



# Board of Regents

## AGENDA

HR & Administration Committee

Friday, June 13, 2025 @ 3:30 PM

Conducted virtually

Live-streamed at: <https://www.youtube.com/live/xNvOxJrG-0A>

1. **Call to Order and Declaration of Quorum**
2. **Introductory Remarks by Committee Chair**
3. **Adoption of Agenda**
4. **Information Items**
  - a. Guiding Principles
  - b. CSCU Professional Development Highlights.....Page 2  
*Tamara O’Day Stevens, Interim Assoc. VP for Enrollment Management and Student Success*
  - c. Graduate Assistant/Graduate Intern Review.....Page 32  
*Tamara O’Day Stevens, Interim Assoc. VP for Enrollment Management and Student Success*
  - d. Establishing a Student Employment Framework
  - e. Hazing Policy.....Page 36  
*Cameron Liston, J.D., Chief Compliance Officer*
  - f. Management, Confidential, Professional Personnel Policy Update
  - g. HR Technology Considerations

5. **Executive Session**

6. **Adjournment**

**HR & Administration Committee members**

- Sopia Jappinen, Chair
- Richard J. Balducci
- Juanita James
- Elise Wright

## **Executive Summary: Spring 2025 Leadership Professional Learning Community**

The Spring 2025 Leadership Professional Learning Community (PLC) successfully supported the professional development of leaders across the CSCU system through a series of themed webinars and live-remote discussions. Topics addressed included transformational leadership, inclusive workplaces, supervision challenges, and conflict management. The program was structured to foster both individual reflection and collaborative dialogue among higher education professionals.

### **Summative Quantitative Impact**

Participants reported significant increases in their awareness and understanding of core leadership topics:

- **Average Awareness Before:** 3.57
- **Average Awareness After:** 4.50
- **Overall Perceived Growth:** +26.1%

Each monthly session showed measurable improvement in self-reported learning, demonstrating the program's effectiveness in delivering meaningful and relevant content.

### **Qualitative Themes**

Three dominant trends emerged from across participant feedback:

1. **High Praise for Content and Facilitation**  
Participants consistently highlighted the high quality of the sessions, citing them as informative, engaging, and well-facilitated—especially commending guest speakers.
2. **Appreciation for Open Dialogue and Peer Sharing**  
Attendees valued the candid conversations, peer contributions, and opportunity to learn from fellow leaders facing similar challenges in their roles.
3. **Desire for Continued Depth and Application**  
Several participants expressed interest in further sessions or follow-up opportunities focused on emotional intelligence, inclusive hiring practices, and practical leadership strategies. There were thoughtful suggestions for future topics and guest speakers to extend the learning.

### **Conclusion**

The Spring 2025 PLC series was widely regarded as a valuable, relevant, and empowering professional development experience. The significant gains in learning, paired with overwhelmingly positive participant feedback, point to the success of this program model. Continuation and expansion of this series, with attention to participant-suggested topics, is highly recommended to sustain and deepen leadership development across the system.

## Spring 2025 Program Schedule

### Thursday, Feb. 6th from 12:00 – 1:00pm

- Guest Speaker: Terrence Cheng, CSCU Chancellor
- [Transformational Leadership: Empowering Others With Emotional Intelligence & Agility](#)

### Thursday, Mar. 6th from 12:00 – 1:00pm

- Guest Speaker: Cameron Liston, CSCU Chief Compliance Officer
- [Creating An Inclusive Workplace: How To Mitigate Unconscious Bias From Your Recruitment Practices](#)

### Thursday, Apr. 3rd from 12:00 – 1:00pm

- Guest Speaker: Dr. Karen Hynick, CT State Acting Provost and Vice President of Academic Affairs, Student Affairs, and Workforce Innovations
- [Supervision Challenges & Opportunities: Managing Conflict, Staff Development & Team Performance - Presentation](#)

### Thursday, May 1st from 12:00 – 1:00pm

- Guest Speaker: Jennifer Person, CSCU Executive Director of Human Resources Operations
- [Conflict Management Among Co-Workers: Difficult Conversations & Resolution Strategies](#)

*Before each live-remote PLC meeting, participants should complete a webinar ahead of time based on that's month's topic. Participants who complete all four sessions of the Leadership PLC will earn an FSOI Microcredential in Management.*

## Enrollment

53 faculty, staff, and managers registered

### Monthly Attendees:

- FEB: 32
- MAR: 30
- APR: 28
- MAY: 25

### Criteria:

Any previous Leadership Academy participant from the *Emerging, Continuing, and Senior Leaders Programs* were eligible to participate.

## Participant Feedback Reports

### FEB: Transformational Leadership

12 Responses

Please rate your awareness of transformational leadership (BEFORE/AFTER) today's workshop.

- 3.33 to 4.5 = 35% increase

### Participant Feedback

n/a
Great program thus far
None
No additional information
Not questions, I just feel I need some thinking time to digest where I am and how I am doing to move my office and department forward as a TEAM.
great session. Just the right time frame, really enjoyed the engaged participants. Sometimes, I feel like I am the only one that speaks during online workshops. It was nice that others felt as invested as I did. Terrance was great too; I liked how he facilitated casual conversation with the group. Really well done! I also enjoyed the webinar; I was able to jot a few things down to reflect on, as I lead my department (stress management in particular). thanks again!
None, Great Presentation and Open Discussion. Thank You!
How do organizational Vision and Mission align with our departmental goals. How do we measure our success? We do not have a score card that I know of.
Excellent and informative session. Appreciated the candidness.
Interesting session and appreciated his candor.
I was actually surprised how civil the group was with Cheng. I did appreciate hearing from him and his perspective. Thank you as always Forrest.

**MAR: How To Mitigate Unconscious Bias From Your Recruitment Practices**

10 Responses

Please rate your awareness of transformational leadership (BEFORE/AFTER) today's workshop.

- 3.5 to 4.3 = 29.5% increase

**Participant Feedback**

very helpful
None, thank you.
no
Given the hiring freeze issues I won't be hiring other than NCLs but great information regardless. May need a refresher this fall!
This was a great conversation.
Great Presentation, Thank You! No other questions or feedback.
Sometimes I wonder if some of the initial requirements for a position (what a committee might originally scan for when looking at resumes on the first pass) might be a little limiting or even biased in themselves. As I recall, from being private industry (prior to Higher Ed), folks in private industry were often more open to "transferrable skills" from other industries that could be very helpful in Higher Ed (and might actually make it more diverse, bringing other perspectives and experience to the community as a whole, and with the goal of giving the students a broader experience). For example, maybe a candidate doesn't have experience in Higher Ed, but they have strong technical skills that are "transferable" or soft skills or leadership skills, or maybe they don't have a certain specified degree, but have a general degree that could be applied to anything and a good deal of experience in a similar position, or internship, or apprenticeship, etc.). Perhaps because of the limiting original requirements for a position, we may be missing out on some good candidates.
Very much enjoyed the conversation about the composition of the search committees.
No
Since I have acted as Chair of a variety of search committees, I was fairly familiar with this topic. I enjoyed listening to my colleagues through provoking questions, especially with regard to offering accommodations for candidates during the interview process.
Cameron did a great job! Appreciate his openness, his candidness, and knowledge on the topics, and his encouraging folks to engage.

