BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSUS)
MINUTES – REGULAR MEETING – 10 AM, OCTOBER 19, 2017
SYSTEM OFFICE, 61 WOODLAND STREET, HARTFORD, CT

REGENTS – ATTENDANCE (Y = yes / N = no)	
Matt Fleury, Chair	N
Yvette Meléndez, Vice Chair (served as Chair)	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Lawrence J. DeNardis	Y
Felice Gray-Kemp	Y
Merle W. Harris	Y
David R. Jimenez *via teleconf*	Y
William J. McGurk	Y
JoAnn H. Price	N
Elease E. Wright	Y
Hector Navarro, SAC Chair	Y
Holly Palmer, SAC Vice Chair *via teleconf*	Y
*Barbara E. Richards, FAC Chair *via teleconf*	Y
*Stephen Adair, FAC Vice	Y
*Scott D. Jackson, Labor Commissioner	Y
*Raul Pino, Public Health Commissioner	N
*Catherine H. Smith, DECD Commissioner *via teleconf*	Y
*Dianna R. Wentzell, Education Commissioner	N
*e*x-officio, non-voting member*	

CSCU STAFF

  Mark E. Ojakian, President
  Alice Pritchard, Chief of Staff
  Jane Gates, Provost & Senior Vice President, Academic and Student Affairs
  Erika Steiner, Chief Financial Officer
  Steve Weinberger, Vice President, Human Resources & Labor Relations
  Bill Gammell, Director, Office of Research & System Effectiveness
  Erin A. Fitzgerald, Associate Director, Board Affairs / Board Secretary

STATE UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS

  James Lombella, Asnuntuck Community College and interim at Tunxis Community College
  Dorsey Kendrick, Gateway Community College
  Paul Broadie, Housatonic Community College and Interim at Gateway Community College
  Gena Glickman, Manchester Connecticut Community College

STATE UNIVERSITY/COMMUNITY COLLEGE PRESIDENTS (cont.)
   Steven Minkler, Lead Campus Administrator, Middlesex Community College
   Michael Rooke, Northwestern Connecticut Community College
   Carlee Drummer, Quinebaug Valley Community College
   Mary Ellen Jukoski, Three Rivers Community College
   Zulma Toro, Central Connecticut State University
   Joe Bertolino, Southern Connecticut State University

CALL TO ORDER

Vice Chair Yvette Melendez called the meeting to order at 10:10 am and, following roll call, declared a quorum present.

ADOPT AGENDA

Vice Chair Melendez called for a motion to adopt the meeting agenda and **on a motion by Vice Chair Melendez, seconded by Regent Balducci, the Agenda was unanimously adopted as presented.**

WELCOME FROM QVCC PRESIDENT CARLEE DRUMMER

President Carlee Drummer welcomed the Board to Quinebaug Valley Community College and offered a tour of the Art Gallery and Advanced Manufacturing Center following the Board meeting.

OPPORTUNITY TO ADDRESS THE BOARD

The following individuals addressed the Board on the topics indicated below:

Name	Title/Univ/College	Topic
Ingrid Alvarez	Exec. Director, Hispanic Federation	Tuition aid – Hurricane Maria
Calixto Torres	Board Director, Center for Latino Progress	Tuition aid – Hurricane Maria
Irene Martin	Director, Financial Aid, Middlesex Community College	College consolidation - importance of Financial Aid staffing considerations in
Jody Barr	President, State University Organization of Administrative Faculty (SUOAF) AFSCME Local 2836	College consolidation – impact on existing SUOAF members' responsibilities; SUOAF wants to be included in ongoing discussions re potential revisions.

CSCU PRESIDENT MARK OJAKIAN

President Ojakian provided an update to the Board concerning the Students First initiative as it relates to the community college consolidation, which was led by a high-level summary from Chief of Staff, Dr. Alice Pritchard, along with a detailed overview from Northwestern CCC President Michael Rooke. A robust discussion took place among all members of the Board, with President Ojakian indicating he would be back to the Board in December with additional details concerning anticipated savings and a high-level organizational matrix. The presentation utilized during this portion of the meeting is attached hereto as Attachment A.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Cohen seconded by Regent Wright, the September 19, 2017 Regular meeting minutes were approved.

CONSENT AGENDA

Vice Chair Melendez called for a motion on the Consent Agenda. On **a motion by Regent Balducci, seconded by Regent DeNardis, the Consent Agenda was unanimously adopted.** The following Agenda items and accompanying resolutions were approved on consent:

Terminations

i.   **Data Mining – Post Bac Certificate - CCSU**
     RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Data Mining leading to a Graduate Certificate at Central Connecticut State University with no phase-out period.

ii. **Criminal Justice – BA - CCSU**
     RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Criminal Justice-Waterbury leading to a B.A. degree at Central Connecticut State University with no phase-out period.

iii. **Building Efficiency and Sustainability Technology – C2 Certificate - NCC**
     RESOLVED: . That the Board of Regents for Higher Education approve the termination of a program in Building Efficiency and Sustainability Technology leading to a Certificate degree at Norwalk Community College with a phase-out period until January 1, 2018

Accreditations – Previously Licensed Programs
  i. **Applied Behavior Analysis – MS - WCSU**
      RESOLVED: . That the Board of Regents for Higher Education approve the accreditation of a program in Applied Behavior Analysis leading to a Master of Science degree at Western Connecticut State University for a period of time concurrent with the institutional accreditation.

  i. **Dance Education Program – BS - CCSU**
      RESOLVED: . That the Board of Regents for Higher Education approve the accreditation of a program in Dance Education leading to a Bachelor's of Science in Education degree at Central Connecticut State University for a period of time concurrent with the institutional accreditation.

Centers and Institutes – Seven Year Reports - Continuations – State Universities
  i. **Werth Center for Coastal and Marine Studies – SCSU**
      RESOLVED: That the Board of Regents for Higher Education approve continuation of the Werth Center for Coastal and Marine Studies at Southern Connecticut State University until December 31, 2024.

  ii. **Center for Excellence in Math and Science – SCSU**
      RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University until December 31, 2024.

  iii. **Henry C. Lee Institute for the Study of Crime and Justice – CCSU**
      RESOLVED: That the Board of Regents for Higher Education accept the renaming of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University to the Institute for the Study of Crime and Justice.

      RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for the Study of Crime and Justice at Central Connecticut State University until December 31, 2024**.**

  iv. **Institute for Municipal and Regional Policy – CCSU**
      RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University until December 31, 2024.

Centers and Institutes – Seven Year Reports - Discontinuations – State Universities

    i.   Center for Business Research – WCSU

RESOLVED: That the Board of Regents for Higher Education approve discontinuation of the Center for Business Research at Western Connecticut State University effective December 31, 2017.

FINANCE & INFRASTRUCTURE

Following an overview by Regent Balducci, **the following resolution from the Finance and Infrastructure Committee, was unanimously approved on a motion from Regent Balducci with a second from Regent McGurk.**

WCSU Expanded Pilot Program

WHEREAS,	The Board pursuant to its statutory authority - Section 10a-99 and Public Act 11-48 of the Connecticut General Statutes (CGS) – shall review and establish tuition and fees annually for the Connecticut State Colleges & Universities for such purposes as the board deems necessary, and
WHEREAS,	Western Connecticut State University (WCSU) initiated a successful strategy to reverse a negative enrollment trend, and
WHEREAS,	Based on the success of the initial pilot program of offering in-state tuition and fee rates to residents of seven New York counties, and
WHEREAS,	But for the high differential between in-state and out-of-state tuition and fee rates charged by the Universities, WCSU believes that it could considerably increase enrollments from neighboring New York and New Jersey, and
WHEREAS,	In subsequent years, the management of WCSU believes the expansion of the program to all of New York and New Jersey residents will result in enrollment sufficient to enhance their fiscal position, and
WHEREAS,	In addition to enrollment improvements, WCSU will be able to continue to offer the breadth of curricula, therefore be it
RESOLVED,	That WCSU's proposal to expand the original pilot and to offer in-state tuition rates to current and prospective students from New York and New Jersey to begin in Fall 2018 and be evaluated after a two-year period for continuation.

Following an overview by Regent Balducci, with discussion among Board members, **the following resolution from the Finance and Infrastructure Committee, was amended and subsequently unanimously approved on a motion from Regent Balducci with a second from Regent DeNardis.**

In-State Tuition Rates for Victims of Hurricane Maria

> **WHEREAS,** The state of Connecticut has extended humanitarian aid to victims of Hurricane Maria by ensuring that displaced children from affected storm areas have access to primary and secondary education, and
>
> **WHEREAS,** These students are US citizens residing in Puerto Rico and the US Virgin Islands are affected by this catastrophe, and
>
> **WHEREAS,** Our institutions have expressed an interest in providing support to student victims of Hurricane Maria to continue their studies in Connecticut while their schools are being repaired or rebuilt, and
>
> **WHEREAS,** These students residing in island communities with little or no availability of options to continue their studies in their home territories, therefore be it
>
> **RESOLVED,** That tuition will be offered at in-state rates to displaced student-victims of Hurricane Maria who have been attending the University of Puerto Rico or the University of the Virgin Islands or have met the requirements to enroll there as freshman so that they may continue or begin their studies while their home institutions are being repaired or rebuilt.

ACADEMIC & STUDENT AFFAIRS

Academic & Student Affairs Committee Chair Merle Harris introduced Dr. William Gammell, Director, Office of Research & System Effectiveness, to provide a summary of the 2016 Accountability Report (Attachment B hereto).

