



## STATE OF CONNECTICUT

## BOARD OF TRUSTEES

## FOR THE STATE COLLEGES

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AREA CODE 203 566-3040

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JOHN F. ROBINSON, VICE-CHAIRMAN  
ERNEST A. JOHNSON, SECRETARY

EXECUTIVE SECRETARY  
J. EUGENE SMITH

## RESOLUTION

concerning

The Responsibilities and Services of the Executive Secretary  
and the Central Office of the Board of Trustees for State Colleges

January 9, 1970

RESOLVED, That the Board of Trustees for State Colleges approves the role of the Executive Secretary and the Central Office as described in Part III of the "Report on Centralization" dated January 9, 1970, with the following additions:

- (1) That the Executive Secretary be the spokesman for the Board of Trustees and the colleges (i.e., for the "system") in relations with the Commission for Higher Education and the executive and legislative branches of government. (The presidents and their administrative associates would not be excluded from communication: the Executive Secretary and the presidents would be expected to work together in this regard and the presidents would be expected to work directly with State officials in matters involving the day to day operations of the colleges and in special situations).
- (2) That the Executive Secretary give his professional recommendation concerning all matters placed before the Board of Trustees for consideration or action. (The Board could also solicit advice from the presidents, who would be expected to attend Board meetings, and from other sources. Should the Executive Secretary's recommendation be in conflict with the advice of one or more presidents, he and the presidents would be expected to explain the conflict and give reasons for their recommendations prior to the Board's vote).

(3) That the Executive Secretary take leadership in the development of policy proposals when he sees the need or is instructed by the Board or its committees. (The Executive Secretary and the presidents are expected to work together closely in the administrative coordination of the State College System, in the formulation of policy proposals and in the implementation of the Board's decisions. In all of this the Executive Secretary is not expected to make administrative decisions or perform administrative functions within the colleges because such responsibilities and functions are delegated to the presidents: the Executive Secretary is the chief administrative officer of the system, the presidents the chief administrators of the colleges.)

BOARD OF TRUSTEES  
FOR  
CONNECTICUT STATE COLLEGES

REPORT ON CENTRALIZATION  
January 9, 1970

J. Eugene Smith  
Executive Secretary

BOARD OF TRUSTEES  
FOR  
CONNECTICUT STATE COLLEGES

REPORT ON CENTRALIZATION  
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PART I

INTRODUCTION

1. On November 7 the Personnel Committee recommended to the Board of Trustees that the Executive Secretary be given more authority and responsibility in the state college system; or stated another way, that the authority and responsibility for administration and governance in the system be somewhat more centralized, less decentralized.

2. After a discussion the Board requested the Executive Secretary to draw up a report exploring the implications of a more centralized system--implications for the Board and its committees, for the colleges, and for the central office.

3. The reasons for more centralization, as stated or implied in the meetings of the Personnel Committee and the Board, included the following:

- (1) The Board would have more strength in presenting its views to the various state agencies with which it works.

- (2) The Board and the state college system could speak with one voice to the General Assembly, the government, the Commission for Higher Education, and the public.
- (3) Recommendations could be made to the Board with a single voice and the Board could hold a single officer responsible for the welfare of the system.
- (4) The Board would be in a better position to initiate policy or to modify it.
- (5) Board members and the committees could be relieved of time-consuming work.

4. The above points are among the advantages usually claimed for more centralized systems. Two others could be added: (1) a stronger central organization might develop more political muscle and (2) the central office would have more professional strength (because it would necessarily increase in personnel) and could give stronger professional leadership.

5. The disadvantages attributed to centralization can be picked up from the reactions of some of the presidents who are the educational leaders and chief administrators of colleges or universities within highly centralized systems:

- (1) The presidents feel that they themselves are more or less isolated from their governing boards. They are walled off by a layer of "bureaucracy" at the center.
- (2) Central authorities, who are more or less remote from the campuses, tend to make important decisions affecting the campuses. And the authority of central offices tends to grow.
- (3) The presidents feel that their own responsibilities are diminished and the autonomy of their institutions lessened.
- (4) These conditions create morale and status problems not only for the institutions but also for the system.