## CSCU Leadership Academy: Professional Learning Community End of Year Report: Spring 2025

### APR: Supervision Challenges & Opportunities

13 Responses

Please rate your awareness of transformational leadership (BEFORE/AFTER) today's workshop.

- 3.54 to 4.69 = 32.6% increase

### Participant Feedback

Dr. Hynick was great!
None, simply excellent presentation and insight provided by Dr. Hynick. Thank You!
These have been great. Always good to hear the perspective of other leaders on the various topics and none of us have all the answers.
Dr. Hynick needs to be a recurring guest speaker. I learned a lot in the one hour session about team building, team inspiring, and team vision. This is one of the most impactful leadership training sessions I have participated in.
this was a wonderful presentation. The challenges of supervision could be a whole semester course!
This was very helpful I learned so much
NA
This webinar in particular was tough to sit through, I had a hard time staying engaged. I did take away a new concept that I had not thought about before "conflict is normal, people care about what is going on." It was important for me to reflect on this statement because I often view conflict as everything BUT caring. The session with the Provost really tied into the webinar with regard to the empathetic approach to leadership keeping in mind that your actions MUST be authentic. I did write down a quote from the live session "I find joy out of the PURPOSE of work." As a working mom, born and raised by a stay-at-home mom like many of us, this statement "find joy out of the purpose of work" validated the reason I chose to NOT to stay at home with my kids. Great session, thank you Forrest.
I love Dr. Hynick so it was so amazing to have her in a session!
No this was great.
None at this time. Today, with Dr. Hynick, was a great session to be a part of. If possible, I would suggest asking CFO Kelly as a guest speaker. Her expertise will be a great opportunity for future leaders who need to understand the inner workings of institutional finances and budget processes.
This session was absolutely wonderful. So many good ideas and suggestions (whether we are actual supervisors or not). So appreciated your sharing with us, Dr. Hynick, your career journey and all that you've learned along the way, and life lessons. And thank you, too, Forrest, for making these sessions possible, coordinating them (the reminders and resources too), and facilitating them! This session will be memorable. Thank you so much!
None

**MAY: Conflict Management Strategies**

11 Responses

*Please rate your awareness of transformational leadership (BEFORE/AFTER) today's workshop.*

- 3.82 to 4.55 = 16% increase

**Participant Feedback**

Wonderful presentation!
None, Wonderful ideas and presentation to learn for our leadership journey. Thank You!
n/a
Might be good for PD to look at nurturing culture to become a learning organization
very helpful
None
Na
conflict resolution approaches
reminder that there is a continued need for personal emotional intelligence and being self aware as a supervisor
Good to hear about options beyond our own campuses
Yes, Jen did a great job. I wrote down a few key points: Conflict is not bad or good, it is human. This is important to remember as we deal with conflict in a HUMAN way, rather than a punitive way. The manner in which we handle the conflict, will most likely determine the outcome!

# Civil Dialogue: Disagreement Without Disrespect

## What You'll Learn

- ✓ Practical tools for handling tough discussions.
- ✓ Strategies to foster understanding and respect.
- ✓ Tips to avoid communication pitfalls.

## Date & Time:

[Register for January 13th from 7:00-8:30pm](#)

[Register for January 23rd from 12:30-2:00pm](#)

**Location:** Online (via MS Teams)

**Presenter:** Diane Drakes, M.A. –  
Expert in communication and  
community engagement.

## Who Should Attend?

ALL CSCU Faculty, Staff, and  
Management

## Attendance and Budgetary Metrics

### 1. Attendance Breakdown

- **Evening Session Attendance:** 116 participants
- **Afternoon Session Attendance:** 312 participants
- **Total Attendance:** 428 participants
- **Overall Attendance vs. Registration Rate:** ~60%

### 2. Cost Analysis

- **Total Cost for Two Sessions:** \$1,000
- **Cost Per Participant:** Cost Per Participant= \$2.34
  - This cost is highly economical, especially considering the professional development and practical strategies offered.

### 3. Value and Efficiency

- **Engagement:** Surveys from 80 participants provide a representative sample of feedback, with only 85% rating the session as a 3 out of 5 or higher.
- **Cost Efficiency:** At \$2.34 per participant, this represents excellent value for delivering a virtual workshop with actionable strategies and tools.
- **Scalability:** With 312 attending the afternoon session, the session demonstrated the ability to accommodate large groups effectively.

## Quantitative Analysis

### 1. Improvement in Ability to Engage in Difficult Conversations

- **Pre-Session Mean:** 3.33 (corrected value from MS Forms)
- **Post-Session Mean:** 4.09 (from dataset calculation)
- **Average Improvement:** 22.8% improvement

### 2. Level of Agreement with Key Statements

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Connecting with Colleagues	2 (2.5%)	4 (5.0%)	12 (15.0%)	34 (42.5%)	28 (35.0%)
Interest in Similar Programs	2 (2.5%)	3 (3.8%)	8 (10.0%)	34 (42.5%)	33 (41.2%)
Identifying Strategies for Civil Conversations	2 (2.5%)	4 (5.0%)	10 (12.5%)	30 (37.5%)	34 (42.5%)

### 3. General Observations

- **Overall Participation:** 80 responses.
- **High Agreement:** Across all three statements, **between 79.9% and 84%** of participants either agreed or strongly agreed.
  - The highest agreement was in **"Interest in Similar Programs" (83.7%)**, showing strong engagement and willingness to participate in future sessions.
- **Neutral Responses:** Neutral responses ranged from **10.0% to 15.0%**, with the highest neutrality on **"Connecting with Colleagues" (15.0%)**.
  - This suggests that while many participants felt connected, some may not have fully engaged with others.
- **Low Disagreement:** Disagreement (Strongly Disagree + Disagree) remained **low across all statements ( $\leq 7.5%$ )**.
  - The highest disagreement was in **"Connecting with Colleagues" (7.5%)**, indicating that a small number of participants did not feel meaningfully connected.

