



Connecticut  
State  
University

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BR#94-107

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**RESOLUTION**

concerning

**LICENSURE AND ACCREDITATION**

**FOR A**

**MASTER OF BUSINESS ADMINISTRATION**

at

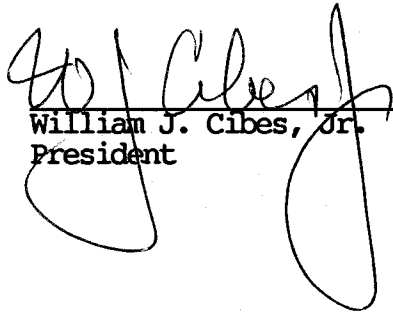
**SOUTHERN CONNECTICUT STATE UNIVERSITY**

December 2, 1994

RESOLVED,

That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Sections 10a-87 and 10a-149 of the Connecticut General Statutes, the President of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Master of Business Administration (MBA) to be presented by Southern Connecticut State University.

A Certified True Copy:

  
William J. Cibes, Jr.  
President



An Equal  
Opportunity  
Employer

## PROGRAM SUMMARY

### SOUTHERN CONNECTICUT STATE UNIVERSITY SCHOOL OF BUSINESS MASTERS OF BUSINESS ADMINISTRATION

The MBA is an essential means of responding to Connecticut's needs for future growth and prosperity. Research on management education authored by Porter and McGibbon, Management Education Development: Drift or Thrust Into the Twenty-First Century, discusses several overarching problems with current MBA curricula. In this report the authors concluded that "there continues to be an overfocus on traditional functional areas as separate entities and a corresponding underfocus on how knowledge, based on these specific function areas, can be put together to solve complex, multifaceted problems in today's business world."

#### OBJECTIVES

The School of Business at Southern Connecticut State University, in its responsibility to the University Mission and other long-range plans, must respond to this opportunity to better serve the students and community through its proposed MBA program. The goals and processes of the MBA were formulated in concert with numerous structured interviews with local business and private sector elites as well as after consulting the literature from professional groups. The program which has emerged anticipates studying contemporary business practices using a cohort approach and emphasizing interdisciplinary and systemic problem-solving techniques. Thus, the program responds to the express preferences of the clients and stakeholders of the School of Business.

The proposed degree program provides an innovative approach to providing students with essential managerial and technical skills. The curriculum for the MBA emphasizes hands-on, practical, and comprehensive training in all aspects of product/service identification, promotion, profit maximizing, and innovation. Students apply skills to real situations from the very first day. They build team-work skills while solving problems drawn from all aspects of the workplace.

In outline form, objectives of the MBA are to:

- 1) assist profit and not-for-profit firms to compete more effectively and flexibly in changing environment;
- 2) assist in the economic development of the state and region;
- 3) prepare personnel in organizations for additional managerial responsibility;
- 4) prepare persons seeking administrative positions; and
- 5) aid existing employees to gain needed skills and knowledge for future organizational success.

#### **STUDENT BASE**

Both individuals and organizations are the expected clientele of the MBA. Individuals who will benefit from the MBA include those 1) personnel identified with administrative potential; 2) persons seeking administrative positions; and 3) persons holding administrative assignments who perceive the need for a state-of-the-art business administration education.

Clientele are also local government and service organizations, health care agencies, not-for-profit associations

and private-sector businesses. Benefits to clientele will include personnel skilled in increasing function, efficiency, competitiveness and profitability for organizations in the southern Connecticut region. They will increase their capabilities for continued improvement as well.

The proposed MBA program will accept in the first year full-time students in a cohort environment. In subsequent years part-time students will be accepted into a slower-paced program. The program is a generalized program designed for students with professional experience and who are looking for promotions and advanced responsibilities in administration. The initial class will focus on students who are currently employed and who are recommended and supported by their employer. Students in later classes, if not employed, will be required or assisted to have an ongoing relationship with an employer who can will provide a mentoring role. Additionally, the employer will provide access to educational and research opportunities within the organization. The student's work-place supervisors will also help Business School faculty gage the student's application of knowledge and mastery of learning goals. As the program develops over the years, classes will incorporate greater flexibility in student employment and work-place location and will utilize the volunteer services of companies to provide feedback to students and faculty concerning the effectiveness of the program. Recruiting efforts will look to regional industry, government, and not-for-profit organizations for student population.