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Committee Chair Naomi Cohen provided background concerning the development of the Code of Conduct, following which, **on a motion by Regent Cohen, seconded by Regent Balducci, the resolution below adopting the CSCU Code of Conduct (Attachment C hereto) was unanimously approved.**

WHEREAS,	The Board of Regents for Higher Education is committed to the highest standards of integrity in its institutions and operations; and
WHEREAS,	The Board of Regents has worked cooperatively with its employee stakeholders to develop a statement of basic expectations for workplace behavior for all faculty, administrations, staff, volunteers and members of the Board of Regents; and
WHEREAS,	This statement as an iteration of policies and laws, named the Connecticut State Colleges and Universities System Code of Conduct for Regents, Employees and Volunteers shall be used to remind faculty, administrators and staff of the policies, regulation and laws with which they are required to comply; therefore be it
RESOLVED,	that the Board of Regents adopts the attached Connecticut State Colleges and Universities System Code of Conduct for Regents, Employees and Volunteers.

ADJOURNMENT

On a motion by Regent Balducci, seconded by Regent Jimenez, the meeting adjourned at 12:18 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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CT BOARD OF REGENTS FOR HIGHER EDUCATION
REGULAR MEETING OCTOBER 19, 2017
CSCU System Office, 61 Woodland Street, Hartford, CT

Attachments to Minutes and/or
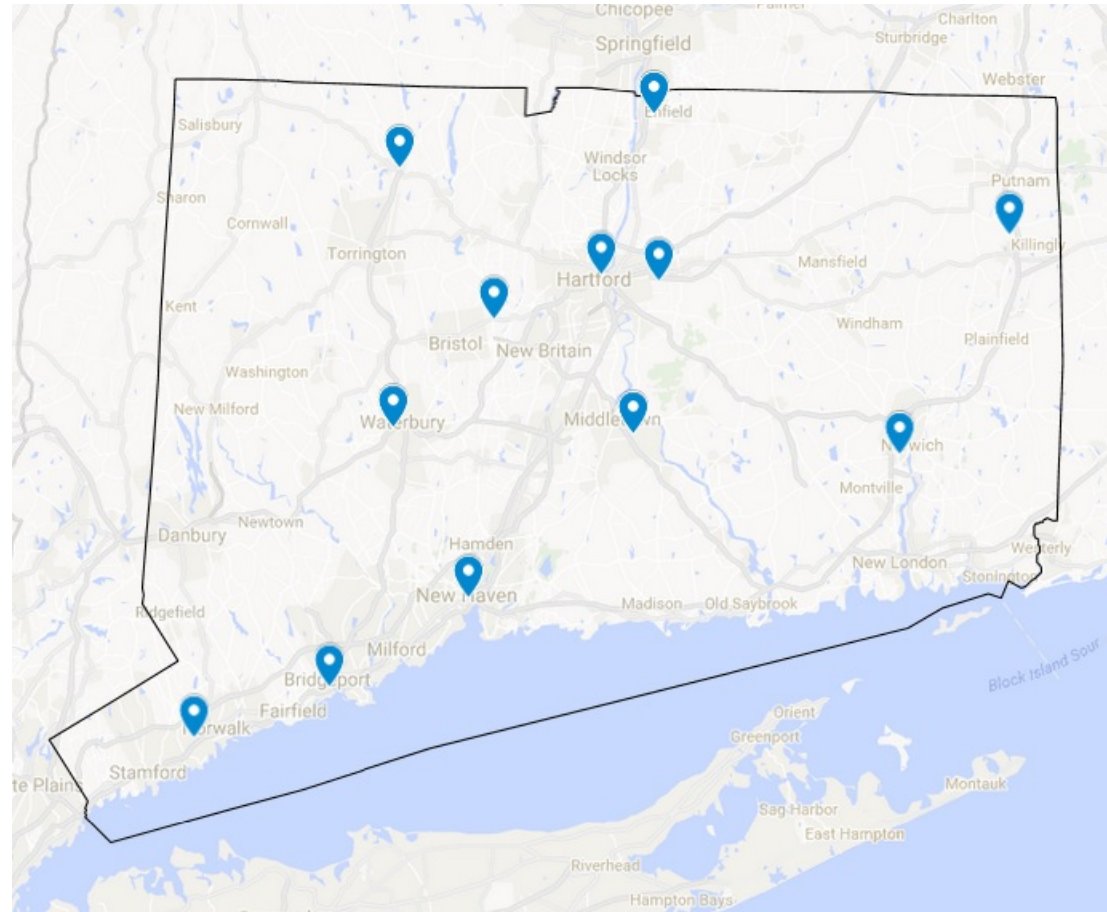# Meeting Handouts/ Presentations

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

- A. Students First – CT Community College Consolidation
- B. 2016 Accountability Report (presentation utilized at Board meeting)
- C. CSCU Code of Conduct

Students First

CT Community College
Management Consolidation

DRAFT

Board of Regents
Presentation
Draft
Organizational
Structure
October 19, 2017

Committee's Charge

- Recommend to the Board

    - A Management Structure for a SINGLE, accredited, Connecticut Community College, with 12 campuses

    - Savings target of $28 million

- After numerous considerations, we are recommending

    - A Single NEASC accredited **Community College of Connecticut** that supports Students First
    - Provides opportunities for the 12 campuses to work together
    - Develop a new Enrollment Management Strategy that serves students
    - Develop a process to align curriculum across the 12 campuses with broad faculty participation
    - Maintain unique programs and create greater student access statewide

- We believe that over time the projected savings WILL be realized
- Keep all 12 campuses OPEN

Vision

- Create a dynamic community college that leverages talents and resources and focuses on getting students to their individual educational goals and in response to community and state needs.

- Create a financially stable and sustainable future for the state's community colleges

- Create a single NEASC accredited community college with 12 campuses, with clear and consistent practices and procedures

- Maintain the uniqueness, identity and community connections of each campus

- Have clear enrollment management practices to address declining enrollment patterns

- Provide seamless transition for students to the future single college

Summary of Work

- May 1 – the 12 community college presidents had a retreat to review possible structural options for the system

- May 6 - a sub-committee of presidents and deans representing the major work functions met to consider these options

  - This group focused on three areas:
    - Academic affairs and continuing education
    - Student affairs
    - Enrollment management

Summary of Work Cont.

- May 26 —sub-committee reviewed a draft organizational structural options

- June 8 — a team from the CSCU system attended the NEASC CIHE Commission meeting in Maine to request an advisory opinion
- June 12 - subcommittee met and began developing functional duties for key positions
- June 14 - the Presidents met to review and discuss the draft
- June 23 - subcommittee met to continue refining position functions
- July 11 - met to review academic and enrollment structures
- July 27 - reviewed draft structure
- July 28 - Presidents reviewed draft structure
- Aug 30/Sep 1 - Presidents reviewed small, medium and large campus structures, and began assessing positions
- Oct 2-16 - Latest draft reviewed by all work groups
- Oct 18 - a team from the CSCU system meeting to update NEASC staff
- Oct 19 - Board of Regents Presentation

Benefits to Students

of a single Community College of Connecticut

Examples of benefits to students

- Clear and consistent processes to enroll in colleges
- Student can work with advisors to pick best options for financing their education combining federal, state and local financial aid and scholarships
- Common degree programs with common courses between campuses
- Easier to take courses at any campus, including online
- No need to transfer credits across colleges
- Common Guided Pathways across the 12 campuses
- One placement test, with consistent course assignment
- Less confusion on transfer pathways to the universities

Enrollment

Currently:

- Students often take classes at multiple campuses
    - Apply to each college
    - Provide HS transcripts
    - Proof of Immunization
    - Provide college transcripts
    - Fill out a single FAFSA application with school codes
    - May be required to do Income Verification multiple times

In a Single Community College:

- Apply ONCE
- Fill out FAFSA with one code
- Arrange ONCE for
    - HS transcripts
    - Proof of Immunization
    - College transcripts
- Receive ONE aid package that can be used across multiple campuses

Registration

Currently:

- Each semester, students must register for classes at each college separately

- They often do not know whether their classes will successfully transfer from one community college to the next

- They need to earn at least 25% of their credits at a primary college in order to be able to graduate

- Any credits earned at other campuses will NOT help students improve their GPA at their primary campus

- If students transfer to another community college, their GPA starts again at 0.0

In a Single Community College:

- Student can more easily take classes at any of the 12 campuses

- Common courses will have the same pre-requisites

- No need to TRANSFER credits back and forth

- All credits earned will count toward GPA

- All credits earned will apply to degree

Financial Aid

Currently

- If a student wants to apply financial aid between campuses, they have to do a consortium agreement, requiring signatures
- Students have to wait until the paperwork arrives
- Students may get dropped for non-payment in the meantime
- Even with a consortium agreement, students cannot use their aid to pay for books at other campuses
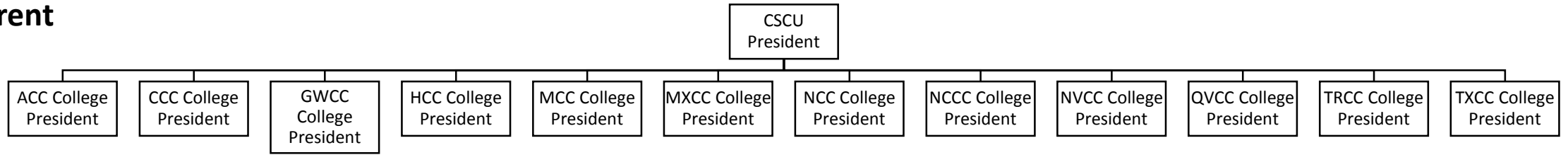
In a Single Community College:
- Student can work with advisor to pick best options for financing their education combining federal, state and local financial aid and scholarships
- Can apply that aid for tuition/fees and books at multiple campuses