# Qualitative Analysis of Participant Responses

The qualitative data from the survey responses provided rich insights into participants' experiences, highlighting strengths, challenges, and opportunities for improvement. Below is the analysis:

---

## Strengths Highlighted by Participants

### Effective and Engaging Facilitation

- Many participants praised the facilitator's ability to present information clearly and engage the audience.
- **Example Feedback:**
  - *"The facilitator was very engaging and informative. They provided great examples and wonderful feedback."*
  - *"Diana's strategies reinforced and corroborated the approach I use during classes."*

### Practical Strategies and Useful Tools

- Participants appreciated actionable strategies, acronyms, and frameworks that could be applied in real-world situations.
- **Example Feedback:**
  - *"The SPEAK model and acronyms were helpful and memorable."*
  - *"I will be using the W.A.I.T. acronym regularly."*

### Strong Peer Engagement and Collaboration

- Many respondents valued the opportunity to interact with colleagues and hear different perspectives.
  - **Example Feedback:**
    - *"The breakout sessions allowed me to hear different viewpoints and methods."*
    - *"The program was excellent for expanding my skills in these challenging times."*
-

## Challenges and Areas for Improvement

### Breakout Room Clarity and Structure

- Several participants felt that the breakout room discussions lacked clear instructions, leading to disorganized conversations.
- **Example Feedback:**
  - *"The breakout room felt unorganized. No one took the recommended roles."*
  - *"More structure and guidance for breakout sessions would have been helpful."*

### Session Pacing and Time Management

- Some participants felt that key activities were rushed, particularly the interactive elements.
- **Example Feedback:**
  - *"Leaving interactive scenarios for the last 10 minutes was ill-timed and unproductive."*
  - *"I wish the training was a bit longer to allow for deeper engagement."*

### Technology and Participation Barriers

- Technical issues, chat disruptions, and reluctance from some attendees to participate impacted the session.
- **Example Feedback:**
  - *"The technology didn't work well; I missed a section of the training."*
  - *"Many participants were not prepared to be on camera or mic, which made small group work tough."*

---

## Opportunities for Growth

### 1. Increase Session Length or Offer Follow-Ups:

- Extending the session or offering follow-up workshops could allow for deeper engagement with scenarios and additional opportunities for practice.

### 2. Develop Context-Specific Modules:

- Tailor content to specific professional challenges, such as classroom management, faculty meetings, and leadership scenarios.



**CONNECTICUT STATE  
COLLEGES & UNIVERSITIES**

---

## **Escaping Inaccessibility**

# The History of ADA and Section 504

- The Americans with Disabilities Act (ADA) was signed into law in 1990 and is one of the most significant civil rights achievements in the United States.
- Section 504 of the Rehabilitation Act of 1973 was the first federal civil rights law protecting people with disabilities. It prohibits discrimination against individuals with disabilities in programs receiving federal financial assistance.



[The Americans with Disabilities Act \(ADA\),  
Signing Ceremony, July 26, 1990.](#)



ADA and Section 504 have significantly transformed higher education by requiring colleges and universities to provide accommodations and support services to students with disabilities.

- Institutions must ensure accessibility in academic programs, campus facilities, technology, and extracurricular activities to foster an inclusive learning environment.
- Compliance with ADA and Section 504 not only promotes legal adherence but also enhances diversity, equity, and inclusion within the campus community.

*Social Model of Disability*: focuses on creating an inclusive campus environment by addressing physical, communication, and attitudinal barriers that may hinder the participation of students with disabilities.

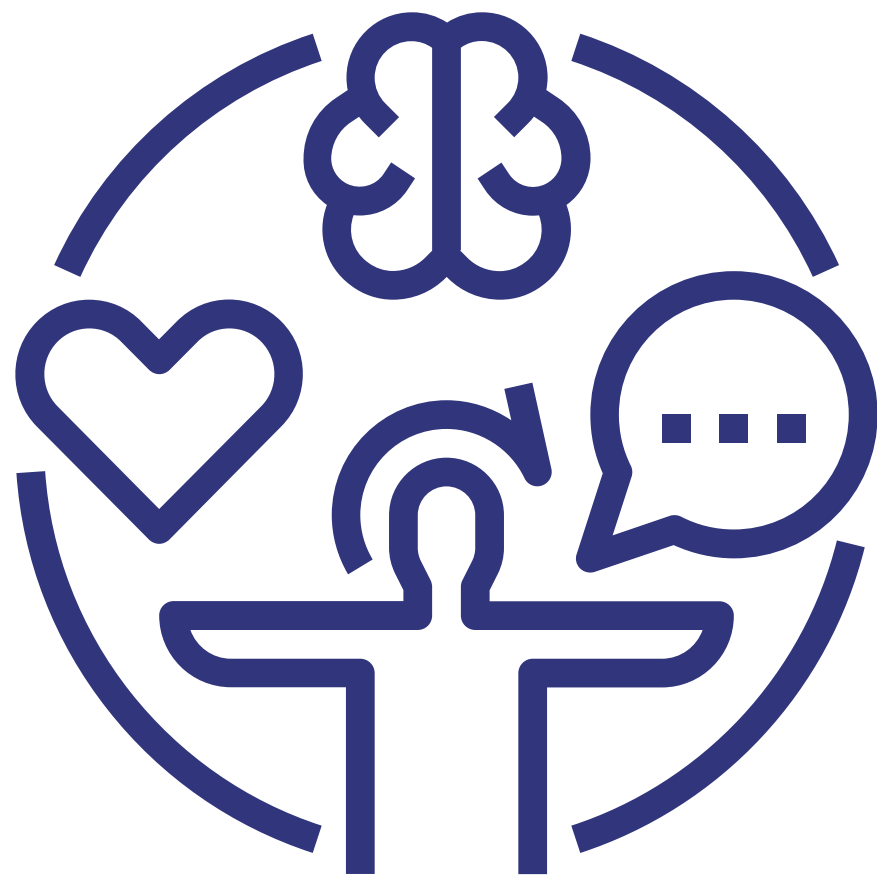
- The social model of disability focuses on the idea that disability is not solely a result of an individual's impairment but is largely influenced by social and environmental factors.
- According to this model, barriers within society, such as inaccessible buildings, discriminatory attitudes, and lack of accommodations, contribute to the exclusion and marginalization of individuals with disabilities.
- Disability is seen as a social construct, and the emphasis is placed on removing barriers and creating an inclusive society that accommodates the diverse needs of all individuals, regardless of their impairments.



Medical Model of Disability: focuses on providing accommodations to individual students based on their specific impairments, rather than addressing systemic barriers that affect the entire campus community.