#### **VALUE ADDED**

Upon completion of the program, students will have personal ownership of practical problem-solving tools and options. They will possess the technical skills to evaluate problems and make recommendations using alternative analytical tools. Further,

students will be able to conceptualize the workplace at a systemic level and be able to make positive contributions within the workplace, avoiding unwanted, dysfunctional outcomes. In addition to technical skills, students will understand the dynamics of managerial, collaborative, and team situations. The program will build student confidence, leadership skills, and vision to succeed in a turbulent business environment.

It is expected that the MBA will create a means for regional business and government leaders to focus their attention on SCSU as a resource for problem solving and leadership into new opportunities in their fields. The physical and intellectual resources of SCSU will act as a nexus for greater communication, cooperation, and advancement for all regional stakeholders.

## CURRICULUM

To overcome the shortcomings of traditional MBA instruction, as well as to respond more fully to the needs of students and business leaders, the proposed MBA is divided into five modules with linkage created by following the product or service cycle as it is applied to business and government.

### Module Numbers and Credits

<u>Module/Title</u>	<u>Course Credits</u>	<u>Course Number</u>
I/ <i>Innovation</i>	6 credits	BUE 611
II/ <i>Strategic Analyses</i>	12 credits	BUE 621
IIIa / <i>Functional Integration &amp; Growth</i>	8 credits	BUE 631
<i>Practical Experience</i>	4 credits	BUE 633
IIIb / <i>Functional Integration &amp; Growth</i>	10 credits	BUE 635
IV/ <i>Market Capture &amp; Profitability</i>	9 credits	BUE 641
V/ <i>Maturity and Re-formation</i>	5 credits	BUE 651
<i>Culminating Activity</i>	6 credits	BUE 690
	Total: 60 credits	

## Description of Modules

### Module 1: Idea Creation/Product-Service Innovation

Module One focuses on innovative satisfaction of customer needs via new product or service adoption. Based on market needs analyses, students identify products or services as possible candidates for next-generation adoption. Decision sciences and organizational behavior will stress basic creativity, problem solving and team-work skills. This module lasts nine weeks and grants six credits toward the degree.

#### Objectives:

- \*Ability to develop a list of product or service ideas for further consideration by an organization.
- \*Ability to prepare a preliminary analysis of each product or service idea vis-a-vis economic and technological feasibility.
- \*Improve and refine leadership skills.
- \*Initial group productivity and team contribution skills.
- \*Demonstrate competency in decision science, math, and presentation skills.
- \*Demonstrate critical-thinking skills.

### Module 2: Business Analysis and Start-Up

Module Two emphasizes product selection and business planning for economic feasibility. The curriculum includes product or service introduction and

implementation while stressing production and cost accounting, economics, finance, marketing, and management. This module lasts seventeen weeks and grants twelve credits toward the degree.

Objectives:

\*Ability to perform feasibility analyses (opportunity assessments) for products or services.

\*Ability to conduct marketing/business research and financial planning.

\*Ability to design a business plan for the delivery and control of a product and/or service within total quality management and global environments.

\*Ability to design an organization structure to produce and deliver a selected product or service.

Module 3A: Delivery/Control System Development and Market Penetration

Module Three has two parts connected by a student field experience. Module 3A stresses production-initiation and market-penetration activities to achieve product/service market viability. Its contents include development of production-marketing business systems, logistics, operation management leading to effective and efficient production, and capital budgeting and control. Module 3A lasts twelve weeks and grants eight credits toward the degree.

Objectives:

\*Development of competencies in functional

areas.

\*Ability to integrate functional areas into a working organization.

\*Ability to develop and implement a marketing plan.

\*Ability to develop competitive strategies.

A Field Experience follows module 3A and recognizes problems and opportunities inherent in cultural, environmental, politico-legal, and social issues. The students, working in groups, will design and operate temporary organizations to meet perceived community needs. This project builds skills necessary for functioning with community influentials, demonstrating corporate social responsibility, and as community leaders. SCSU faculty and community resources support these learning goals. The project also provides a test of independence and of the organizational knowledge and skills learned to date. This mid-program project lasts six weeks and grants four credits toward the degree.

