Federal and state workforce development grants are administered by WD & CE, e.g., recent manufacturing and apprenticeship initiatives

Mentor/Coach

- Meets with students to identify barriers to successful completion of the program and provides wrap-around services and access to needed resources and referrals

- Monitors students' attendance and performance in course work

- Acts as a sounding board for students

- Tracks job placement rates

Mandatory Job Essentials Course

- Teaches students how to successfully apply for and retain a position in their new field

- Includes soft-skills training including non-verbal and verbal communication, being a team player, avoiding the rumor mill and conflict resolution at work

- This course was specifically designed to address employers' stated concerns about a lack of soft-skills in the workplace and the impact on productivity

Externships and Employer Partnerships

- Many career certificate programs include an Externship that allows students to be placed at an employer's site to get real-world experience

  – Asnuntuck partners with more than 50 medical offices/hospitals to place students

- Externships provide valuable experience to the student and allow an employer to evaluate the student before hiring

- Externships often lead to job offers

Outcomes

- Early results show the mentor/coach model increases students' reporting of employment

- The most current data provided by DSS, from 2014, shows that 1,338 SNAP students participated in vocational training; 1,024 completed or were still in progress and 499 earned income in the most recent DOL wage quarter that was available

- WD & CE continues to work with state agencies to identify employment tracking models to build data that will drive programmatic decisions

Questions?

Thank you for this opportunity to report on the important work of Workforce Development and Continuing Education departments across the community college system.

Goal 2: Student Success

PROGRAM QUALITY AND RELEVANCE

ESTELA LOPEZ

SEPTEMBER 17, 2015

Importance of Academic Offerings in Ensuring Student Success

Ensure that academic programs adequately prepare students to enter the workforce

Facilitate continuous improvement in the quality and effectiveness of academic programs

Promote student persistence

Create a coherent approach to completion through a guided pathway approach

Promote academic innovation and best practices

Some Challenges:

- 11.3% student graduation rates for our community colleges; nationwide is 19.5% for the public community colleges
  - ➢ 32.5% student "success rate" (completion and transfers) for our community colleges (no comparable nationwide data)

- 51.2% graduation rate for CSU; nationwide is 57.7% for public institutions (including Research universities)

- Average academic credits to award for the community colleges is higher than 60 credits, approximately 70 credits

- Average academic credits to award for CSU is approximately 130 credits

- Many community college students currently transfer without an associate's degree

- Getting students ready for college level work

BOR Academic Policies that Support Student Success:

Program Review – All academic programs undergo a comprehensive review on a periodic basis

Academic Program Proposals and Approval Policy – Submission of new programs, program modifications, discontinuation

Normalization – Normalizing the number of credits at 60 for the associate and 120 credits for the baccalaureate

TAP – Transfer for Associate degrees common to all CT community colleges that shall include at least 30 credits of transferrable general education program courses that address the common core competencies and the remaining shall be articulated with the CSU and Charter Oak College

Reform Developmental Education Policies– Limit the number of developmental courses to one:

- ◦ A. Multiple Measures
- ◦ B. Remedial Courses

Assessment – CSCU will assess student learning in a manner consistent with NEASC Standards, standards of program-specific accreditors and groups, and disciplinary expectations

Reverse Transfer– Encourage students who begin their academic careers at a community college and transfer into the university with a minimum of 45 credits from a single CT community college and have completed a minimum of 15 credits at the baccalaureate institution to be granted an associate degree.

Common Calendar – Facilitates students ability to enroll at different institutions to complete courses required for completion.

Other Quality Assurance Mechanisms

Program Review

Professional Accreditation

Regional Accreditation

Faculty and Governance Role

These initiatives are led by faculty and chief academic officers with support of existing campus-based program assessment and governance structures. Faculty has a leading role in developing and implementing plans for the assessment of learning for education improvement

These initiatives will also proactively seek opportunities to share best practices among the 17 member CSCU institutions.

Results will be shared with the BOR using appropriate forms and in a systematic manner

Robust Academic Offerings:

For Academic Year 2014-2015

New Associate Degrees and Certificates: 20

Modifications: 9

Terminations: 10

New Baccalaureate Degrees: 6

Modifications: 4

Termination: 1

CSCU Consolidated Classification and Compensation Structure
Effective 09/18/2015

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Professional 1	**$38,500**	**$44,300**	**$50,100**	**$55,900**	**$61,600**

Administrative Operations Asst.