6. In thinking about the balance of authority and responsibility within our own system--the Board of Trustees, the four colleges, and the central office--it is suggested that the statement of March 3, 1967, be examined in detail and with particular reference to the role of the central office. This statement, as approved by the Board and the presidents, appears in full in PART II following.

7. In PART III is a statement of September 30, 1969, setting forth in detail the current role and operation of the central office. This was prepared at the request of the Personnel Committee and it should be compared with the 1967 statement of central office role contained in PART II.

8. PART IV, in conclusion, suggests certain considerations for the Board of Trustees in thinking about possible changes in the balance of authority and responsibility within the Connecticut college system.

REPORT ON CENTRALIZATION (cont.)

PART II

STATEMENTS ON RELATIONSHIPS

THE STATE COLLEGE PRESIDENTS, THE CENTRAL OFFICE OF THE  
BOARD OF TRUSTEES FOR THE STATE COLLEGES, AND THE BOARD OF TRUSTEES  
FOR THE STATE COLLEGES

(Adopted March 3, 1967)

1. THE ROLE OF THE BOARD OF TRUSTEES

The function of the Board of Trustees of the State Colleges is to establish policies for the development and maintenance of the educational programs and services of these institutions. The Board shall be a policy-determining body on all matters relating to the proper management of the colleges.

The Board will endeavor to establish and maintain appropriate working relationships with the Commission on Higher Education, the Board of Trustees of the University of Connecticut, the Board of Trustees of the Regional Community Colleges, the State Board of Education, the governing boards of the private colleges of Connecticut, regional and national boards of higher education, national associations for higher education, and the departments and agencies of the state and federal governments.

The Board should establish policies concerning such matters as:

- (1) Plans for the development of the state colleges to insure optimal educational opportunities for the citizenry of Connecticut.
- (2) Administration of the state colleges.
- (3) Personnel policies for the recruitment, appointment, tenure and compensation of all personnel, both classified and unclassified.
- (4) Educational programs and services in each college.
- (5) The operating and capital budgets and physical plant needs of the colleges, and the presentation of such needs to the appropriate commissions and agencies of the state government.
- (6) The admission of students and enrollment projections for the colleges.



## 2. THE ROLE OF THE CENTRAL OFFICE

The Board of Trustees will establish a Central Office with appropriate staff including an Executive Secretary to the Board of Trustees.

Under the policies established by the Board of Trustees, the Executive Secretary has these functions and responsibilities:

- (1) Acts as secretary to the Board of Trustees and its committees, keeping records of proceedings, preparing agendas for meetings, and submitting an annual report on the operation of the Central Office.
- (2) Develops and maintains working relationships and procedures with the departments and agencies of the state government in order to assist the state colleges in expediting the affairs of the institutions.
- (3) Assists the Board of Trustees and the state college presidents in interpreting the regulations and directives of other state agencies which relate to the functioning of the Board and the colleges.
- (4) Provides assistance in the development of new programs and services.
- (5) Coordinates in accordance with previously agreed-upon formulas and standards the preparation of budgetary, utilization, and enrollment statistics, and other materials necessary for adequate development of policies.
- (6) Collects and provides information and data for the use of the Board of Trustees in planning the future growth and development of the colleges.
- (7) Performs specific functions and activities assigned by the Board of Trustees.

## 3. THE ROLE OF THE PRESIDENTS

Under policies established by the Board of Trustees the president of each state college:

- (1) Serves as the chief administrative official of the college and in this capacity reports and recommends directly to the Board of Trustees.
- (2) Maintains an appropriate administrative organization for the college.