#### Module 3B: Production Maturity and Market Growth

Following the project, Module 3B emphasizes the achievement of organizational and market viability of products or services. Building on the recent project experiences, 3B provides advanced training in functional business areas and their integration into a successful, working, and learning organization. Any deficiencies uncovered in modules 1, 2, 3 or the community project are addressed at this time. Module 3B lasts fifteen weeks and grants ten credits toward



the degree.

Objectives:

- \*Development of advanced competencies in functional areas.
- \*Further integration of functional knowledge into a systemic whole.
- \*Ability to develop competitive strategies.
- \*Ability to implement continual quality improvement.

Module 4: Saturation Marketing and Preservation

Module Four teaches the evaluation and selection of administrative options found in increasingly-mature organizations facing opportunities and restraints of growing competition and improved operating efficiencies earned by learning organizations. Management, marketing, production operations management, and organizational development constitute the primary curriculum components for this module. Accounting, economics, and finance also contribute. This module lasts thirteen weeks and grants nine credits toward the degree.

Objectives:

- \*Ability to plan and implement adjustments in the firm's business plan in response to a changing competitive environment.
- \*Ability to develop financial strategies and plans consistent with the firm's business plan.

## Module 5: Revenue Harvesting and Strategic Planning

Module Five stresses maintaining product and service output in a mature market. At this point design and promotional activities are less important. With market saturation, the focus shifts to cost reduction, maintenance of revenues, and preparation for change. Strategic planning, awareness of market opportunities, technological, logistic and other developments in the economic environment drive renewed entrepreneurial activity. Content from economics, finance, management, and marketing are the learning goals of maximizing total life cycle benefits and preparing for orderly change. This module lasts seven weeks and grants five credits toward the degree.

### Objectives:

- \*Ability to adjust marketing plan and competitive strategies.

- \*Ability to manage technology, cultural diversity, and global opportunities and challenges.

- \*Ability to phase out products and services in decline and to phase in replacements.

Culminating Field Experience is a real organization application. It recognizes that administration impacts humans in organizations with unique technologies, cultures, and political realities. Students work with their own or sponsoring organizations to meet significant and important project goals. All MBA faculty act as resources and consultants. The value of the project to the employing company is assessed and provides evidence of the value added from the MBA.

learning experience. This module lasts six weeks and grants six credits.

Objectives:

\*Ability to assess corporate culture and include it in a firm's planned activities and strategies.

\*Ability to influence organizational personnel upwards, downwards, and horizontally.

\*Ability to improve organizational performance.

Projected Outcomes

Global outcomes are those which the student will build as a result of the on-going skills. These outcomes include:

- 1) improved productivity in their current organization;
- 2) increased opportunities of professionals within the region;
- 3) efficiency in accepting and discharging administrative responsibility;
- 4) managed change in a turbulent environment;
- 5) operational effectively under uncertainty with regard to global, cultural, technological, ethical, and political environments;
- 6) added long-term value to organizations;
- 7) improved training in skills relevant to local service and business leaders will create efficiencies to their endeavors;
- 8) increased communication between the region and the university;

9) enhanced role of the university as a resource for educational training and consulting to private- and public-sector organizations; and

10) expanded tax revenues and employment opportunities which are externalities of better management and business practices.

### General Discussion of Modules

The curriculum is articulated around the product cycle continuum in business and government. This cycle has several foci around which activities converge. Further, the continuum has several points where evaluation of student progress is appropriate.

Each module brings together at least one focus and its related activities. Breaks between modules are fixed based on being appropriate for evaluation of student progress. Given that foci vary in the amount of related activities they generate, the amount of time scheduled to each of the five modules vary and are based on the amount of material to be mastered.

Projects are placed at the end of each module. All projects apply the knowledge goals of the module to issues of concern to sponsoring companies. Students therefore see the direct application of the curriculum to real-life situations.

Due to the carefully-planned cohort structure of the curriculum, there are no cognate areas nor electives in the program.