- According to this model, the focus is on the individual's limitations and deficiencies rather than the broader social context in which they exist.
- Disability is often perceived as a medical problem to be solved through medical interventions, rehabilitation, or accommodations tailored to the individual's impairment.

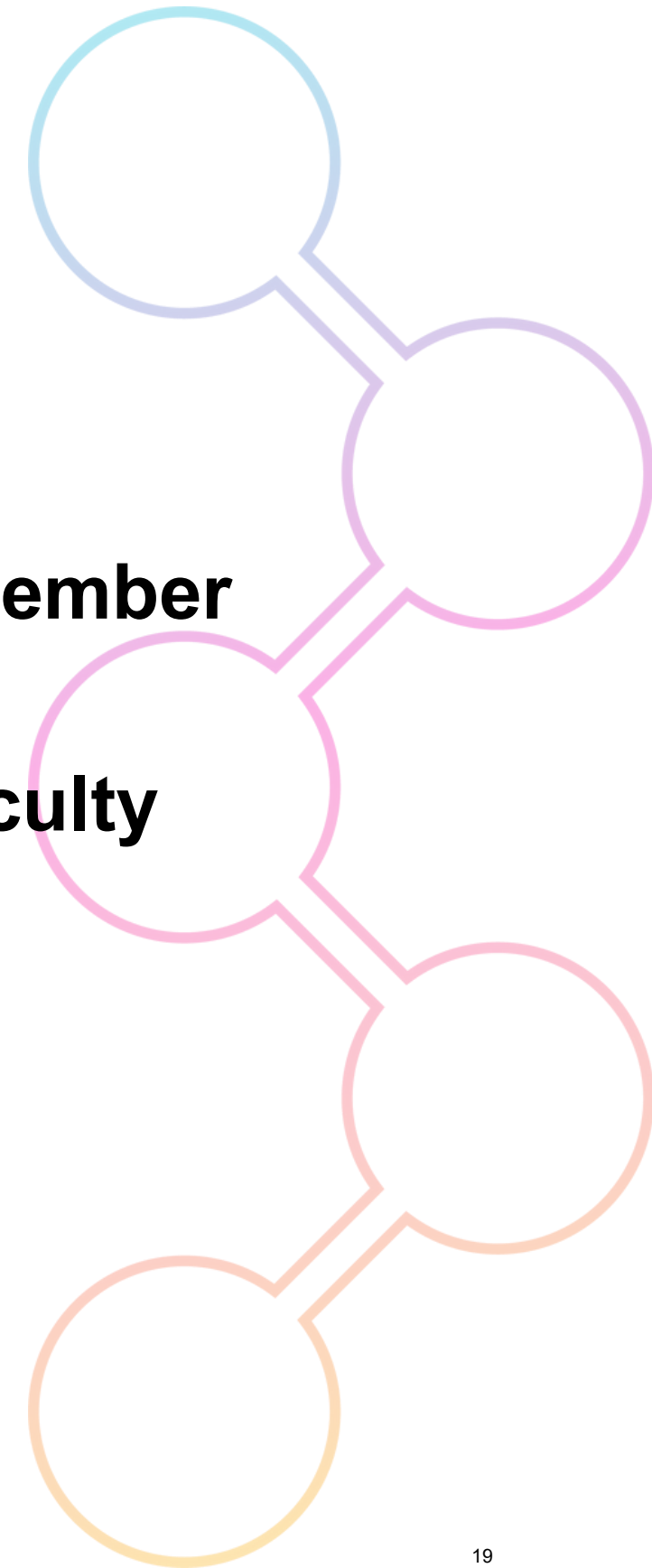




- The social model of disability aligns closely with the principles of ADA Section 504, which emphasize the removal of barriers and the provision of reasonable accommodations to ensure equal access and opportunities for students with disabilities in higher education.
- Embracing the social model encourages colleges and universities to adopt a proactive approach to accessibility, including universal design principles, awareness-raising initiatives, and systemic changes to promote inclusivity.
- Embracing the social model and recognizing disability as a social issue, institutions can foster a culture of inclusion and diversity that benefits all members of the campus community, not just those with disabilities.



- 1. Self-Identification**
- 2. Documentation of Disability**
- 3. Schedule an Interactive-Appointment**
- 4. Meet with an Accessibility Services Staff member**
- 5. Notification to Faculty**
- 6. Implementation of Accommodations by Faculty**
- 7. Ongoing Support**
- 8. Reevaluation**



## Fair Housing Act (FHA)

- **What is it?** FHA Protects individuals from discrimination within residential opportunities. If an institution has residential life, then the FHA is applicable. Students with disabilities should be afforded the same opportunity to reside on a Universities campus. Students may ask for reasonable accommodations to make living on campus possible.

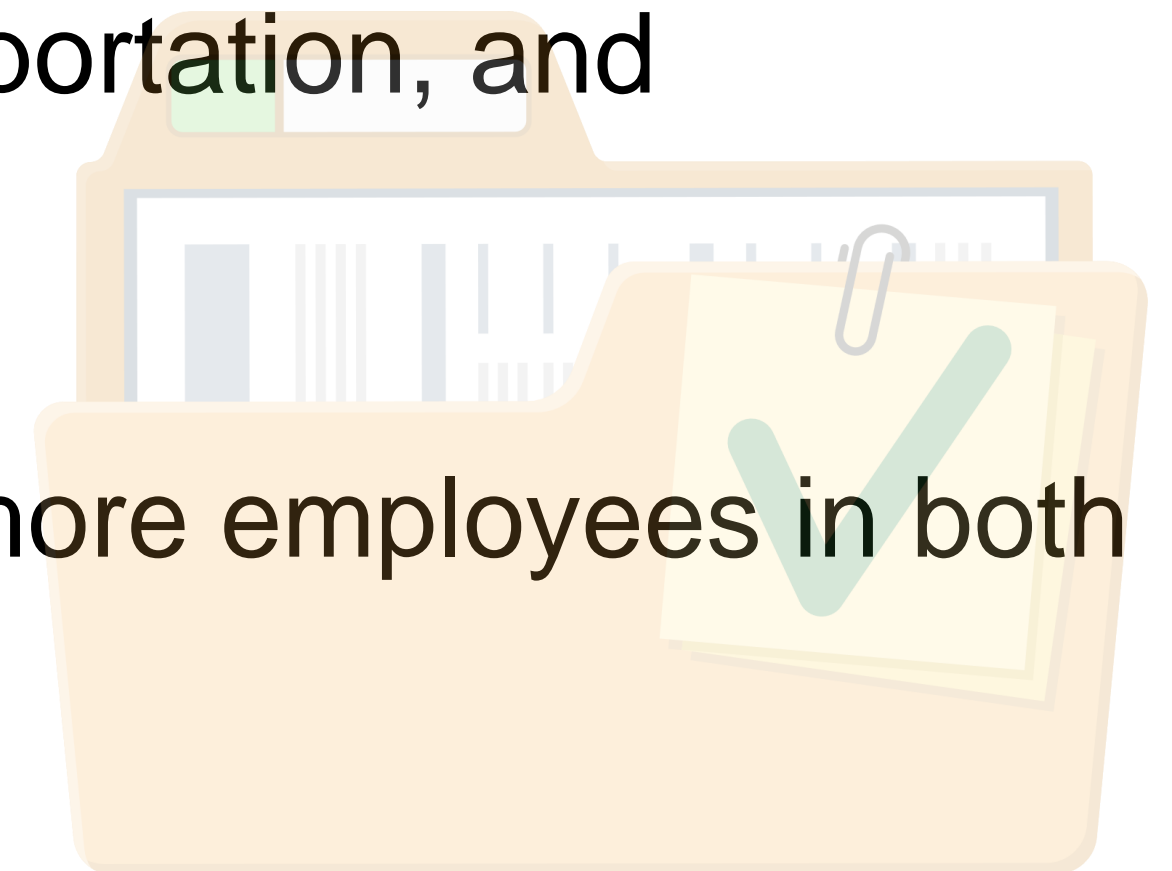
The Process for Housing Accommodations follows the same process mentioned previously, the only change is the Notification section.