Proposed Leadership Structure
Community College of Connecticut

Positions required for NEASC accreditation

Current


```
                              CSCU
                            President
  ┌────┬────┬────┬────┬────┬───┴┬────┬────┬────┬────┬────┐
ACC    CCC   GWCC  HCC   MCC  MXCC  NCC  NCCC  NVCC  QVCC  TRCC  TXCC
College College College College College College College College College College College College
President President President President President President President President President President President President
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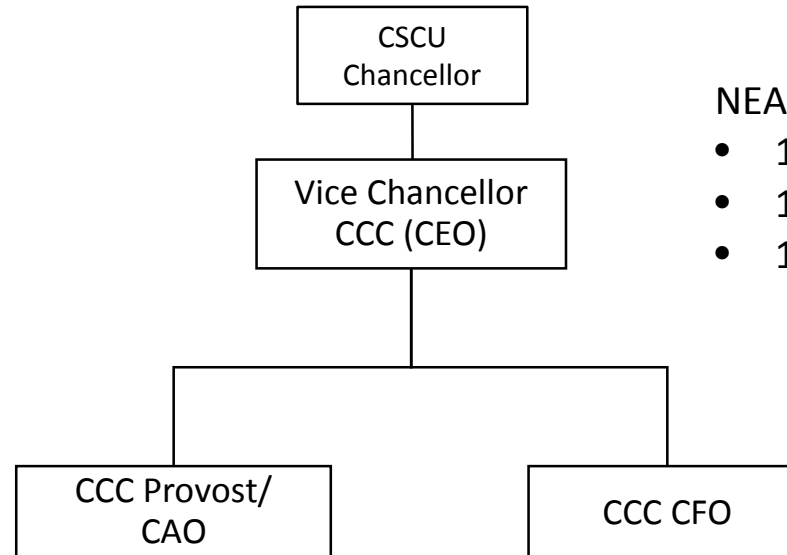
NEASC Standards require
- 12 CEOs/Presidents   (Std 3.10-3.12)
- 12 CFOs   (Std 7.11)
- 12 Chief Academic Officers   (Std 3.14)

Prospective