### **NEED DEMONSTRATED**

Representatives of the School of Business conducted a series

of interviews with over forty business and public-sector representatives. We learned that the general expectations for entry-level employees have largely been unmet by existing graduate programs. The interviewees expressed a preference for the type of program which SCSU has designed with their input.

Students are eager to enroll in an MBA program. Since work on the MBA has begun, student interest has increased greatly as confirmed by the high number of inquiries requesting details about the new MBA. Simple word-of-mouth has generated considerable interest among our potential clients.

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## Appendix I

### CT Schools Offering Graduate Degrees in Business

Central Connecticut State University\*  
New Britain 06050  
Fairfield University  
Fairfield 06430  
Hartford Graduate Center  
Hartford 06120  
Quinnipiac College  
Hamden 06518  
Sacred Heart University  
Fairfield 06432  
Southern Connecticut State University\*  
New Haven 06515  
University of Bridgeport  
Bridgeport 06601  
University of Connecticut\*  
Storrs 06269  
University of Hartford  
West Hartford 06117  
University of New Haven  
New Haven 06516  
Western Connecticut State University\*  
Danbury 06810  
Yale University  
New Haven 06511

\*Connecticut State institutions

## Appendix II

### List of Interviews/Contacts for Input on Employer Needs in MBA Instruction

Ernest J. Nagler, Project Facilitator  
Connecticut Award for Excellence

John Barnett, Employer Services Specialist  
Department of Labor

Judith K. Resnick, Director  
Business and Industry Services Network

Brian Beaudin, Vice-President  
Connecticut Business and Industry Association

Scott Bragdon, Director of Personnel  
Bank of Boston Connecticut

Roger Joyce, Vice-President  
Bilco Corporation

Christ Berry, Director of Human Resources  
Shawmut National Bank

Art Levin (and four associates)  
State Department of Higher Education

Poppy Bufford (and one associate)  
Department of Revenue Services

Janet Sagnella, Personnel  
Pirelli-Armstrong Corporation

Guilio Balestrino, President  
New Haven Manufacturing

## Appendix III

### Model Schedule

Module	No. of Weeks	Activity
I	seven two one	Module I classroom instruction Module I project Break
II	thirteen four two	Module II classroom instruction Module II project Break
IIIa	nine three	Module IIIa classroom instruction Module IIIa project
	six two	Field Experience Break
IIIb	ten five two	Module IIIb classroom instruction Module IIIb project Break
IV	ten three two	Module IV classroom instruction Module IV project Break
V	six one	Module V classroom instruction Module V project
	six	Culminating Field Experience

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class instructional weeks	55 weeks
post-module experiences weeks	18 weeks
community project weeks	6 weeks
culminating field experience weeks	6 weeks
inter-module breaks	9 week
holiday breaks	4 weeks
calendar weeks	98 weeks



## Appendix IV

### Resource Summary

<u>Institution</u>	Southern Connecticut State University					
<u>Program</u>	Master of Business Administration (MBA)					
<u>Name</u>	Alan H. Leader					
<u>Projected Enrollment</u>	<u>Year 1(95)</u>		<u>Year 2(96)</u>		<u>Year 3(97)</u>	
	FT	PT	FT	PT	FT	PT
Internal Transfers	0	0	45 <sup>a</sup>	0	0	0
New Students	<u>55</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>55</u>	<u>55</u> <sup>e</sup>
Total Enrollment	55	0	45 <sup>b</sup>	0	55	55

<u>New Revenues</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
tuition	207,240	169,560	251,200
extension fund fees	95,040	77,760	115,200
other sources	<u>0</u>	<u>0</u>	<u>0</u>
Total new revenue	302,280	247,320	366,400

See attached description for explanation.