**Step 6. Notification** to Department of Housing and Residential Life: Once accommodations are approved, the Accessibility Services Office will notify the Department of Housing and Residential Life regarding the approved Housing Accommodations.

## The ADA and Employment

The Americans with Disabilities Act makes it unlawful to discriminate in employment against a qualified individual. It also outlaws discrimination against individuals with disabilities in State and local government services, places of public accommodations, transportation, and telecommunications.

Covered employers are those that employ 15 or more employees in both State and Local government

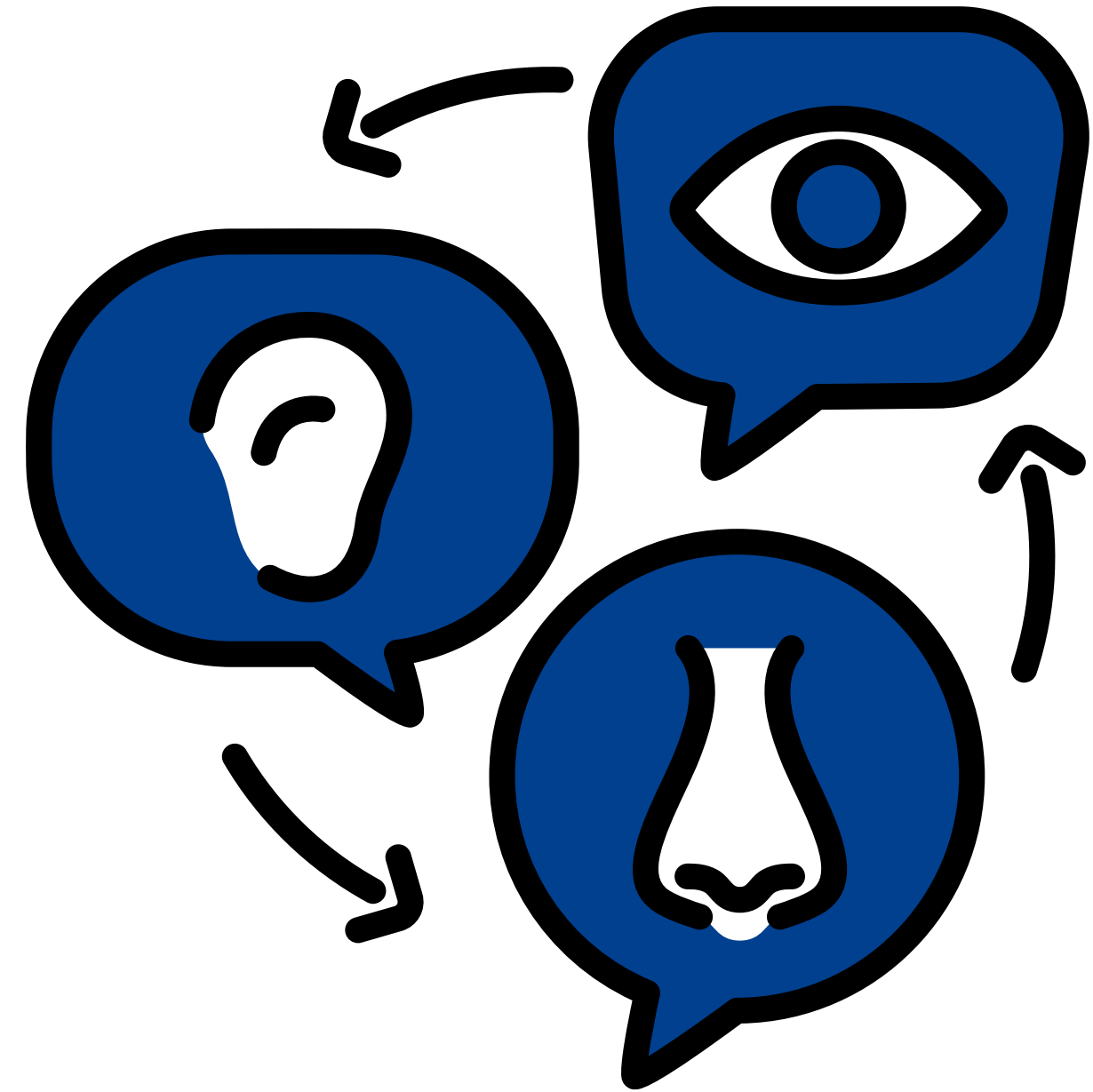


## Who is a person with a disability?

- A physical and mental impairment that substantially limits one of more major life activities of such individual
- A record of such an impairment (e.g., someone in remission with a disease)
- Being regarded or perceived by others as having such an impairment ( e.g., someone with scars from a severe burn)