```
            CSCU
          Chancellor
              │
       Vice Chancellor
          CCC (CEO)
              │
        ┌─────┴─────┐
   CCC Provost/      CCC CFO
      CAO
```
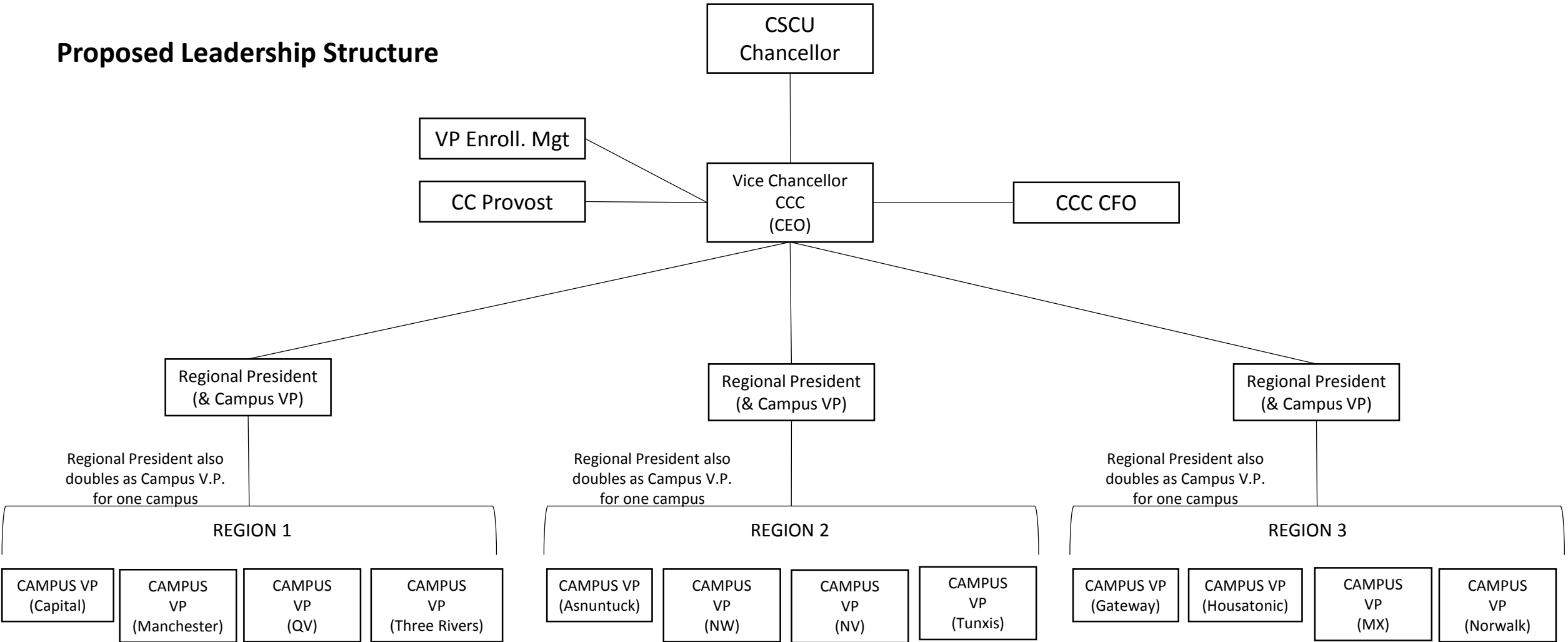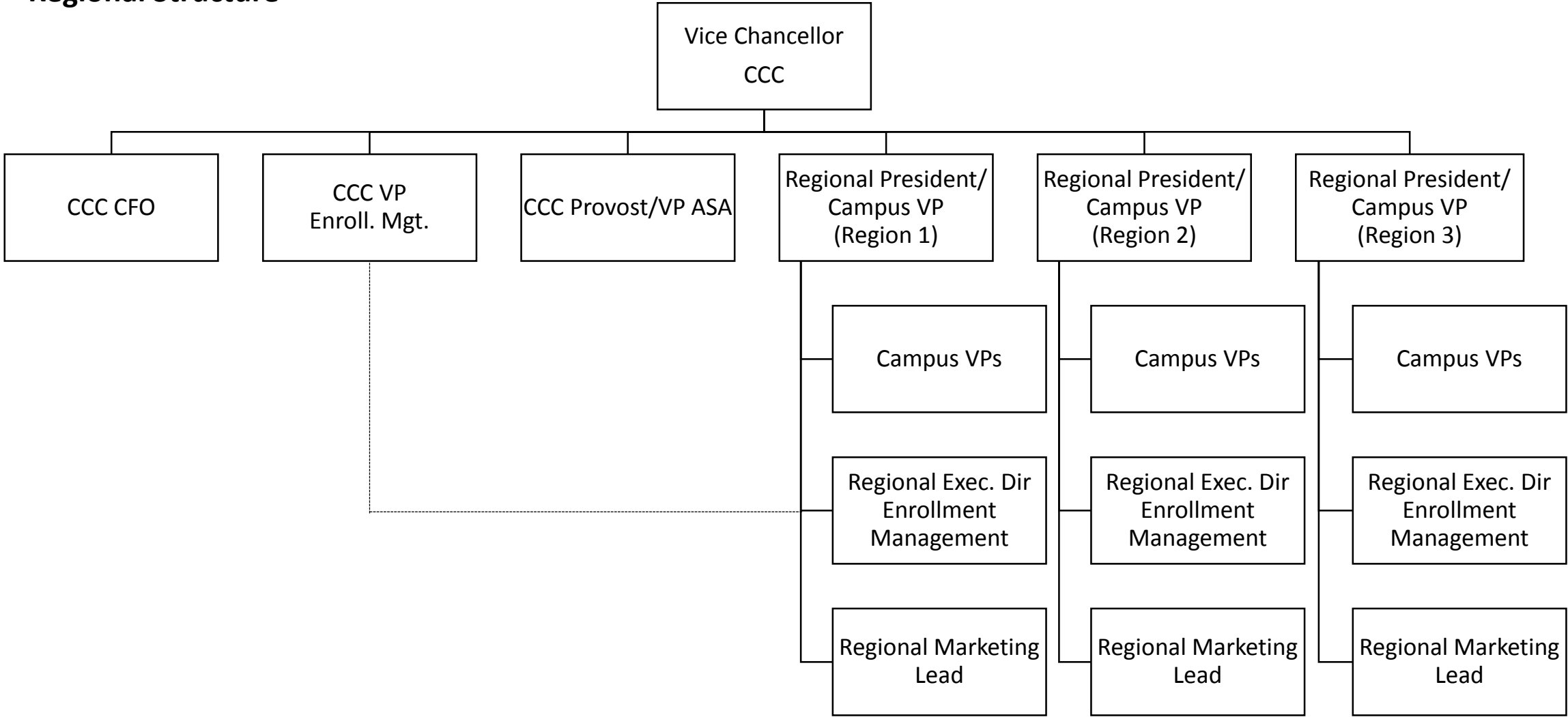
NEASC Standards require
- 1 CEO
- 1 Chief Financial Officer
- 1 Chief Academic Officer

Proposed Leadership Structure

CT State Colleges & Universities

13

CT Community College Regional Structure

Vice Chancellor CCC

- CCC CFO
- CCC VP Enroll. Mgt.
- CCC Provost/VP ASA
- Regional President/ Campus VP (Region 1)
  - Campus VPs
  - Regional Exec. Dir Enrollment Management
  - Regional Marketing Lead
- Regional President/ Campus VP (Region 2)
  - Campus VPs
  - Regional Exec. Dir Enrollment Management
  - Regional Marketing Lead
- Regional President/ Campus VP (Region 3)
  - Campus VPs
  - Regional Exec. Dir Enrollment Management
  - Regional Marketing Lead

Features of a Regional Approach

- Create 3 regions, to enhance student experience, assure academic quality and maximize organizational effectiveness
- Build upon strong relationships between community colleges in a region and leverage expertise and personnel assets currently at the colleges
- Incorporate shared services in HR, finance, marketing, IT, facilities and Institutional Research
- Establish regional centers of excellence for special academic programs
- Seek regionally coordinated grant opportunities
- Maintain regional and local campus programs that are responsive to regional workforce needs
- Manage academic program offerings and enrollment across the region

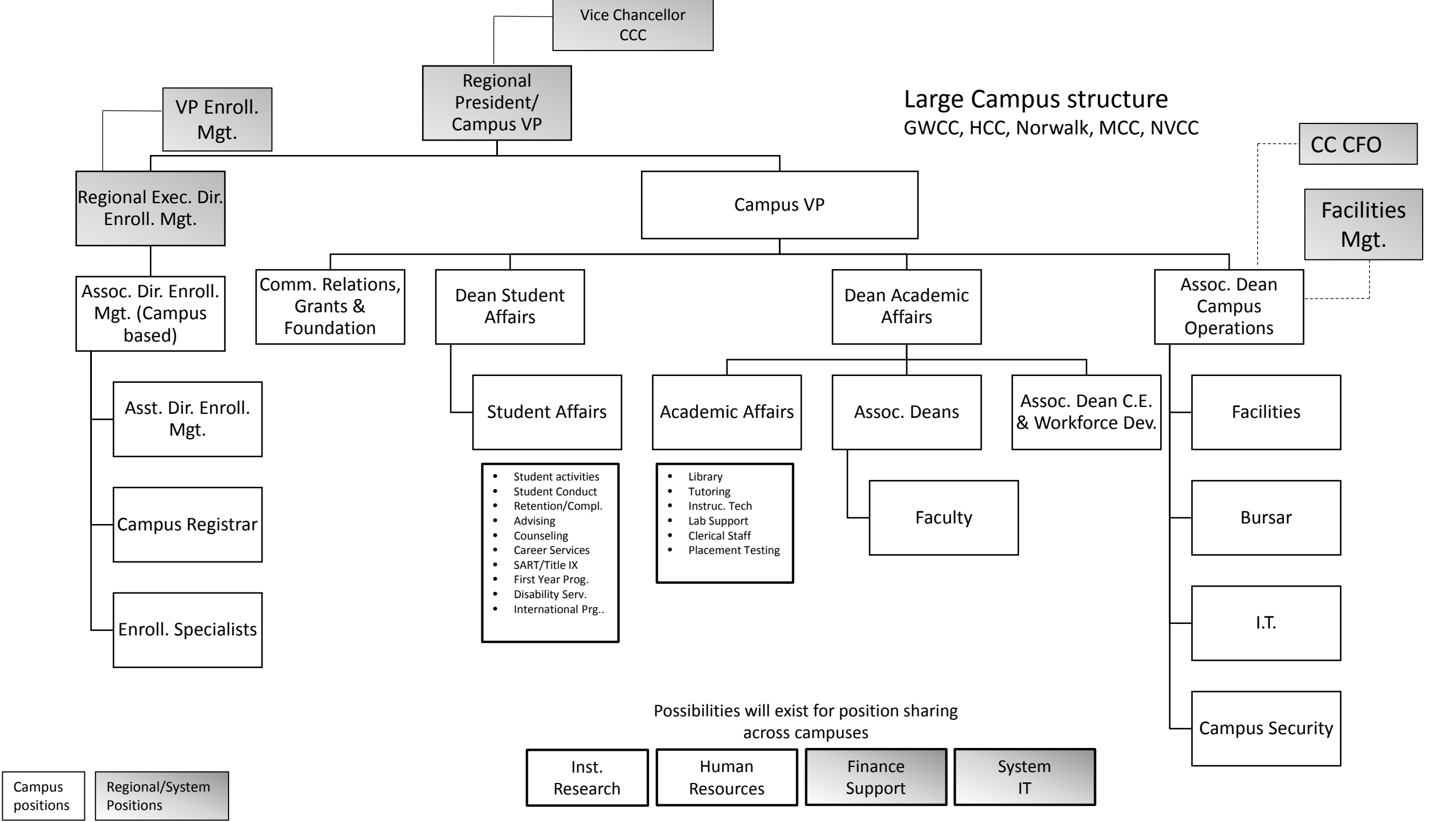# Role of the Regional Presidents

- Provide focused leadership and coordination among the 4 campuses
- Serve as Campus Vice President for one campus within their region
- Foster collaboration and alignment across campuses
- Re-align resources and human capital within the region
- Advocate legislatively at the local, regional and state level along with the Campus VP
- Partner with state, local, community agencies, businesses, and school districts to respond to needs and create opportunities for students throughout the region
- Serve as a liaison to the community along with Campus Vice Presidents
- Work with the VP Enroll. Management to support regional recruitment and retention initiatives

Role of the Campus Vice Presidents

- Be a visible presence on campus and within the local community
- Oversee local campus operations
- Manage all campus academic and student programming
- Foster a positive environment that maximizes student enrollment, retention and completion
- Collaborate with the campus foundation to secure additional resources
- Advocate legislatively at the local level along with the Regional President
- Partner with state, local, community agencies, businesses, and school districts to create opportunities for students
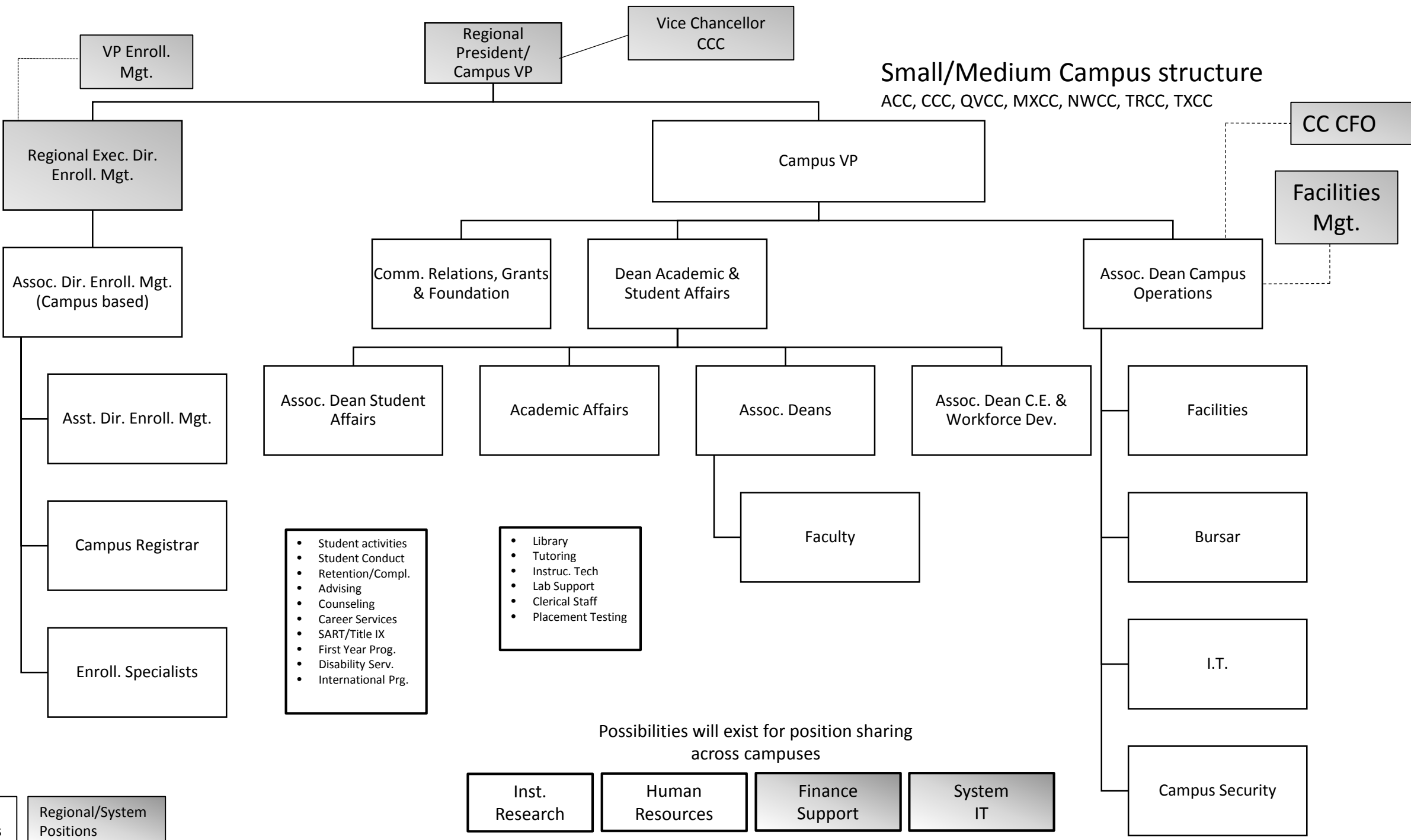
Features of a Centralized Enrollment Management Strategy

- Coordinate strategic recruitment and retention best practices at the state, regional and local levels

- Streamline enrollment processes to remove barriers to student access

- Merge into single Title IV entity with a single program participation agreement

- Leverage limited financial aid funds to strategically address college affordability

- Create a Student Retention & Completion Council

Vice Chancellor CCC

Regional President/ Campus VP

VP Enroll. Mgt.

Large Campus structure
GWCC, HCC, Norwalk, MCC, NVCC

CC CFO

Facilities Mgt.

Regional Exec. Dir. Enroll. Mgt.

Campus VP

Assoc. Dir. Enroll. Mgt. (Campus based)

Comm. Relations, Grants & Foundation

Dean Student Affairs

Dean Academic Affairs

Assoc. Dean Campus Operations

Asst. Dir. Enroll. Mgt.

Student Affairs

Academic Affairs

Assoc. Deans

Assoc. Dean C.E. & Workforce Dev.

Facilities

- Student activities
- Student Conduct
- Retention/Compl.
- Advising
- Counseling
- Career Services
- SART/Title IX
- First Year Prog.
- Disability Serv.
- International Prg..

- Library
- Tutoring
- Instruc. Tech
- Lab Support
- Clerical Staff
- Placement Testing

Faculty

Campus Registrar

Bursar

Enroll. Specialists

I.T.

Campus Security

Possibilities will exist for position sharing across campuses

Inst. Research

Human Resources

Finance Support

System IT

Campus positions

Regional/System Positions

Small/Medium Campus structure
ACC, CCC, QVCC, MXCC, NWCC, TRCC, TXCC

Regional President/Campus VP

Vice Chancellor CCC

VP Enroll. Mgt.

Regional Exec. Dir. Enroll. Mgt.

CC CFO

Facilities Mgt.

Campus VP

Assoc. Dir. Enroll. Mgt. (Campus based)

Comm. Relations, Grants & Foundation

Dean Academic & Student Affairs

Assoc. Dean Campus Operations

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Bursar

I.T.

Campus Security

Faculty

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- International Prg.

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- Lab Support
- Clerical Staff
- Placement Testing

Possibilities will exist for position sharing across campuses

Inst. Research

Human Resources

Finance Support

System IT

Campus positions

Regional/System Positions

Next Steps

- Develop a process to align curriculum across the 12 campuses with broad faculty participation
  - Which degree programs will be common across 12 campuses?
  - Create common courses, syllabi, common pre-requisites, course numbers, contact hours, etc.
  - Establish academic structure to manage degree programs
  - Review implications of academic changes for Banner, Degree Works and Blackboard
  - Recommend Governance representation
    - Curriculum committee
    - CCC Senate
  - Create assessment processes for student learning and institutional effectiveness in a single CCC
  - Create transition plan to teach-out of students from current colleges to a single CCC

CT Community College FAC/Academic Council Proposed Shared Governance Curriculum Review Structure

Faculty Disciplinary Groups
- Course/Program Alignment
- Program Development
- Modification of Programs/Courses
- New Courses

CCC Curriculum Committee
- Representative body of 12 campuses
- Assessment
- Curriculum Alignment

CCC Senate
- Shared Governance
- Representative body of 12 campuses

CCC Provost
- Resource requirement
- Need for program
- Policy compliance

CSCU Academic Council
- Meets policy requirements

ASA Committee (BOR)
- Review
- Approval

Board of Regents
- Final approval

Local Campus Input/Guidance

NEASC Stds 3.14, 3.15 & 4.5
- Responsibility for the quality of the academic program lies with the CAO/Provost
- Responsibility for content and quality of curriculum lies with the faculty
- Organization & Governance structure assure the integrity and quality of academic programs

Tentative Planning Timeline

- April/May 2017 – Strategy proposed and committees begin work
- Oct 2017 – Plan proposed to Board of Regents
- Dec 2017—Plan submitted for Board of Regents approval
- FY '18 – Begin developing shared governance and curriculum review structure
- Mar '18 – Submit substantive change proposals for the one community college to NEASC
- FY '19 – Build leadership team
- FY '19 – Faculty groups begin developing common degree programs
  - Campuses can have degree option variations locally as well as unique degree programs
- FY '19– Begin building New CCC Academic Banner system
- July 1st 2019 – formally begin CT Community College regional structure

Top 25 U.S. Community College Institutions
(with single accreditation)
by Enrollment
(Most recent IPEDS data - 2015)

U.S. Community Colleges

1.   Ivy Tech Community College (81,668)

2.   Lone Star College System (70,724)

3.   Miami Dade College (62,332)

4.   Houston Community College (56,522)

5.   **Community College of Connecticut (52,761)**

Acknowledgements

- CT Community College Presidents

- Consolidation sub-committee
  - Presidents Jukoski (TR), Levinson (NCC) & Rooke (NWCC)
  - Deans Williams (QV), Harris (MCC), Bozzuto (GW & HCC), Ellis (GW & HCC), Minkler (MX), DeAngelis (ACC)

- FAC/Academic Council sub-committee
  - D. Cummings (NV), R. Brown(TX), J. Wallace (MX), L. Roller (GW), T.J. Barber (MCC)
  - Deans I. Rios-Knauf (NV) & K. Kosinski (GW)
  - N. Melnicsak (SO), K. Klucznik (SO)
  - Pres. Rooke (NWCC)

    Also thanks to Office of Planning, Research & Assessment, B. Gammell & O. Rivera; Student Success Center, G. DeSantis

2016 Accountability Report

CSCU | Connecticut State Colleges & Universities

CSCU Campuses

The 17 Connecticut State Colleges & Universities (CSCU) provide affordable, innovative and rigorous programs that permit students to achieve their personal and career goals, as well as contribute to the economic growth of Connecticut.

Asnuntuck
Enfield

Northwestern CT
Winsted

Quinebaug Valley
Danielson

Capital
Hartford

Manchester
Manchester

Tunxis
Farmington

Eastern
Willimantic

Central
New Britain

Charter Oak
New Britain

Naugatuck Valley
Waterbury

Middlesex
Middletown

Three Rivers
Norwich

Western
Danbury

Gateway
New Haven

Southern
New Haven

Housatonic
Bridgeport

Norwalk
Norwalk

Asnuntuck Community College
Enfield, CT

Capital Community College
Hartford, CT

Central Connecticut State University
New Britain, CT

Charter Oak State College
Online

Eastern Connecticut State University
Willimantic, CT

Gateway Community College
New Haven, CT

Housatonic Community College
Bridgeport, CT

Manchester Community College
Manchester, CT

Middlesex Community College
Middletown, CT

Naugatuck Valley Community College
Waterbury, CT

Northwestern CT Community College
Winsted, CT

Norwalk Community College
Norwalk, CT

Quinebaug Valley Community College
Danielson, CT

Southern Connecticut State University
New Haven, CT

Three Rivers Community College
Norwich, CT

Tunxis Community College
Farmington, CT

Western Connecticut State University
Danbury, CT

Table of Contents

