



QUESTIONS FOR BOARD OF REGENTS FOR HIGHER EDUCATION NOMINEES

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BOARD OF REGENTS FOR HIGHER EDUCATION ([CGS § 10a-1a](#))

The Board of Regents for Higher Education (BOR) makes policies and rules for governing the Connecticut State University System (CSUS), the community-technical college system (CTC), and Charter Oak State College and prepares a consolidated budget request for these constituent units. For each institution in its jurisdiction, the board, among other things, appoints and removes a chief executive, sets tuition and fees, and develops a mission statement. It also appoints the president of the Board of Regents for Higher Education. The commissioners of economic and community development, education, labor, and public health, and the chairperson of BOR's Faculty Advisory Committee are ex officio, non-voting members of the board.

QUESTIONS

1. Before 2011, CSUS, CTC, and Charter Oak State College were governed by separate boards, whereas now they are all governed by BOR. What do you see as the higher education consolidation's greatest benefits and challenges?
2. How has the board maintained the distinct missions of the state universities, community-technical colleges, and Charter Oak State College?
3. How has the board balanced its central authority with the individual institutions' autonomy? Is the level of institutional autonomy different than it was before the consolidation?
4. How does the board make resource allocation decisions among CSUS, CTC, and Charter Oak? How does it resolve any conflicts that emerge?

5. Please discuss how BOR allocates revenues (e.g., the block grant, tuition, and fees) among the institutions within CSUS and CTC. Is the board considering any changes to how the revenues are allocated?
6. What steps can BOR take to improve completion rates at the institutions under its jurisdiction?
7. Under [PA 12-40](#), BOR institutions must minimize the use of traditional remedial courses and increase the use of embedded remedial support (i.e., support that is provided in conjunction with a credit-bearing course). What are your thoughts on these requirements? Describe the BOR institutions' progress in implementing them.
8. In 2012, BOR approved a transfer and articulation plan to streamline student transfer requirements among the institutions under its jurisdiction. The plan's timeline required it to be fully implemented by 2014. What progress has been made in implementing the plan? Will BOR need to extend the implementation timeline?
9. Demographic projections indicate that the size of the state's high school graduating cohorts will decrease over the next decade. How will BOR increase enrollment levels in light of these projections?
10. Currently, the legislature is considering the governor's proposal ([HB 5050](#)) to establish a "Go Back to Get Ahead" program, under which certain students who left college before earning a degree can enroll at a BOR institution and take up to three courses for free. How would this program work in practice? About how many students do you think would utilize it?
11. Last week the legislature's Higher Education Committee favorably reported a bill ([HB 5029](#)) concerning sexual assault on college campuses. What are your thoughts on the bill's requirements? How do they compare with BOR's current sexual assault policies?
12. In October 2012, both the BOR president and executive vice president resigned. What issues preceded their resignations and what steps has the board taken to address them?
13. What role can CSUS, CTC, and Charter Oak play in the state's economic development efforts? How does Connecticut compare with other states in how it utilizes or partners with public higher education institutions to advance these efforts?

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