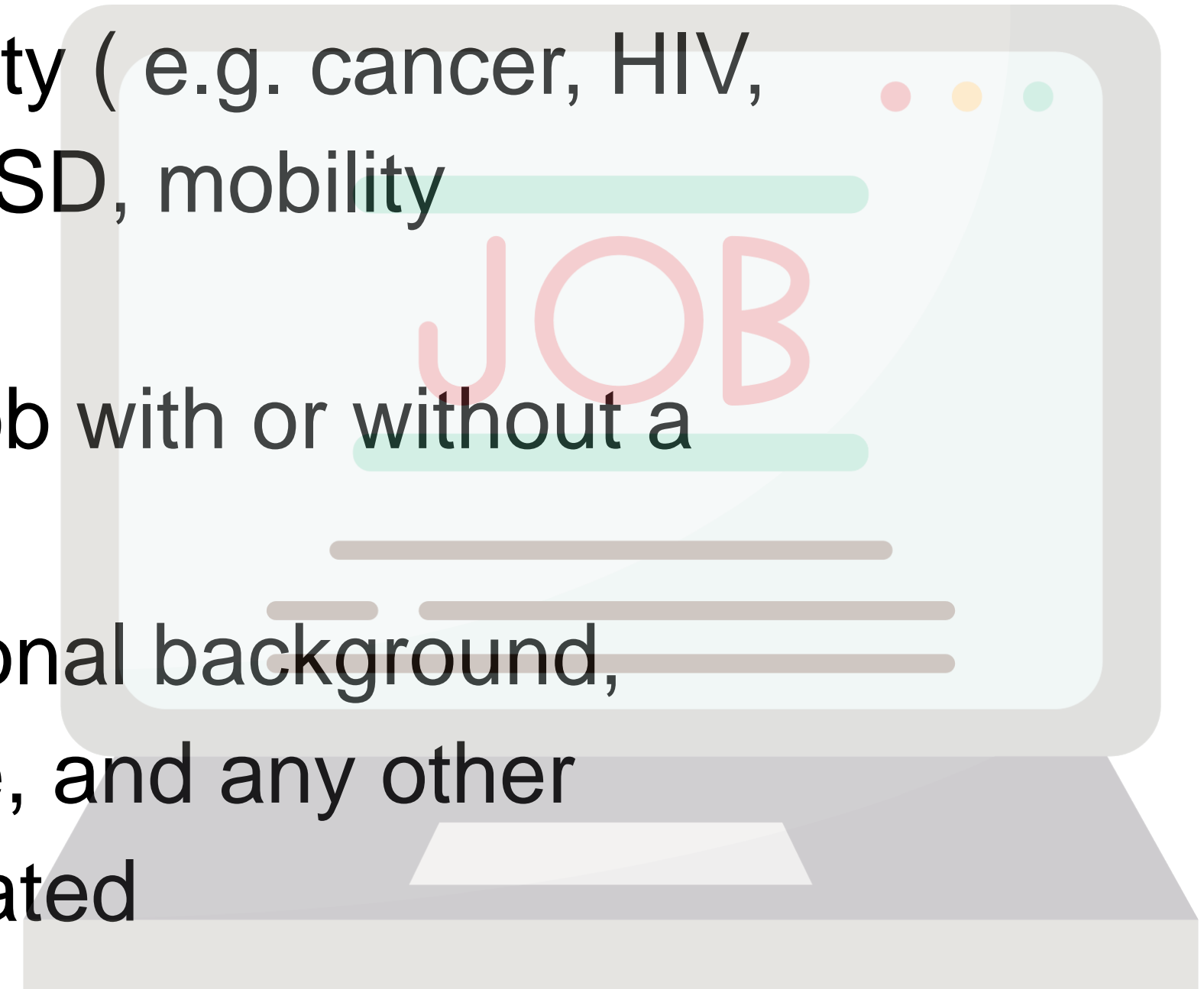
## What is a major life function?

- Included by not limited to:
  - Caring for oneself
  - Performing manual tasks
  - Seeing
  - Hearing
  - Eating
  - Sleeping
  - Reading
  - Thinking, and many more



## Who Qualifies for reasonable accommodations?

- Someone who has a qualifying disability ( e.g. cancer, HIV, Major depressive disorder, Autism, PTSD, mobility disabilities, and many more.
- Satisfy the essential functions of the job with or without a reasonable accommodation
- Meet the job requirements for educational background, employment experience, skills, license, and any other qualification standards that are job related



## **Types of Reasonable Accommodations in the workplace, include but are no limited to:**

- Acquiring or modifying equipment devices
- Part-time or modified work schedules
- Providing readers and interpreters
- Providing parking
- Making the workplace readily accessible and usable by the people with disabilities
- Telework

## What are employers required to do?

- Engage in the interactive process
  - Speak with both the employee and supervisor to determine the most reasonable accommodation
  - Review the job description/functions
    - Determine essential versus non-essential job functions
- Explore all reasonable accommodations unless if in doing so would create an undue hardship on the operation of the business, e.g. requiring a significant difficulty or expense.
  - Undue hardship is a high standard to demonstrate/justify

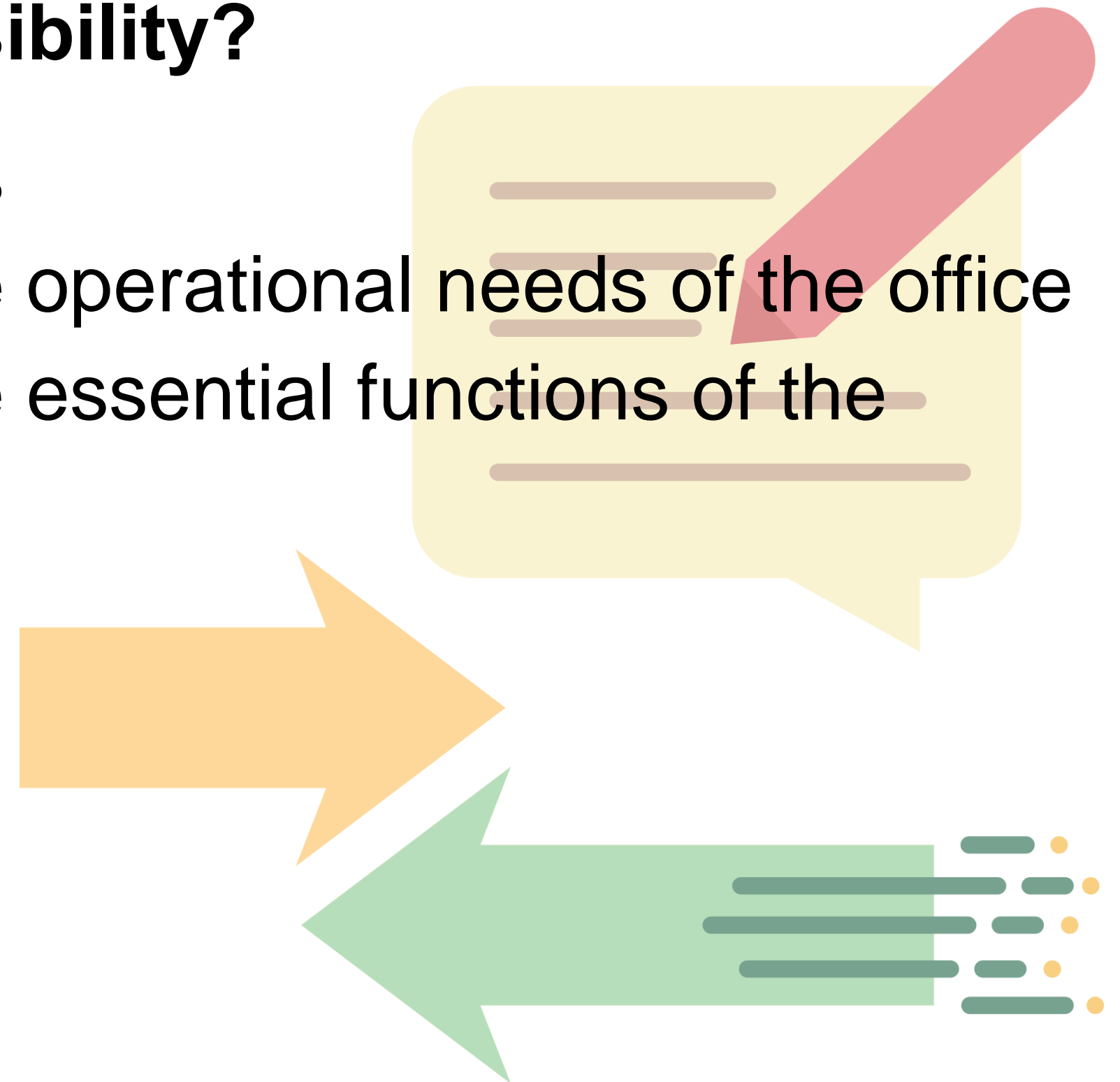
## What is the employee's responsibility?