Introduction

The data in this report do not tell the entire story of the Connecticut State Colleges and Universities, nor do they fully take into account the diversity of the institutions that make up the CSCU, its students, its staff, and its faculty. They do, however, attempt to provide an overall picture of the state of public higher education in Connecticut, and in particular, for the 17 institutions that make up the CSCU. Some metrics may differ slightly from the originally proposed ones due to the availability of data; the notes section on the bottom of the page will identify instances in which the metrics were computed differently. Much of the data come from the Integrated Postsecondary Education Data System (IPEDS), which is the core postsecondary education data collection system of surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES). These data may lag up to one year due to the data going through quality control checks. As a result, for certain indicators, the data provided may not include data from the current academic or fiscal year. It is important to note the data provided are for a period in which economic recovery has been slow to gain traction, the state faces significant budgetary constraints, and high school graduating classes in Connecticut continue to shrink over time.

The CSCU has undertaken several initiatives to not only ensure students successfully earn their higher education credentials but that they do so efficiently while minimizing the monetary cost to them. For instance, the Transfer Articulation Program (TAP) is an initiative that provides a pathway for community college students to complete degree programs that are transferable to the four state universities and Charter Oak State College without losing any credits or being required to take additional credits in order to complete a Bachelor's degree in that same academic discipline. Public Act 12-40 has revamped the way developmental education is delivered at the CSCU institutions by implementing a tiered system of instruction with three levels of developmental education to address the varying levels of preparation incoming students display upon entering college. Connecticut is at the forefront of developmental education reform and its co-requisite model of developmental course instruction is becoming more common nationwide. Another initiative aimed at ensuring students obtain their credentials in a timely manner is the implementation of the 60 and 120 credit limits to degree programs. By the fall of 2017, all CSCU programs for entering students leading to an Associate's degree or Bachelor's degree may not exceed 60 or 120 credits, respectively, with rare exceptions being made on a case-by-case basis for programs which fall above the respective credit thresholds.
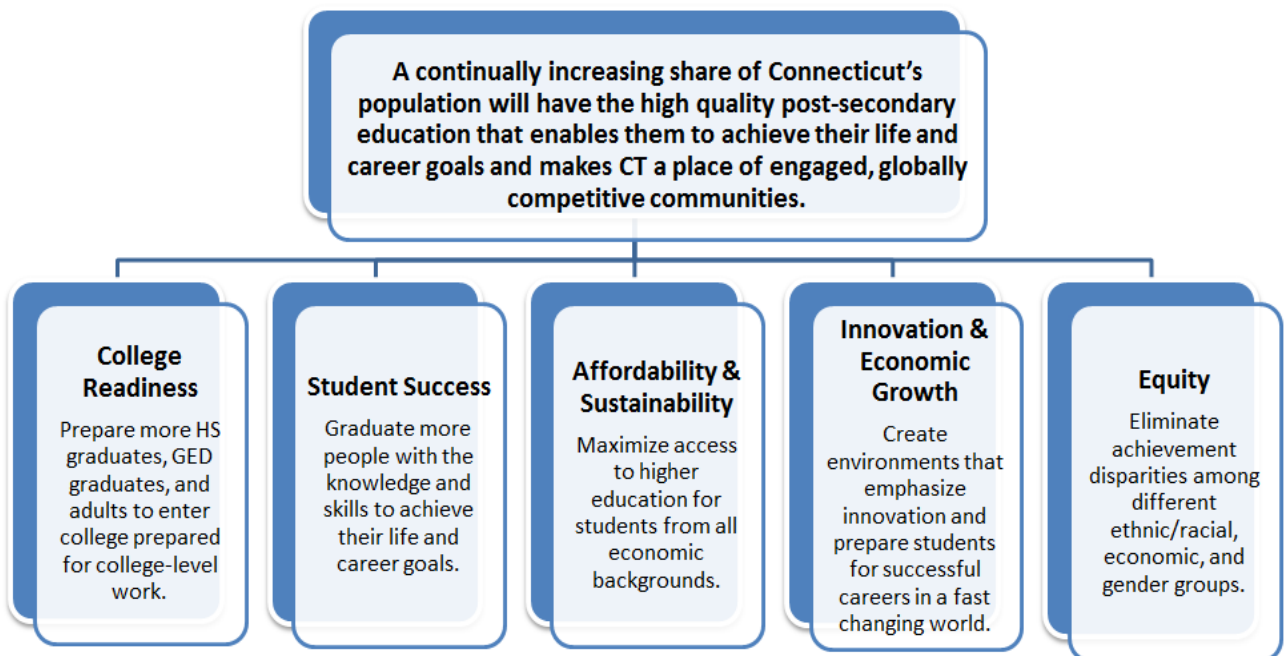
Higher education is as important if not more important than it has ever been before. The data in this report are not simply meant to answer questions or satisfy legislative statutes, but to generate more questions, because it is through thoughtful inquiry and self-reflection that the CSCU will continue to improve how it serves its students and supports the achievement of their academic and professional goals.

Introduction

In accordance with Connecticut General Statutes Sections 10a-6a and 6b passed on November 29, 2012, which outline the production of an annual accountability report as well as the structure and metrics of that report, the Connecticut State Colleges & Universities (CSCU) submits the following Higher Education Coordinating Council (HECC) 2016 Accountability Report. This report contains the most recent data available for the metrics identified by the HECC in 2012, as well as historical data for prior years to highlight trends and to monitor the progress the CSCU is making toward achieving the mission and five goals shown below. Another aim of this report is to highlight achievement gaps among sub-populations of students and identify where resources may be needed to help them and all students achieve successful outcomes.

Current members of the Higher Education Coordinating Council are:

·   Benjamin Barnes - Secretary of the Office of Policy and Management

·   Mark Ojakian - President of the Connecticut State Colleges & Universities

·   Susan Herbst - President of the University of Connecticut

·   David Levinson - Vice President for Community Colleges

·   Elsa Nunez - Vice President for State Universities

·   Matt Fleury - Chair of the Board of Regents for Higher Education

·   Lawrence McHugh - Chair of the Board of Trustees for the University of Connecticut

·   Dianna R. Wentzell - Commissioner of the State Department of Education

·   Jeremy Teitelbaum - Interim Provost and Chief Academic Officer of the University of Connecticut

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

College Readiness

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

Student Success

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

Affordability & Sustainability

Maximize access to higher education for students from all economic backgrounds.

Innovation & Economic Growth

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

Equity

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

Introduction

Public higher education in Connecticut faces multiple challenges. In Academic Year 2014-15, the 17 CSCU institutions, comprised of Connecticut's 12 community colleges, four state universities, and one online state college, served approximately 120,000 unique students. This is an extraordinary number of students, and reflects approximately 47 percent of the total population pursuing higher education in Connecticut (from the certificate level to the doctoral level). As a percentage of the total population it serves, though, it is a decrease from prior years (in AY 2010-11, CSCU institutions educated 52 percent of all CT students pursuing postsecondary education). Furthermore, in AY 2015-16, the number of unique students served by the CSCU institutions fell to approximately 115,000. These enrollment trends occur during a time in which there are observed declines in public school enrollment in the state. According to the Connecticut State Department of Education, public school enrollment in Connecticut decreased by 3.5 percent between Academic Years 2011-12 and 2016-17.[1] Moreover, the U.S. Department of Education projected that by 2023 Connecticut will have experienced the third largest percentage decline in public high school enrollment, behind only Vermont and New Hampshire.[2] These educational enrollment declines are against a backdrop of total state population declines in the last three years, driven by more people leaving the state than arriving from other states.[3] Fewer residents can lead to a smaller tax base, and a result, less money to fund state initiatives, one of which is public higher education. Additionally, Connecticut's economy has not experienced the same turnaround other regional states have enjoyed, as evidenced by its negative state domestic per capita decline over the last five years and other economic indicators as well.

Despite these challenges, the CSCU institutions continue to play a crucial role in educating the state's residents. Research has shown that education is positively correlated with income, and internal research concerning CSCU graduates demonstrates this. Higher incomes are correlated with more tax revenues, which can be used for state funding, but due to the reasons stated above budgetary constraints have plagued the state, and unfortunately, the Connecticut State Colleges & Universities has not been immune to these difficult financial times. This report is meant to provide data and information concerning indicators that gauge the progress made by the CSCU in reaching its goals and mission. An Executive Summary immediately follows, and readers, in particular, stakeholders of public education in Connecticut, are encouraged to review the entire report, as the full report contains context and provides more comprehensive analysis surrounding these data and metrics.

When fiscal years and academic years are presented together, they correspond to the same time periods (e.g., FY 2010-11 equals AY 2010-11). Furthermore, due to space constraints, academic years and fiscal years may be presented as single years. In these cases, the single year will correspond to the second calendar year of the academic or fiscal year (e.g., AY 2010-11 equals AY 2011). Since Charter Oak State College did not have any first-time student cohorts during the time periods examined and many indicators concern this population, many of the indicators do not apply to the online college, and thus, its data are not presented.

[1]Connecticut State Department of Education. Retrieved from: http://edsight.ct.gov/SASPortal/main.do
[2]National Center for Education Statistics. (2016). Projections of Education Statistics to 2023. Forty-second Edition. Washington, DC: U.S. Department of Education, Retrieved from: https://nces.ed.gov/pubs2015/2015073.pdf
[3]Lee, M. (2016, December 2016). *Hartford Courant*. Retrieved from: http://www.courant.com/news/connecticut/hc-connecticut-population-fallingrecovered-wed-dec-21-105241-2016--20161220-story.html

Executive Summary

The vision of the Connecticut State Colleges and Universities is to continually increase the number of students attaining postsecondary credentials and dovetails with the Connecticut Planning Commission for Higher Education's established goal of 70 percent of the working age population in Connecticut holding a postsecondary credential by 2025. At the state-level, Connecticut has been making strides toward this goal, but the rate of improvement is such that achieving this goal is doubtful. In 2012, 43% of adults 25 years of age or older held a degree at or above the level of Associate's, and in 2015, the percentage increased to 45%, exhibiting a pace that would result in falling short of the 70 percent goal. Overall enrollment in higher education (which includes all postsecondary public and private institutions in the state) has not declined, but it has also not trended upward, which if that were the case, would impact the number of credentials awarded by CT institutions positively.

