



BOARD OF REGENTS FOR HIGHER EDUCATION
EXECUTIVE COMMITTEE
AGENDA – SPECIAL MEETING

Regents Boardroom

61 Woodland Street, Hartford, CT

11:30 am (or after adjournment of Board meeting, whichever is earlier)

Thursday, December 18, 2014

A meeting of the Executive Committee of the Board of Regents for Higher Education will be held at 11:30 a.m. or after the adjournment of the full Board meeting, whichever is earlier, on Thursday, December 18, 2014, in the Regents Boardroom at 61 Woodland Street, Hartford, CT. The agenda for the meeting is below.

- A. Call to Order
- B. Association of Governing Board for Universities and Colleges (AGB) Statement of Governing Board and Individual Board Member Responsibilities
- C. Executive Session
- D. Adjourn

ITEM

Association of Governing Board (AGB) Statement of Governing Board and Individual Board Member Responsibilities for BOR members' consideration and subsequent adoption at the January 15, 2015 Board meeting.

BACKGROUND

The [duties of the Board of Regents for Higher Education are prescribed within statute](#) (excerpt attached).

The Board's bylaws prescribe that "the Executive Committee shall also serve, on an as-needed basis, as the Governance Committee of the Board of Regents for Higher Education."

The Association of Governing Boards for Universities and Colleges, in their June 2013 Policy Brief, "[Building Public Governing Board Capacity: Suggestions and Recommendations to Governors and State Legislatures for Improving the Selection and Composition of Public College and University Board Members](#)" has offered a Statement of Governing Board and Individual Board Member Responsibilities for governing boards' consideration.

ACTION

That the Executive Committee of the Board of Regents for Higher Education recommends the proposed Statement of Governing Board and Individual Board Member Responsibilities be shared with all Regents in December 2014 for consideration and possible adoption at the January 15, 2015 full Board meeting.

12/18/14 Executive Committee
1/15/15 Board of Regents

Sec. 10a-6. (Formerly Sec. 10-323e). Duties of the Board of Regents for Higher Education; establishment of state-wide policy for higher education. (revised to 7/1/14)

(a) The Board of Regents for Higher Education shall:

1. Establish state-wide policy and guidelines for Connecticut's system of public higher education;
2. develop a master plan for higher education and postsecondary education, consistent with the goals in subsection (b) of this section;
3. establish state-wide tuition and student fee policies;
4. monitor and evaluate institutional effectiveness and viability in accordance with criteria established by the board;
5. merge or close institutions within the Connecticut State University System, the regional community-technical college system and Charter Oak State College in accordance with criteria established by the board, provided

(A) such recommended merger or closing shall require a two-thirds vote of the board and (B) notice of such recommended merger or closing shall be sent to the committee having cognizance over matters relating to education and to the General Assembly;
6. review and approve mission statements for the Connecticut State University System, the regional community-technical college system and Charter Oak State College and role and scope statements for the individual institutions and campuses of such constituent units;
7. review and approve any recommendations for the establishment of new academic programs submitted to the board by the state colleges within the Connecticut State University System, the regional community-technical colleges and Charter Oak State College, and, in consultation with the affected constituent units, provide for the initiation, consolidation or termination of academic programs. The Board of Regents for Higher Education shall notify the board of trustees affected by the proposed termination of an academic program. Within ninety days of receipt of such notice, said trustees shall accept or reject the termination proposal and shall notify the Board of Regents for Higher Education of its action. If the termination proposal is rejected by the trustees, the Board of Regents for Higher Education may override the rejection by a two-thirds vote;
8. develop criteria to ensure acceptable quality in programs and institutions and enforce standards through licensing and accreditation;
9. prepare and present to the Governor and General Assembly, in accordance with section 10a-8, consolidated operating and capital expenditure budgets for public higher education developed in accordance with the provisions of said section 10a-8;
10. review and make recommendations on plans received from the constituent unit boards of trustees for the continuing development and maximum utilization of the state's public higher education resources;
11. appoint advisory committees to assist in defining and suggesting solutions for the problems and needs of higher education;
12. establish an advisory council for higher education with representatives from public and private institutions to study methods and proposals for coordinating efforts of all such institutions in providing a stimulating and enriched educational environment for the citizens of the state, including measures to improve educational opportunities through alternative and nontraditional approaches such as external degrees and credit by examination;

13. coordinate programs and services throughout public higher education and between public and independent institutions, including procedures to evaluate the impact on independent institutions of higher education of proposals affecting public institutions of higher education;
14. make or enter into contracts, leases or other agreements in connection with its responsibilities under this part, provided all acquisitions of real estate by lease or otherwise shall be subject to the provisions of section 4b-23;
15. be responsible for the care and maintenance of permanent records of institutions of higher education dissolved after September 1, 1969;
16. prepare and present to the Governor and General Assembly legislative proposals affecting public higher education, including proposals which utilize programs and facilities of independent institutions of higher education;
17. develop and maintain a central higher education information system and establish definitions and data requirements for the state system of higher education;
18. report all new programs and program changes to the Office of Higher Education; and
19. undertake such studies and other activities as will best serve the higher educational interests of the state.