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Professional 2	**$45,200**	**$52,000**	**$58,800**	**$65,600**	**$72,300**

Administrative Assistant	BOR Workforce Training Coordinator
BOR Grant Project Assistant	Human Resources Assistant

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Professional 3	**$53,200**	**$61,200**	**$69,200**	**$77,200**	**$85,100**

BOR Executive Asst. to Pres.	BOR IT Security Specialist
BOR Asst. Director Financial Aid Services	BOR Nursing Admissions Specialist
BOR Asst. Grant Project Director	BOR Payroll & Benefits Associate
BOR Capital Budget Associate	BOR Student & Academic Info. Systems Specialist
BOR Finance Associate	Executive Assistant to the President
BOR Grants Specialist	Human Resources Associate
BOR Internal Auditor	SU Diversity Associate

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Manager 1	**$62,500**	**$71,900**	**$81,300**	**$90,700**	**$100,000**

BOR Architect & Facilities Planner	BOR Research Associate
BOR Assoc. Director Project Mgmt. & Engineering	CC Associate Director Human Resources[1]
BOR Board Affairs Associate	CC Assoc. Director Information Technology
BOR Coordinator STEM Grant	COSC Director Application Services
BOR Facilities Management Associate	COSC Manager Human Resources & Administration
BOR Internal IT Auditor	COSC Manager Network Operations
BOR IR Accountability Manager	SU/BOR Human Resources Specialist

[1]Class. to be used w/a CC Director of HR at large colleges only, or may be used in lieu of HRD at small colleges at the college president's discretion.

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Manager 2	**$73,400**	**$84,400**	**$95,400**	**$106,400**	**$117,400**

BOR Assistant Counsel	CC Assoc. Dean Continuing Education
BOR Director CT Charts-a-Course Pogram	CC Director Human Resources
BOR Director Finance & Accounting	CC Director Non-Credit Programs
BOR Director Planning & Assessment	CC Manager Diversity & Inclusion
BOR Director Student & Academic Info. Systems	COSC Dean Administration
BOR Labor Relations Associate	COSC Dean Distance Learning
BOR Legislative Program Manager	COSC Director CT Distance Learning Consortium
BOR Manufacturing Coordinator	Director Grant Initiatives
BOR Nursing Administrator	Special Advisor to the President
CC Assoc. Dean	SU Enrollment Management Administrator
CC Assoc. Dean Academic Affairs	SU Human Resources Administrator

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Manager 3	**$86,200**	**$98,900**	**$111,600**	**$124,300**	**$137,009**

BOR Associate Director of Employee & Labor Relations	CC Dean Institutional Effectiveness
BOR Controller	CC Dean of Student Affairs
BOR Director Budgets & Planning	CC Dean Workforce Development
BOR Director Internal Audit	CC Director Information Technology
BOR Director Contracts, Procurement & Purchasing	CCSU Director Ctr Public Policy & Social Research
BOR Director Public Affairs and Marketing	COSC Chief Information Officer
BOR Early College Program Advisor	SU Assoc. Chief Information Officer
CC Dean of Academic Affairs	SU Director Employee & Labor Relations
CC Dean of Administration	SU Director Human Resources
CC Dean Continuing Education	SU Director Institutional Research & Assessment
CC Dean Institutional Advancement	SU Director Public Safety

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Executive 1	$101,300	$116,500	$131,700	$146,900	$162,001

BOR Assoc. VP Academic Affairs	SU Assoc. VP Finance & Administration
BOR Chief Info. Security Officer	SU Assoc. VP Institutional Advancement
BOR Chief of Staff	SU Assoc. VP Marketing & Communications
BOR Counsel & Special Asst. to President	SU Assoc. VP Student Affairs
BOR Director Employee & Labor Relations	SU Chief Diversity Officer
BOR Director Research & System Effectiveness	SU Chief Facilities Officer
CCSU Director Institute Tech. & Bus. Dev.	SU Chief Human Resources Officer
COSC Provost	SU Counsel & Special Asst. to President
ECSU Operating Officer Instit. Sustainable Energy	SU Dean Graduate Studies
SU Assoc. VP Academic Affairs	SU Dean Students
SU Assoc. VP Enrollment Management	

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Executive 2	$119,000	$136,800	$154,500	$172,300	$190,004

BOR Chief Facilities Officer	SU Dean Engineering[2]
BOR Chief of Public Safety & Emergency Mgmt.	SU Dean Health & Human Services
SU Dean Arts & Sciences	SU Dean Professional Studies
SU Dean Business[2]	SU Dean Visual & Performing Arts
SU Dean Education	

[2]The Executive 2 level has a 10% market range adjustment for the system classification title of SU Dean Business & SU Dean Engineering (minimum $130,900, midpoint $169,950, and maximum $209,004).

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Executive 3	$139,800	$160,800	$181,800	$202,800	$223,700

SCSU Chief of Staff	SU Chief Information Officer
SU Chief Administrative Officer	SU VP Institutional Advancement
SU Chief Financial Officer	SU VP Student Affairs

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Executive 4	$164,300	$189,000	$213,600	$238,300	$262,900

BOR Chief Financial Officer	BOR Chief Information Officer
BOR Chief Human Resources Officer	SU Provost

Level/System Classification Title	Minimum	1/4 Mark	Midpoint	3/4 Mark	Maximum
Executive 5	$193,100	$222,100	$251,100	$280,100	$309,000

BOR Chief Academic Officer