- Make the request for an accommodations
- Provide any supporting medical documentation as necessary
- Request a meeting to engage in the interactive process



## What is the supervisor's responsibility?

- Engage in the interactive process
- Provide information regarding the operational needs of the office
- Provide information regarding the essential functions of the position





## What the interactive process is NOT

- A meeting to question a diagnosis/medical condition
- A meeting to discuss the employee's job performance
- A meeting to discuss outside/unrelated factors, e.g., how the employee's colleagues will be upset

## What the interactive process is

- A meeting to discuss job functions impacted by qualifying diagnosis
- A meeting to discuss all reasonable accommodations available

## Employee(s) Responsible for ADA Accommodation Requests:

- CT State – Rebecca Cannon-Klemenzenz
- System Office – Rebecca Cannon-Klemenzenz (interim)
- Charter Oak – Vacant
- CCSU – Victoria Galuski
- ECSU – LaMar Coleman
- SCSU – Paula Rice
- WCSU – Fred Cratty





## **“The Inaccessible Conundrum: Unlocking the Accessibility Mystery”**

Welcome to the Inaccessible Conundrum Escape Room, where the brightest minds are put to the test!

You, esteemed college administrators, have been invited to participate in an intriguing challenge. You have been chosen to uncover the secrets of inaccessibility and identify the barriers to access within. As you navigate through the scenarios, you find yourselves surrounded by an inaccessible world where you are challenged to overcome educational barriers.

This simulation is designed to mirror the challenges faced by individuals with disabilities in accessing educational resources.

Complete the challenges to unlock the world of accessibility.  
Time is of the essence.

The fate of inclusive education rests in your hands!

Dear Board of Regents,

We come before you as the Graduate Interns across Central Connecticut State University (CCSU). As we read your minutes and appreciate all you do for us and the community, we wish to make you aware of some of the issues we face as the graduate interns of CCSU. Our yearly stipend has been \$20,000 for the past 32 years starting on October 2, 1992. This stipend has included our tuition being waived and has given all of us the opportunity to pursue roles furthering our degrees. However, this stipend has not kept up with the Cost-of-Living increases that Connecticut and our country have gone through. It has become nearly impossible for someone who is not from an already independently wealthy family to go through this program while not facing massive hardships through their lack of funds. Every Graduate Intern and Graduate Assistant co-signing this document has dedicated their life and time to CCSU and their students while pursuing their graduate degree. We are pleading that with CCSU's FY25 budget's projected 6.1 million dollars surplus that this board sees fit to increase the yearly stipend to meet and/or exceed Cost-of-Living increases so that we can better serve our students and the campus while not worrying about the financial distress our current stipend causes. Not only would you be investing in your current graduate interns, but you would be investing in future graduate interns who come after as you maintain and increase the prestige, diversity, and accessibility of the internships. CCSU needs to remain financially competitive with their internships so that the program can flourish and improve our campus.

Some of the Cost-of-living increases are rent/mortgage, fuel, and food. With the massive increase in the cost of living since 1992 and with the unprecedented increases of the pandemic some of our cosigners have had to choose between picking food or paying rent. Our bi-weekly paycheck is \$769.24 with a take home of only **\$685.78** putting graduate interns of an hourly wage of \$9.61. If we followed a purely inflationary trend of raises to the stipend the stipend would be \$44,000 per fiscal year instead of the current \$20,000 per fiscal year. I have included in this written statement the original 1992 document that shows the original twenty-thousand-dollar stipends.


We hope you increase the stipend and continue the beloved investment in the community, the internship, and Central Connecticut State University.


Co-Signed and approved by the following Graduate Interns and Assistants:


Colin Palma G.I. Student Center

Marisa Johnson G.I. Student Center


Ayssa Vizina G.I. Student Center

 Paola G.I. Student Activities & Leadership Development


 ~~Stephanie~~ G.I. Student Activities & Leadership Development

 Angela G.I. Student Activities & Leadership Development  
Campus Recreation

Shaundia Jones - ResLife GI

Michael  - Lead Academic Coach  
G.I. The Learning Center

 Lin - Academic Coach  
G.I. The Learning Center


Haley  - Academic Coach  
G.I. The Learning Center

Dakota Sarantos - Academic Coach G.I. Learning Center

Noah Tigaa - Academic Coach

GA. The Learning Center

Georgine Revilloza - GA Writing Center

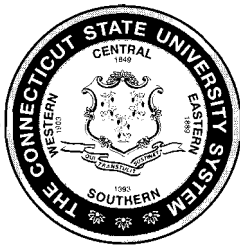
Sydney Law - GA Writing Center 

Anna Barry - GA EOP Office

Brittany Coco - Grad Intern OAS

Addisen Toner - Grad Assistant Student Affairs

Elizabeth McCall - Grad intern Wellness Education



# Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

**BR# 09-65**

## RESOLUTION

concerning

## GRADUATE INTERNS

in the

## CONNECTICUT STATE UNIVERSITY SYSTEM

October 8, 2009

- WHEREAS, The purpose of the Graduate Internship is to provide an intense, two-year, on-the-job training and development experience for graduate students in a variety of disciplines who are exploring careers in fields related to student services in higher education, therefore be it
- RESOLVED, That Board resolution 92-115 be rescinded, and be it further
- RESOLVED, That Graduate Interns enrolled at one of the four universities of the Connecticut State University System as full-time graduate students shall be required to pay full-time tuition, a University General Fee sufficient to defray the cost of student accident insurance, and the cost of student sickness insurance (if not waived by the student in accordance with Board policy), but the balance of the University General Fee as well as all other fees imposed by the Board shall be waived, and be it further
- RESOLVED, That Graduate Interns enrolled at a university of the Connecticut State University System as part-time graduate students shall receive a waiver of part-time tuition and all fees including summer session and winter session Extension fees up to a total maximum of 18 credit hours, provided the interns are enrolled in courses required for completion of their degree program, and be it further
- RESOLVED, That each campus of the Connecticut State University system be authorized to pay Graduate Interns enrolled as matriculated graduate students stipends not to exceed \$15,000 for the academic year (nine months), and a stipend not to exceed \$5,000 for summer sessions (three months); said stipends will be appropriately prorated for part-time assignments, and be it further
- RESOLVED, That each campus of the Connecticut State University system be authorized one such intern for each 500 full-time equivalent students or major fraction thereof, and be it further
- RESOLVED, That any Graduate Intern appointed prior to October 8, 2009, may complete their period of internship under the conditions herein specified effective for the Fall Semester of 2009.

A Certified True Copy:

David D. Carter, Chancellor

Policy #	Policy Name	BOR Resolution	Adoption Date	Next Review Date
	<b>CSCU Hazing Prevention and Reporting Policy</b>			July 1, 2028

**Policy Owner(s):** CSCU General Counsel; Institutional Public Safety Leadership; Institutional Chief Human Resource Officers; Institutional Student Affairs Leadership; CSCU Associate Vice Chancellor of Human Resources; CSCU Associate Vice President for Enrollment and Student Success

**Applicability:** This policy applies to all CSCU students, employees, and any third parties engaging in CSCU’s educational and employment programs and activities.

**Effective Date:** July 1, 2025

**I. Purpose**

CSCU is committed to fostering a safe and supportive environment free from hazing. As such, the following policy prohibits hazing and requires institutional transparency should hazing occur.

**II. Definitions**

**CSCU:** Collectively or singularly, any of the following institutions: Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, Connecticut State Community College, and Charter Oak State College.

**Hazing:** Any intentional, knowing, or reckless act that causes or creates reasonable risk of physical or psychological well-being of individuals, regardless of the willingness of such persons, in connection with student organizations including initiation, affiliation, membership, or maintenance of membership.

**Risk:** Potential for harm above the reasonable risk encountered during general participation in CSCU or the organization’s programs and activities.

**Student Organization:** An organization at a CSCU institution in which two or more of the members are students enrolled at a CSCU institution, whether or not the organization is established or recognized by a CSCU institution.

**III. Policy**

**a. Prohibited Behaviors**

Hazing, in any form, is strictly prohibited at CSCU. This includes, but is not limited to:

- whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
- causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
- causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
- causing, coercing, or otherwise inducing another person to perform sexual acts;
- any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
- any activity against another person that includes a criminal violation of local, State, Tribal, or Federal law; and
- any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation.

### **b. Reporting Hazing Incidents**

All members of the CSCU community are encouraged to report any hazing incidents promptly. Reports can be made through campus security, institutional police departments, student affairs, human resources or any other designated college or university officials. All reports will be addressed by appropriate officials in accordance with CSCU's policies and related procedures, including but not limited to, Student Code of Conduct and Code of Conduct For Regents, Employees and Volunteers.

Individuals identified as Campus Security Authorities (CSA) at their institution under the Clery Act must report incidents of hazing to the appropriate campus contact responsible for compiling the *Annual Security Report* for the purpose of inclusion in the *Annual Security Report*.

### **c. Institutional Responsibilities**

#### *i. Hazing Response Procedures*

All CSCU institutions must adopt and publish procedures related to hazing report response. These procedures must be consistent with this policy and minimally include how the institution will receive, review, and investigate, when necessary, reports of hazing.

#### *ii. Prevention Programs*

All CSCU institutions will maintain and promote hazing prevention programs. These programs will include primary prevention strategies, such as bystander intervention training and leadership development, to help prevent hazing before it occurs. Institutions must publish, and regularly maintain, a list of related programming, including descriptions of the events and programs and audience, demonstrating sufficient programmatic coverage for students and employees.

### *iii. Campus Hazing Transparency Report*

By July 1, 2025, all CSCU institutions will begin collecting information with respect to hazing incidents at the institution. When a reportable hazing violation<sup>1</sup> occurs at a CSCU institution involving an established or recognized student organization, that institution will prominently publish a *Campus Hazing Transparency Report* on its public website summarizing findings related to student organizations found in violation of hazing policies. The *Campus Hazing Transparency Report* must include:

- this policy and any related procedures;
- the name of such student organization;
- a general description of the violation that resulted in a finding of responsibility, including whether the violation involved the abuse or illegal use of alcohol or drugs, the findings of the institution, and any sanctions placed on the student organization by the institution, as applicable; and
- the dates on which:
  - o the incident was alleged to have occurred;
  - o the investigation into the incident was initiated;
  - o the investigation ended with a finding that a hazing violation occurred; and
  - o the institution provided notice to the student organization that the incident resulted in a hazing violation.

The report will be updated twice a year or as required by law and will be maintained for at least five years consistent with all applicable record retention standards and laws.

### *iv. Annual Security Report*

CSCU institutions will collect and disclose statistics on hazing incidents as part of the annual security report required by the Clery Act, including incidents reported to campus security or local authorities. The data will be compiled in a manner consistent with the definition of hazing in this policy and will be updated as required. In addition to the hazing-related statistics, CSCU institutions will provide a statement on its hazing policies, reporting procedures, and investigation processes in the annual security report.

<sup>1</sup> For the purposes of the Transparency Report, a reportable violation occurs after an investigation concludes that an individual or organization subject to this policy engaged in behavior that constitutes hazing as defined by this policy.

#### **IV. Enforcement**

This policy is enforced under the *Student Code of Conduct* and *Code of Conduct For Regents, Employees and Volunteers*.

#### **V. Related Statutes**

CT Gen Stat § 53-23a Offenses Against the Person - Hazing

DRAFT