- (3) Develops and maintains educational programs in cooperation with the professional staff as authorized by the Board of Trustees.
- (4) Appoints, with confirmation of the Board of Trustees, all personnel; supervises and evaluates all personnel in accordance with the salary schedules and the personnel policies established by the Board of Trustees.
- (5) Directs and supervises the planning and development of the college plant facilities.
- (6) Within the appropriations authorized by the General Assembly, directs the expenditure of funds allocated and transferred by the Board of Trustees.
- (7) Prepares budgets according to agreed-upon budget formulas as required by the Board of Trustees and state agencies.
- (8) Assists the Central Office staff in its operation by providing suitable and necessary statistical data for projects and studies, as agreed to by the presidents and the staff of the Central Office.
- (9) Meets periodically with the Executive Secretary as a means of maintaining orderly procedural functions of the Central Office and the state colleges.
- (10) Prepares and submits to the Board of Trustees, through the Chairman, for its agenda items of information, items of an emergency nature, and resolutions for action, and the latter two being presented in the form of proposed resolutions when action by the Board of Trustees is sought.
- (11) Prepares an annual report for the Board of Trustees which clearly reveals the strengths and limitations of the preceding year of operation, and which provides recommendations for future action and planning.

REPORT ON CENTRALIZATION (cont.)

PART III

UPDATED STATEMENT OF THE ROLE OF THE CENTRAL OFFICE  
DESCRIBING THE MAIN FEATURES OF  
ITS CURRENT OPERATION

(Submitted to Personnel Committee  
on September 30, 1969)

2. THE ROLE OF THE CENTRAL OFFICE

The Board of Trustees maintains an appropriately staffed Central Office supervised by an Executive Secretary.

Under policies established by the Board of Trustees and with the support of Central Office staff and resources, the Executive Secretary:

- (1) Provides assistance to the Board of Trustees and its committees.
  - A. Works with Board and committee chairmen to schedule meetings and establish quorums.
  - B. Works with Board chairman to determine agenda for Board meetings and with committee chairmen for committee meetings.
  - C. Works with others as necessary in developing and preparing background information and supporting material for Board and committee meetings.
  - D. Prepares reports and recommendations as needed for Board and committee chairmen for submission to Board of Trustees.
  - E. Prepares official minutes of Board meetings and keeps record of committee proceedings.
  - F. Communicates and conducts correspondence as necessary to carry out Board and committee business.
  
- (2) Works with the Budget Committee, the Planning Committee, the college presidents and others in the development, coordination and presentation of the biennial budget requests of the colleges, and in the handling of continuing fiscal matters throughout the biennium.

- A. Works with the presidents, the Budget Division, the staff of the Commission for Higher Education, and representatives of other constituent units in the development of formulas and guidelines for constructing the operating budget requests.
  - B. Works with the Budget Committee in evaluating the operating budget requests from the colleges and from the Central Office.
  - C. Consolidates the approved operating budget requests of the four colleges.
  - D. Works with the Planning Committee and presidents in developing guidelines for the evaluation of capital project proposals.
  - E. Works with the Planning Committee in evaluating items proposed for the capital budget by the presidents.
  - F. Joins with the presidents to present the approved capital budget requests to the Public Building Program Commission.
  - G. After approval by the Board of Trustees, submits the operating and capital budget requests to the Commission for Higher Education and to the Budget Division of the Department of Finance and Control.
  - H. Works with the presidents and others in presentation, explanation and support of budget requests to C.H.E., and later on to the General Assembly.
  - I. Works with the presidents in allocating appropriations among the colleges and consolidating allotment requests for submission to the Commissioner of Finance and Control.
  - J. Works with the presidents and other state agencies on various fiscal matters.
- (3) Works with the Planning Committee and the college presidents in developing and coordinating system-wide planning for the state colleges.
- A. Works with the Planning Committee and others to clarify the missions of the several colleges and the mission of the state college system as a whole.