<u>New Expenditures</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Faculty (FT)	100,000 <sup>c</sup>	100,000 <sup>d</sup>	200,000 <sup>f</sup>
Support Staff (FT)	35,000	35,000 <sup>d</sup>	60,000 <sup>g</sup>
Support Staff (PT)	4,800	4,800	9,600
Library	No additional funds needed, additions are already in progress.		
Equipment	46,120	41,170	0
Other (adjunct faculty)	<u>16,740</u>	<u>16,740</u>	<u>33,480</u>
Total New Expenditures	202,660	197,710	303,080

<sup>a</sup> These are the students continuing from the first year

<sup>b</sup> Approximately 10% attrition is expected in the second year for each cohort

<sup>c</sup> This represents three new hires

<sup>d</sup> These are not new expenditures but are the continuing expenditures for the faculty hired in the prior year

<sup>e</sup> Part-time students will take 2/3 of a full-time load and graduate in three years instead of two years.

<sup>f</sup> \$100,000 of this are for two new faculty hires. The balance is the continuing expenditures for the four faculty previously hired.

<sup>g</sup> \$25,000 of this is new expenditure and the remainder is a continuation from the prior two years

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**Explanation of revenue calculations:**

Two-year MBA program tuition breakdown per student based on current Board established procedures and policies.

Year 1	Fall	1884	
	Intersession	432	
	Spring	1884	
	Summer 1	864	
	Summer 2	432	
	Summer 3	432	
Year 2	Fall	1884	
	Intersession	432	
	Spring	1884	
	Summer 1	432	
	Summer 2	<u>432</u>	
Totals	Extension Fund	3,456	Per Year: 1,728
	General Fund	<u>7,536</u>	<u>3,768</u>
		10,992	5,496

Students will be billed twice each year; \$3,000 in August, and \$2496 in February.

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## Year One Equipment - Multimedia Authoring System

This project would give faculty the capability to create classroom presentations that make use of the newest aspects in Instructional Technology. Instructors would be able to select from various media available and refine their presentations to a professional standard.

80486 workstation with 200MB hard-drive	\$2,120.00
16MB RAM memory	1,200.00
presentation preview wand 2 @ \$1,600.00	3,200.00
Pinnacle recordable CD-Writer	3,995.00
Recordable CD's 20 @ \$39.00	780.00
Multi-Media Kit	600.00
PowerPoint	495.00
Authoring Software	667.00
Portable CD-ROM	1,200.00
	<hr/>
Total Estimated Cost	\$14,257.00

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### Year One Equipment - Network

This project is designed to give the School of Business an independent computer network that would enable continuous faculty/student interaction through conferencing software. In addition there would be the capability to share resources in the form of both software and hardware.

Databases on both CD-ROM and disk could be available to students and faculty that would allow for research to be conducted in a cooperative manner.

The following estimate is based upon a 37 user installation throughout the Southern Connecticut State University Campus.

Pathworks network communication software. 37 users @ \$190.00 each	\$7030.00
Conferencing Software	2100.00
Twisted Pair Ethernet PC to Wall connectors 37 users @ \$79.00 each	2923.00
Ethernet 90T 8 port Hub cards 5 @ \$1174.00	5870.00
Ethernet 90C 6 port Hub Card 1 @ \$1265.00	1265.00
Maintainance Tools	300.00
	<hr/>
<b><u>Estimated Total</u></b>	<b><u>\$19,488.00</u></b>

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**Year One Equipment - VAX File Server Disc Storage**

This project will allow for faster and more efficient running of the School of Business network system, and make possible the interactive conferencing features of the network. This project is closely related to the network project scheduled for year one.

Expansion Box SZ12Q-QA Contains (2) 2GB expansion drives	\$4,020.00
4 GB 4mm DAT tape backup device	1,892.00
Low density to low density BC19J SCSI cables 2 @ \$86.00 each	172.00
Auxilliary SCSI port for VAX 3100 model 90	1,546.00
Installation	611.00
4mm DAT tapes	300.00
	<hr/>
<u>Total Estimated cost</u>	<u>\$8,541.00</u>

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**Year One Equipment - Multiple CD-ROM network system**

This project will allow for the on-line maintainance of multiple CD-ROM databases and programs. These databases are an established and still growing technology in which the School of Business has much interest.

Digital InfoTower 7 bay CD-ROM tower SZ18A-DA	\$3,450.00
Cable to SCSI Port 9 foot length	106.00
PC SCSI port FR-PCTAZ-CA	199.00
Thinwire EtherNet connection	79.00

Total Estimated Cost      \$3,834.00

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### Year Three Equipment - Portable presentation stations

This project will give faculty the ability to perform professional level presentations without the requirement of special Instructional Technology rooms. This is especially important for classes that do not require full-time computer labs or for off-campus classes or conferences.