While enrollment in postsecondary education has remained relatively steady at the state level, the same cannot be said for the enrollment of the Connecticut State Colleges and Universities on the whole. Between 2012 and 2016, overall fall enrollment at the 17 CSCU institutions—made up of the three sectors of 12 community colleges, Charter Oak State College, and four state universities—dropped 10% from 94,696 to 85,318. As a sector, the community colleges experienced the largest decline over the five-year period (13%).

Access, Opportunity, and Persistence

While overall enrollment has been trending downward, a positive trend from the perspectives of access and opportunity is that the percentage of undergraduate students who are minority (American Indian or Alaskan Native, African American, Asian, Hispanic, Native Hawaiian or other Pacific Islander, or Multiracial) has been increasing across all sectors, and in the fall of 2016, the percentage of students identifying as students of color was 48%, 35%, and 31% at the community colleges, Charter Oak State College, and the state universities, respectively. While the representation of minority students has improved at the CSCU institutions, the gender gap at the CSCU institutions, however, is still pronounced (and mirrors the nationwide trend) with six in ten students being women. At the state universities, the male to female ratio is more balanced compared to the other two sectors (54% of the CSU student body is female).

Retention rates are one measure of student success, and they have remained steady at the sector level. Over the last five years, six in 10 community college students who entered as full-time students returned the next fall, while three-fourths of state university students continued their education the following fall. However, rates of minority students and males who entered as full-time students at community colleges have consistently lagged those of their non-minority and female peers by at least four and three percentage points, respectively (60% vs. 56% and 60% vs. 57% for Fall 2015 students).

Executive Summary

Graduation rates—another student success indicator—have also differed by student of color status. Though the community colleges graduation rates improved overall, (12.6% and 15.5% in 2012 and 2016, respectively), graduation rates of minority students at the community colleges lagged those of their non-minority peers by six to nine percentage points over the five-year period. At the state universities, six-year graduation rates follow the same pattern as the two-year institutions with overall graduation rates trending upward (45% and 52% in 2011 and 2016, respectively), but minority students' graduation rates were lower than those of their non-minority peers by seven to 11 percentage points in that time frame. While there was no observed trend in differences in graduation rates among males and females at the community colleges, at the state universities, women consistently outperformed their peers by eight to 11 percentage points, depending on the year.

After the number of certificates and degrees awarded by the CSCU institutions reached 15,712 in Academic Year 2013-14 (which at the time was an all-time high), that number dropped to 15,254 in Academic Year 2014-15. However, in the most recent Academic Year (2015-16), the number of credentials awarded to CSCU students increased and surpassed 2013-14 levels, reaching 15,844. The one-year 3.8 percentage-point increase was driven mostly by the number of awards increasing at Charter Oak State College and the community colleges, which experienced increases of 5.4% and 12.8%, respectively. The gender gap seen in terms of fall enrollment mirrors the representation of men and women who are degree or certificate recipients, but is even more pronounced among undergraduates at state universities. In the last five years, the greatest percentage of degree recipients who were male was 44.4%. Meanwhile, in the last five fall semesters, the greatest percentage of enrolled students who were male was 47%. When student of color status was taken into account, the representation of minority students at the time of graduation has been lower than at the time of the fall census enrollment, particularly among Hispanic and African American students, while the representation of White students has been greater at degree attainment than during the fall semesters over time. In other words, when compared to fall enrollment, students of color are underrepresented among degree recipients, and White students are overrepresented.

Executive Summary

College Attendance, Readiness, and Success

Over the last nine years, college-attendance rates of Connecticut public high school graduates have remained steady with seven in 10 high school graduates enrolling in the fall semester of the year they graduated from high school, and research has shown that Connecticut has one of the highest college-attendance rates in the nation (see the Appendix for U.S. Digest of Education Statistics 2015 report).[1] The percentage of high school graduates enrolling in developmental education course has also remained constant. In the last four years, six in ten recent high school graduates enrolled in a developmental course in their first fall semester at the community colleges, while slightly under 20 percent of recent high school graduates who enrolled at a state university did so in recent years.

The percentage of students deemed college ready has been stable over time and similarly, the percentage of students completing college-level English or Math courses within two years of the start of their academic career has also been steady. Approximately one-half and one-third of community college students complete a college-level English or Math course within two years of entry, respectively. Meanwhile, state university students also are more likely to complete a college-level English than a college-level Math course within their first two academic years (nearly 85% vs. 80% for the Fall 2014 cohort, respectively).

An Associate's degree is designed to normally take two years to complete (if attending an institution on a full-time basis), but Connecticut community college students take double that time to obtain their degree, between four and 4 and quarter years, comparable to nationwide statistics. Along the way to obtaining their degree, students accumulate credits that may or may not be applied to their degree, leading to an average number of credits taken of approximately 76, well over the typical 60-credit Associate's degree. Bachelor's degree recipients at the state universities, on the other hand, are more efficient concerning the time taken and credits earned at their institution on their way to attaining the degree, but there is still some room for improvement with these values being 4.6 years and 125 credits, respectively. A policy with a start date of Fall 2017 will normalize the credit hours associated with Associate's and Bachelor's degree programs and is aimed at reducing the number of credits taken and monetary cost of earning these credentials.

One reason students decide to enroll and persist in postsecondary programs is due to the belief that earning a credential will likely result in greater wages in the future. Data from the Preschool through 20 and Workforce Information Network (P20-WIN) report has shown the positive impact earning a credential has on future earnings, with wages increasing across institution types (i.e., two-year and four-year institutions).

[1]National Center for Education Statistics. (2015). *Digest of Education Statistics 2015*. Washington, DC: U.S. Department of Education, Retrieved from: https://nces.ed.gov/pubs2016/2016014.pdf

Executive Summary

Affordability and Funding

Compared to other Connecticut institutions, the 12 community colleges, four state universities, and Charter Oak State College are a good choice from a cost perspective with in-state tuition and fees in Academic Year 2015-16 totaling approximately $4,000, $7,400, and $10,000 per year, respectively. However, tuition and fees at the CSCU institutions have increased in each of the five most recent years. Moreover, these increases have outpaced increases in Connecticut median household income over the same years, and suggests that while still a good value, it is becoming costlier to attend the institutions. In other words, generally speaking, a greater percentage of a student's income may have to be allocated to education year after year. Between 2012 and 2016, years in which tuition and fees rose, state appropriations or monies from the legislature to the CSCU also increased. In these same years in which funding levels trended upward, however, enrollment at the CSCU institutions, on the whole, trended downward. This means that more money is being spent on a per-student basis, which is beneficial to students from a student services perspective, but may not be a sustainable model from a financial perspective.

Conclusions