- B. Works with the Planning Committee, the presidents, and the C.H.E. to develop the long-range planning of academic programs and college services.
  - C. Works with the Committee, the presidents and the C.H.E. to project the enrollments of the several colleges and of the system as a whole.
  - D. Works with the Committee, the presidents and the C.H.E. to develop the long-range planning of physical facilities for the state college system, and to procure and revise comprehensive campus master plans for each of the colleges.
  - E. Works with the staff of the C.H.E., the Commissioner of Finance and Control, and the Commissioner of Public Works to arrange the financing and in other ways facilitate the several aspects of long-range planning for the college system.
- (4) Works with the Personnel Committee and the college presidents in personnel policies and related matters.
- A. Works with the Committee and others to develop and revise the "Personnel Policies and Procedures for the Faculties."
  - B. Meets with the Faculty Advisory Committee to the Board of Trustees.
  - C. Works with the Committee and the presidents to develop proposals for revision of salary schedules, and to evaluate proposals made by faculty groups.
  - D. Works with the Committee and the presidents to determine the need for and establish specifications for new unclassified positions.
  - E. Works with the Committee in setting up meetings for faculty members who appeal to the Committee.
  - F. Investigates personnel practices or cases arising under personnel policies as directed by the Committee.
- (5) In case of vacancy in a college presidency, works with the Board and its advisory groups in the identification of candidates and the selection of a president.
- A. Works with Board members and advisors to develop the "ground rules" of interviewing and selection, and to prepare some of the materials needed for correspondence.

- B. Conducts correspondence with leaders in higher education to identify potential candidates for the presidency.
  - C. Corresponds with potential candidates, furnishes information helpful to them, sends for their records of training and experience, elicits letters about them from others who know them.
  - D. Works with others to accomplish the necessary "paper screening."
  - E. Arranges interviews for selected candidates with the Board's "search committee" and its advisors; and if desired, arranges visits to the campuses of the candidates.
  - F. Makes arrangements for final interviews and for selection as directed by the "ground rules" of the Board.
- (6) Develops and maintains working relations and procedures with the presidents of the colleges, the Commission for Higher Education, with the officers of the other constituent units of higher education and with other State departments and agencies as necessary to expedite the affairs of the Board of Trustees and the state colleges.
- A. Meets monthly with the Committee of State College Presidents to discuss problems with system-wide implications.
  - B. Meets monthly with chief administrators of the constituent units for discussion of common problems.
  - C. Meets monthly with the C.H.E. Subcommittee for the Coordination of Planning, a group involving representatives of the boards and staffs of the constituent units and representatives of the Connecticut Conference of Independent Colleges.
  - D. Meets regularly or as needed with personnel from the C.H.E. to coordinate and facilitate the development of long-range planning for the colleges, the formulation of budget requests, the adjustment of salaries and salary schedules, and the approval of new programs.
  - E. Confers as necessary on specific problems of the Board of the colleges with personnel in the departments of Finance & Control, Public Works, Personnel, and in the Office of the Attorney-General, the Comptroller, and other offices and agencies.

- (7) Develops and maintains working relations with the General Assembly to encourage action favorable to the objectives of the Board of Trustees and the colleges.
  - A. Draws up proposed bills designed to be helpful to the colleges.
  - B. Meets with staff members of C.H.E. and with chairmen of the Joint Education Committee to present and explain proposed bills, and arrange for their introduction.
  - C. Supports these and other bills by supplying background information, talking with legislative leaders and speaking at committee hearings.
- (8) Provides administrative services to the Board and colleges in several additional areas.
  - A. Handles the financial and business matters pertaining to the publication of the Connecticut Review; confers periodically on problems with the editor and the Board's ad hoc committee on the Review.
  - B. Sets up committee to interview incoming freshman candidates for State College Scholarships and to recommend awards; keeps consolidated records of awards, payments and adjustments.
  - C. Prepares payment documents and collects repayments on National Defense Student Loans for the four colleges; keeps all records of loans made and of collections, waivers and deferments, and attempts to collect delinquent accounts.
  - D. Audits municipal records pertaining to reimbursements payable to the State for laboratory schools costs.
- (9) Works with others in attempting to maintain good public relations for the Board of Trustees.
  - A. Communicates and interprets Board decisions to appropriate persons in C.H.E. and other state agencies and groups whose collaboration is desired or necessary.
  - B. Responds to requests for information or assistance from newspapers, public agencies, legislators, college sources, parents, students and other individuals.