Portable PC -workstation	\$4,200.00
RGB - Video interface	700.00
Demonstration monitor	2,700.00
	<hr/>
Total Estimated Cost	\$7,600

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### Year Three Equipment - Distance Learning

This system would give an instructor the capability to teach through the use of various electronic and computer media. The instructor would lecture and be photographed through an automatic camera system. The instructor would also be able to switch through any variety of media while teaching.

The entire teaching session would then be recorded on a single VHS cassette that would hold the professors lecture and any presentations that were given.

Presentation computer system - Zenith 486 computer system with 200MB hard drive color monitor and software. CD-ROM player, -	\$3,420
Super-video for windows card - gives the capability to use video in computer presentations	\$1,000
RGB to composite video signal encoder - eliminates flicker when computer signals are recorded on videotape	\$1,500
Touchscreen computer - Amiga computer 8MB RAM 80 MB hard drive overlay two serial and one parallel port color monitor with touch screen capability	\$5,500
DynaCom system - six source capability, assembly rack wired installed and packaged	\$15,000
Three chip camera -	\$1,100
Wireless Microphone system	\$300
Follow cam device. - Burle tilt and pan device	\$2,000
Pioneer 8000 laser disc player - with 15 pin RS-232	\$2,300
Video recorder (2)	\$500
CD-I interactive disc system - with audio capability	\$450
<b>Total</b>	<b><u>\$33570</u></b>



## Appendix V

### Faculty List

In addition to the additional faculty that will be hired, the existing academically qualified full time faculty include the following persons. All are eligible to teach in the program.

**Leader, Alan H.**, Dean; BS and MS from University of Rochester; DBA from Indiana University.

**Abdelsayed, Wafeek**, Chairman, Department of Accounting; BBA from Hofstra University; MBA and MS from Adelphi University; ABD.

**Andoh, Samuel K**, Associate Professor; BA from University of Science and Technology (Ghana); MA from Virginia State College; PhD from New York University.

**Cottrill, Melville**, Associate Professor; BA from Hamilton College, JD, MBA from Rennsalaer Polytechnic Institute and PhD from University of Connecticut.

**Crakes, Gary M**, Chairman of Department of Economics; BA from Central Connecticut State University; MA and PhD from University of Connecticut.

**Curtis, Carey C**, Associate Professor; BA from Vassar College; MAT from Wesleyan University; MBA from the University of Hartford; Sc.D. from University of New Haven.

**Durnin, Ellen**, Assistant Professor. B. A., Wagner College; M. S., Cornell University/Baruch College; ABD, Baruch College.

**Frank, Ellen J**, Professor; BA from Queens College; MS and PhD from Purdue University.

**Gebremariam, Yilma**, Assistant Professor; BS and MPA from Arizona State University; MA and PhD from University of Southern California.

**Hsiao, James**, Professor; BS from Chung-Hsing University; MS from Michigan State University; PhD from University of Connecticut.

**Hsu, Dave Y.C.**, Professor; BA and MA from Taiwan Provincial Chung Hsing University; PhD from Cornell University.

**Javian, Setrak**, Associate Professor; BS from Boston University, PhD from Case Western Reserve University.

**Kidney, James, A**, Chairman of Department of Management; BS from Yale University, MS from MIT; PhD from U.C.L.A.

**Kirsch, William**, Associate Professor. B.A., Duquesne University; Ph. D., Dropsie College; MA, MBA and Ph. D., University of South Carolina.

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**Laird, Ken**, Chairman, Department of Marketing; BA, University of Maryland; MBA, Cuny-Baruch College; Sc. D., University of New Haven.

**Lodha, Shyam, S**, Professor; M. Comm and LLB from University of Rajasthan; MBA from Michigan State University; PhD from University of Jodhpur.

**Lueder, Sandra**, Associate Professor; BA from University of Wisconsin; MCP from University of Cincinnati; MBA from University of Connecticut.