After the 17-institution Connecticut State Colleges & Universities system was initially created in 2011, it faced administrative challenges not helped by the changes in leadership in the immediate years that followed. Even though the CSCU has had consistent leadership in the immediate years that followed, the system operated and continues to operate in a climate of fiscal uncertainty. Along with these challenges, the demand for higher education in Connecticut has remained constant, but the share of students that enrolled at the CSCU institutions has declined. The CSCU has to address not only attracting more students to its institutions, but also retaining them and moving them through the academic pipeline to graduation across gender and race/ethnicity and other student demographic lines. These challenges will not be addressed by one solution. Rather it will take a confluence of initiatives—some of which are already being implemented—and people working in tandem to accomplish the aforementioned goals and mission to ultimately benefit the students and help them succeed both academically and professionally.

The Connecticut State Colleges and Universities System

Code of Conduct

For Regents, Employees and Volunteers

Message from CSCU President Mark E. Ojakian,

The Connecticut State Colleges and Universities System aspires and commits to the highest standards of integrity. All members of our community are bound by federal, state and local laws which govern our activities. As a result, it has become increasingly important that all members of the Connecticut State Colleges and Universities community know and understand the relevant laws and policies to assure compliance.

The Board of Regents for Higher Education is ultimately responsible for ensuring compliance. Through its Human Resources and Administration Committee the Board of Regents has worked with the Faculty Advisory Committee, gathered comments and produced this Code of Conduct. The Code was the product of more than a year of discussions and was developed with input from faculty, staff and administrators.

Although the Code of Conduct does not supersede any provision or process provided through Collective Bargaining Agreements, it is intended to serve the following purposes:

1. Provide the basic expectations for workplace behavior for all faculty, administrators, staff, volunteers, independent contractors and members of the Board of Regents for Higher Education;
2. State the Board of Regents commitment to the highest standards of integrity in its institutions and its operations; and
3. Remind faculty, administrators, and staff of the policies, regulations and laws with which they are required to comply.

Please read the Code carefully, retain it for your reference and be aware of your role in compliance. If you have questions regarding your compliance, please contact the System Office Division of Human Resources or the Office of Legal Affairs. I appreciate your dedication to our students, the institutions and to CSCU. Thank you for your continued commitment to the highest levels of integrity and ethical conduct in your work and responsibilities.

Sincerely,

Mark E. Ojakian
CSCU President

THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES
CODE OF CONDUCT FOR REGENTS, EMPLOYEES AND VOLUNTEERS

Table of Contents

I. PURPOSE

Connecticut State Colleges and Universities (CSCU) are committed to the highest ethical and professional standards of conduct. All members of the CSCU community have a duty to conduct themselves with integrity, to act with the highest ethical and professional standards, to exercise responsible judgment, and to demonstrate accountability and compliance with **s**tate and **f**ederal law, CSCU Board policies and procedures, and collective bargaining agreements. This Code sets forth the principles, values and standards for all members of the CSCU community.

II. SCOPE

This Code applies to the following:

- The Board of Regents for Higher Education, as both an institutional board and as individuals;
- All faculty, staff and independent contractors within the jurisdiction of the Board of Regents for Higher Education; and
- Volunteers and other representatives when speaking or acting on behalf of the Board, CSCU or any of its composite institutions.

All persons to whom this applies are hereinafter referred to collectively as "community members".

Those persons who are attending classes or enrolled in academic programs are hereinafter referred to as "students" and are governed by Board of Regents Policy: Student Code of Conduct, as may be amended from time to time. Students who are Regents are governed by this Code when engaged in matters directly related to their service as members of the Board of Regents for Higher Education.

Note: This Code reflects federal and state laws and BOR policies and procedures that currently govern the BOR and CSCU. This Code does not create any additional or different rights or duties of a substantive or procedural nature. This Code shall not abridge community members' rights to due process as guaranteed by the provisions of applicable collective bargaining agreements, which shall govern the administration of this Code. Any disciplinary action shall be based upon violations of laws, policies, and collective bargaining agreements, as applicable, existing independently from this Code.

III. PRINCIPLES

The Principles that underlie this code are

- ❖ **PURSUIT OF KNOWLEDGE AND LEARNING:** Reasoned argument, scholarly inquiry and human creative expression are essential to the mission of CSCU.

- ❖ **RESPECT FOR PERSONS**: A commitment to diversity, civility, inclusivity, and respect for differences is paramount.

- ❖ **RESPONSIBILITY, BENEFICENCE AND SERVICE**: Community members have a shared responsibility to provide a safe, secure, and healthy learning and working environment for all community members and students and to share CSCU's creativity with the public at large.

- ❖ **SHARED GOVERNANCE:** The Board, faculty and staff are committed to working together for the benefit of the entire CSCU community.

- ❖ **INTEGRITY**: Ethical conduct is a fundamental expectation for every community member. Community members are expected to foster a culture of ethics and compliance.

IV. VALUES

A. Pursuit of Knowledge and Learning

CSCU's orientation is to provide avenues to gain knowledge and advance learning in all of its forms. This includes maintaining appreciation for reasoned arguments to support claims of truth, the scientific method, the rigor of scholarship, the variety of human languages and cultures, and artistic expression in all of its forms.

To support the pursuit of knowledge and learning as a core value, CSCU is committed to and values the following:

1. **Academic freedom** is essential in preserving the conditions that foster open inquiry and human creative expression.

2. **Intellectual honesty** in teaching, learning, and research preserves the integrity of the scholarly process. Community members are expected to:

     a. ensure the originality of work and provide appropriate credit and reference for the work, the words, and the ideas of others;
     b. maintain faithfully the integrity of methodology and data in conducting research and the dissemination of findings;
     c. consult with and adhere to the requirements of institutional review boards, if one is conducting research on human subjects;
     d. adhere to established procedures for the humane treatment of animals, if one is conducting research on animals;
     e. fairly assign authorship credit in the dissemination of research, scholarship, and creative work.

3. **Professional standards** for many academic, student support and governance disciplines have been established and disseminated by professional associations. Faculty, staff, and Regents are expected to adhere to applicable standards.

4. **Scholarly inquiry** requires that matters that some may consider disquieting or troubling be addressed directly. Maintaining respect for the rights of others to share and to argue for a perspective or a point of view with which one disagrees is essential for preserving our institutions and System as places of critical inquiry in which fostering knowledge and learning remains a core value.

B.   <u>**Respect for Persons**</u>

Respect for persons means that people are entitled to full participation in our system and its colleges and universities in contexts that are free from discrimination and that people are entitled to public information to make informed decisions.

To assure respect for all persons, CSCU requires community members to support the following:

1. **Respecting diversity** and equal employment opportunity provides community members the same privileges, rights, and responsibilities regardless of race, ethnicity, gender, religion, sexual orientation, gender identity or expression, age, disability or other protected characteristic.

2. **Bullying, harassment, and sexual harassment** violate respect for persons and are not tolerated.

3. **Conflicts of interest** must be avoided, and it is the responsibility of community members to be familiar with the State of Connecticut and the Connecticut State Colleges and Universities Ethics Statements.

4. **Transparency** on all matters of public, institutional, and academic policy is necessary.

5. **Fair evaluations** of faculty, staff and students should be reasoned and conducted based on specified criteria.

6. **Controversy** may arise as community members balance inclusivity, diversity, and the pursuit of knowledge and learning, in which people with diverse ideologies and perspectives are encouraged to speak freely and openly.   Community members should be vigilant in protecting all populations from intolerance.

C.   Responsibility, Beneficence and Service

Within the CSCU System, higher education is open to all. The sharing of knowledge and learning within our institutions requires us to welcome and provide service to the students that come to us and also to contribute to the culture and the institutions in our local communities and in the wider world.