(b) Within the limits of authorized expenditures, the policies of the state system of higher education shall be consistent with the following goals:

1. To ensure that no qualified person be denied the opportunity for higher education on the basis of age, sex, gender identity or expression, ethnic background or social, physical or economic condition,
2. to protect academic freedom,
3. to provide opportunities for education and training related to the economic, cultural and educational development of the state,
4. to assure the fullest possible use of available resources in public and private institutions of higher education,
5. to maintain standards of quality ensuring a position of national leadership for state institutions of higher education,
6. to apply the resources of higher education to the problems of society, and
7. to foster flexibility in the policies and institutions of higher education to enable the system to respond to changes in the economy, society, technology and student interests. Said board shall review recent studies of the need for higher education services, with special attention to those completed pursuant to legislative action, and to meet such needs shall initiate additional programs or services through one or more of the constituent units.

(c) Repealed by P.A. 83-533, S. 53, 54.

(d) The board of regents shall request and receive, or be provided electronic access to, data, reports and other information from the constituent units of the state system of higher education that is necessary for the board to carry out its responsibilities pursuant to this section.

Statement of Governing Board and Individual Board Member Responsibilities

Responsibilities of the Governing Board

The fiduciary role of the governing board of a public college, university, or system has many facets. Most notably, a board should recognize and accept these basic responsibilities (“institution” is used here to refer to college, university, or system):

1. Ensure that the institution’s mission is kept current and is aligned with public purposes. In the case of multi-campus systems, ensure the alignment of each campus’s mission with the system’s vision and public purposes.
2. Select a chief executive to lead the institution.
3. Support and periodically assess the performance of the chief executive, and establish and review the chief executive’s compensation.
4. Charge the chief executive with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress.
5. Ensure the institution’s fiscal integrity, preserve and protect its assets for posterity, and engage in fundraising and philanthropy.
6. Ensure the educational quality of the institution and its academic programs.
7. Preserve and protect institutional autonomy and academic freedom and the public purposes of higher education.
8. Ensure that institutional policies and processes are current and properly implemented.
9. In concert with senior administration, engage regularly with the institution’s major constituencies.
10. Conduct the board’s business in an exemplary fashion and with appropriate transparency, in adherence to the highest ethical standards and in compliance with applicable open-meeting and public-records laws; ensure the currency of board governance policies and practices; and periodically assess the performance of the board, its committees, and its members.

Responsibilities of Individual Trustees and Regents

1. Seek to be fully informed about the college, university, or university system.
2. Understand the responsibilities of the institution or university system in addressing the public interest and public good.
3. Understand where the institution(s) fits into the overall state higher education policy agenda.
4. Support the mission of the institution or university system.
5. Support positive change and responsiveness of higher education while being cognizant that preserving tradition, culture, and long-term stability is tantamount.
6. Speak one’s mind at board meetings, but support policies and programs once established.

7. Understand that the board's responsibility is policymaking and not involvement in administration or the management process.
8. Strengthen and sustain the chief executive while being an active, energetic, and probing board member exercising critical judgment on policy matters.
9. Communicate promptly to the chief executive and board chair any significant concern or complaint.
10. Defend the autonomy and the independence of the college, university, or university system.
11. Maintain an overriding loyalty to the entire college, university, or university system rather than to any part of it or constituency within it.
12. Represent all the people of the state and no particular interest, community, or constituency.
13. Help enhance the public image of the college, university, or university system and the board.
14. Recognize that authority resides only with the board as a whole and not with its individual members.
15. Recognize that the president or chancellor is the primary spokesperson for the institution or university system, and the chair of the board is the only other person authorized to speak for the board.
16. Foster openness and trust among the board, the administration, the faculty, the students, state government, and the public.
17. Maintain a decent respect for the opinions of one's colleagues and a proper restraint in criticism of colleagues and officers.
18. Recognize that no board member shall make any request or demand for actions that violates the written policies, rules, and regulations of the board or the institution or make inappropriate requests for special perks or privileges that may embarrass the board, president, or institution.
19. Maintain the highest ethical standards, and never allow any personal conflict of interest to exist.