**Mills, Judith**, Associate Professor, BA from UNY, ABD.

**Morgan, Alfred**, Professor; AB and MA from University of Georgia; MA and PhD from Harvard University.

**Mostaghimi, Mehdi**, Associate Professor; BA from National University of Iran; MS from Western Michigan University; PhD from University of Virginia.

**Nangia, Madan**, Associate Professor; BA and MA from University of Punjab; MBA from UCLA; PhD from New York University.

**Prasad, Durga**, Associate Professor; BSc from Lucknow University; LLB from Lucknow Law School; LLM from Barnas Law School; LLM and JSD from Yale University.

**Spence, Mark**, Assistant Professor. BA, California Polytechnic State University; MA, San Jose State University; Ph. D., University of Arizona.

**Thorson, James**, Assistant Professor. CBS, University of Wisconsin (Platteville); MA, PhD, University of Illinois at Chicago.

**Whelan, Frank E**, Professor; BS from University of New Haven; MA from Trinity College; EdD from Nova University.

STAFF REPORT: STUDENT LIFE COMMITTEE

ITEM: Amendments to the Guidelines for Student Rights and Responsibilities and Judicial Procedures in the Connecticut State University System

BACKGROUND: The Guidelines for Student Rights and Responsibilities and Judicial Procedures in the Connecticut State University System is a Trustees' policy document which provides a uniform set of student offenses and sanctions and a uniform set of judicial policies for administering them within the CSU System. The principle of "equal protection of the law" mandates that these offenses, sanctions, and procedures be uniform on all four universities.

Our Vice Presidents and Deans of Students have in recent months been telling us that our guidelines document is inadequate in helping them deal with student behavior involving the use of slurs, epithets, or extremely grievous insults based on race, ethnic origin, sexual orientation, or other cultural factors. This kind of behavior, the Vice Presidents and Deans, tell us, interferes with the ability of many students to study, work, or feel comfortable on campus.

What is presented for discussion at this time are proposals coming from the Vice Presidents and Deans of Student Affairs for:

- (1) A preamble statement to the Guidelines
- (2) A proposed amendment to offense #3
- (3) A proposed amendment to offense #24

ANALYSIS: The proposed preamble is intended to be a statement of values which explains the reasons for the Guidelines provisions which follow. It is intended to set a tone.

The proposed amendment to offense #3 suggests that a sentence recently added to this offense is too limiting and should be deleted. This offense is a disorderly conduct offense. We were recently advised by the Attorney General's Office that it should not be used to limit "constitutionally protected expression." Therefore, the following sentence was added:

"This does not apply to speech or other forms of constitutionally protected expression."

Using racial epithets which are not directed to specific individuals does not fit within the definition of the offense of "fighting words." Since it is "speech," it does not fit within offense #3 either.

Obviously, however upsetting "speech" is, it cannot be prohibited by the University if it falls into the category of "constitutionally protected expression." But not all speech is protected. We know that falsely shouting "fire" in a crowded theater is not protected. It may be that shouting ethnic or cultural epithets in a crowded multi-cultural society is not protected either. The standard of what is protected will evolve by court interpretation.

Therefore, a way to address legitimate concerns of Student Affairs personnel and students while also protecting constitutionally protected speech may be to delete the reference to "speech" in the second sentence and revise it to read: "This does not apply to constitutionally protected expression." Such a qualification would in fact exist whether it is stated or not.

The third proposal is for change to offense #24. This offense declares that any student who commits the following actions is potentially subject to suspension or dismissal from the university:

"Violation of published university policies, rules, and regulations relating to: alcohol, Student Center, student activities, pets on campus, selling and soliciting, smoking..."

It is proposed to end the offense after the work "regulations" at the end of the second line, above.

To make this change would leave the regulation very open ended. It introduces total latitude as to what rules and regulations may be adopted by individual universities.

Staff has considerable doubt whether this change can be regarded as appropriate, but it is also acknowledged that this provision has always had an aura of vagueness about it. It is a necessary provision, and staff believes that the revision requires further thought and discussion.

**PRESIDENT'S  
RECOMMENDATION:**

Discuss these proposed changes but do not take action at this time. Consider the need for campus hearings on these changes.