Beneficence and service requires outreach to create a welcoming and encouraging environment for students, parents, and members of the community, being a good steward of public resources, and maintaining healthy, inclusive and safe workplaces.

D.   Shared Governance

CSCU institutions are built on traditions and practices of shared governance. Faculty members are the experts in their specific disciplines and practices, and maintain certain responsibilities in their disciplinary areas in matters related to programs and curriculum.

Faculty and staff are elected by their colleagues to serve on key governance committees at their campuses. Many academic and institutional policies are subject to faculty and staff review and comment, and people should be free to voice their views and their

dissent. Faculty and staff are also key contributors in the hiring and performance review of their colleagues.

At the system level, to facilitate policy research and decision making for CSCU and/or its constituent units, the President or his/her designees may appoint various CSCU bodies such as councils, committees, task forces, etc.

V.   STANDARDS

To accomplish the purposes of this Code and its underlying principles and values, every community member is responsible for the following:

A. **Uphold Ethical Standards and Integrity**: Ethical conduct is a fundamental expectation for every community member. Community members are expected to:

1. Act according to the highest ethical and professional standards of conduct

2. Comply with all applicable laws, rules, regulations, policies and protocols

3. Satisfy obligations owed to students, advisees, and colleagues

4. Conscientiously fulfill CSCU responsibilities

5. Use CSCU property, equipment, finances, materials, electronic and other systems, and other resources only for legitimate CSCU purposes

6. Propose, conduct, and report research with integrity and honesty

7. Maintain the integrity and accuracy of all documents and records

8. Avoid conflicts of interest or the appearance of conflicts of interest

9. Communicate ethical standards of conduct through instruction and by example

B. **Maintain and Treat Others with Dignity, Respect and Civility:** CSCU and its institutions are committed to diversity and respect for differences. Community members are expected to:

1. Be respectful of the right of others to express their opinions

2. Extend fundamental fairness to all persons

3. Avoid all forms of bullying and harassment, illegal discrimination, threats, or violence

4. Support conflict resolution

5. Provide equal access to programs, facilities, resources, and employment

6. Ensure that personal or familial relationships do not interfere with objective judgment in decisions affecting employment

7. Protect rights to individual and institutional intellectual property

8. Foster an environment where people feel empowered to make decisions

9. Refrain from engaging in consensual, dating, sexual or romantic relationships particularly as prohibited per BOR policy in all instance where a supervising, evaluating, instructing or other unequal balance of power is present

C. **Lead Responsibly with Accountability**: Regents, executive leadership, managers, supervisors, faculty, staff and advisors are entrusted with significant leadership responsibility. Community members are expected to:

1. Ensure access to and delivery of proper training and guidance on applicable workplace and educational rules, policies, and procedures

2. Judiciously manage public, private, and confidential information and follow due process and clear evaluation standards

3. Avoid favoritism or the appearance of favoritism

4. Work collaboratively with others for the good of students and the community at large

5. Review performance conscientiously and impartially

6. Be personally accountable for individual actions

7. Nurture intellectual growth and professional development

8. Encourage a healthy, innovative, and productive atmosphere that encourages dialogue and is responsive to concerns

9. Follow sound financial practices, including accurate financial reporting, processes to protect assets, and responsible fiscal management and internal controls

10. Engage in appropriate accounting and monitoring

11. Maintain data security regarding access, use, protection, disclosure, retention, and disposal of public, private, and confidential information

12. Follow safe workplace practices, including participating in applicable education sessions, using appropriate personal safety equipment, reporting accidents, injuries and unsafe situations, and complying with mandated safety protocols

VI.   NON-RETALIATION

CSCU policy prohibits retaliation when compliance concerns are reported in good faith to supervisors, faculty, administrators, or any appropriate agency outside of CSCU. If you feel that you have been subjected to retaliation, you should contact CSCU Human Resources at 860-723-0252 or the CSCU Office of Legal Affairs at CSCU-Legal@ct.edu . The office that was contacted will respond to reports to resolve compliance issues.

VII.   REPORTING NON-COMPLIANCE OPTIONS

Reports of compliance violations may be directed to the campus Human Resources office, CSCU Human Resources at 860-723-0252 or CSCU Legal Affairs at CSCU-Legal@ct.edu or by phone to 860-723-0114.

If you prefer to contact an outside organization the State Auditors of Public Accounts are authorized under the Whistle Blower Act, Section 4-61dd of the Connecticut General Statutes, to receive reports concerning corruption, unethical practices mismanagement, violation of State laws and regulations, gross waste of funds, abuse of authority or danger to the public safety in any State department or agency. Reports filed with the State Auditors are shared with the Attorney General, but may otherwise be held in confidence, if reasonable. You may file a complaint with the State Auditors by calling 860-240-5369 or toll free at 800-797-1702 or file on the web www.cga.ct.gov

If the matter you wish to report to an outside agency involves fraud against the federal government, you may contact the US Department of Justice under the Federal False Claims Act (31 USC section 3729-3733).

VIII.   WAIVER

To the extent that there exists authority to waive any provisions of this Code of Conduct, such waivers may only be granted in writing at the sole discretion of the CSCU President.

IX. IMPLEMENTATION

The President or his/her designee shall ensure that appropriate administrative policies are maintained to support this Code, and shall effectively promulgate this Code and any related administrative policies or procedures through appropriate and periodic explanation and education.

This Code of Conduct does not address every conceivable situation or ethical circumstance that may arise. Community members are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules, regulations, policies and protocols.

Specific questions regarding this Code of Conduct should be directed to the individual campus' Director of Human Resources, CSCU Office of Human Resources, CSCU Legal Affairs, or other appropriate office. Contact information for your location shall be provided below:
1) Campus Director of Human Resources
2) CSCU Vice President of Human Resources
3) CSCU Office of Legal Affairs

X. ANNUAL NOTICE AND TRAINING

All Community members, Board of Regents members, independent contractors and volunteers shall be made aware of the Code of Conduct and be reminded annually of its scope and purpose through formal notice and training opportunities.

XI. MISCELLANEOUS PROVISIONS

The Code of Conduct is not an employment contract and does not supersede any provision or process provided by any employee's collective bargaining agreement or otherwise provided by law. This Code of Conduct may be modified, amended or revised at any time by the Board of Regents.

XII.   PARTIAL LISTING OF SOURCES

Family Educational Rights and Privacy Act https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6a0&tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl

State Code of Ethics for Public Officials http://www.ct.gov/ethics/lib/ethics/guides/2016/public_officials_and_state_employees_guide_rev_2016.pdf

General Statutes §§ 1-79 to 1-90a https://www.cga.ct.gov/current/pub/chap_010.htm#sec_1-79
State Human Rights and Opportunities, Conn. Gen. Stat 46a-51 through 46a-125 https://www.cga.ct.gov/current/pub/title_46a.htm

State Freedom of Information Act, http://www.ct.gov/foi/cwp/view.asp?a=4163&Q=507660

State Record Retention and Disposition https://ctstatelibrary.org/publicrecords/state

Connecticut Executive Order No. 16, issued by Governor John G. Rowland on August 4, 1999 http://www.ct.gov/opm/lib/opm/olr/wpv/exc16.pdf

 BOR Affirmative Action Policy Statements http://www.ct.edu/files/policies/4.5%20Affirmative%20Action%20Policy%20Statement.pdf

BOR Consensual Relationships Policy http://www.ct.edu/files/policies/4.3%20Consensual%20Relationships%20Policy.pdf

BOR Ethics Statement http://www.ct.edu/files/policies/4.7%20Ethics%20Statement.pdf

BOR Family Educational Rights and Privacy Act Notice and Directory Information Policy http://www.ct.edu/files/policies/2.2%20FERPA%20and%20Directory%20Info.pdf

BOR Human Resources Policy Manual http://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf

BOR IT Acceptable Use Policy http://www.ct.edu/files/policies/5.3.a%20Acceptable%20Use%20IT-001.pdf

BOR IT Electronic Communication Policy
http://www.ct.edu/files/policies/5.3.b%20Electronic%20Communication%20%20IT-002.pdf

BOR Nepotism in Employment Policy
http://www.ct.edu/files/policies/4.6%20Nepotism%20in%20Employment.pdf

BOR Faculty Consulting and Research Policy
http://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&%20Research.pdf

AAUP Policy Documents & Reports, 10th Edition, see also,
https://www.aaup.org/reports-publications/publications/redbook