- C. Handles complaints received directly from students, parents, and other members of the public or else referred to the Central Office by the Governor's Office or by other public officials or representatives.
- (10) Performs specific functions and activities assigned by the Board of Trustees and its committees.



REPORT ON CENTRALIZATION (cont.)

PART IV

CONCLUSIONS AND SUGGESTIONS

1. A comparison of PARTS II and III suggests the following conclusion: although the scope of work of the Board's Central Office has expanded somewhat beyond the definition of March 3, 1967, the role remains essentially the same. The office is still a low-authority, service-oriented office in a decentralized system.
  
2. If the Board desires to increase the authority and responsibility of the Central Office, the statements below are for discussion and decision.

- (1) The Executive Secretary could be designated the spokesman for the Board of Trustees and the colleges (i.e. for the "system") in relations with the Commission for Higher Education and the Executive and Legislative branches of government.

The presidents and their administrative associates would not be excluded from communication: they would be expected to work directly with state officials in matters involving the day to day operations of the college and in special situations.

- (2) The Executive Secretary could be instructed to give his professional recommendation concerning all matters placed before the Board of Trustees for consideration or action.

The Board could also solicit advice from the presidents, who would be expected to attend Board meetings, and from other sources. Should the Executive Secretary's recommendation be in conflict with the advice of one or more presidents, he and the presidents would be expected to explain the conflict and give reasons for their recommendations prior to the Board's vote.

- (3) The Executive Secretary could be authorized to take leadership in the development of policy proposals when he sees the need or is instructed by the Board or its committees.

The Executive Secretary and the presidents would be expected to work together closely in the administrative coordination of the State College System, in the formulation of policy proposals and in the implementation of the Board's decisions. In all of this the Executive Secretary would not make administrative decisions or perform administrative functions within the colleges because such responsibilities and functions are delegated to the presidents: the Executive Secretary

is the chief administrative officer of the system,  
the presidents the chief administrators of the  
colleges.

3. If the Board of Trustees were to adopt one, two or all three of the above proposals, it would be necessary to add personnel to the Central Office in 1971-73. The load of work is expected to increase anyway as the colleges get bigger and as coordination within the state system of public higher education becomes more complicated. Indeed, whether or not the proposals are adopted, professional and supporting personnel should be added in areas of system-wide importance such as programs and academic planning, facilities planning, government relations, finance and management, and public relations. Generally, the more centralized the services and responsibilities, the larger the Central Office staff.

4. Finally, salary adjustments for Central Office professional staff would need to be made with some relationship to the authority and responsibility decided for the Central Office. Retroactive adjustments were proposed earlier in the current fiscal year to parallel adjustments made for administrators in the colleges and in the central offices of other state higher education boards, but it seemed wiser to establish the definition of central office authority and responsibility first.

RESOLUTION

concerning

The Responsibilities and Services of the Executive Secretary  
and the Central Office of the Board of Trustees for State Colleges

RESOLVED, That the Board of Trustees for State Colleges approves the role of the Executive Secretary and the Central Office as described in Part III of the "Report on Centralization" dated January 9, 1970, with the following additions:

(1) That the Executive Secretary be the spokesman for the Board of Trustees and the colleges (i.e., for the "system") in relations with the Commission for Higher Education and the executive and legislative branches of government. (The presidents and their administrative associates would not be excluded from communication: the Executive Secretary and the presidents would be expected to work together in this regard and the presidents would be expected to work directly with State officials in matters involving the day to day operations of the colleges and in special situations).

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