



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE - AGENDA

Friday November 2, 2012, 9:30 a.m. to 11:30 a.m. -- 39 Woodland St., Hartford, CT 06105

1. Approval of Minutes

CONSENT CALENDAR

2. Academic Program Approvals

- Accreditation
 - Musical Theatre (BA) [*Western CSU*]

3. Institutional Accreditation

- University of Connecticut

ACTION ITEMS

4. Academic Program Approvals

- Accreditation
 - Railroad Engineering Technology (AS) with Option in Signaling and Communications [*Gateway CC*]

5. Continuation of State University Centers and Institutes

- Center for Multicultural Research and Education [*Central CSU*]
- Henry C. Lee Institute for the Study of Crime and Justice [*Central CSU*]
- Institute for Municipal and Regional Policy [*Central CSU*]
- Center for Coastal and Marine Studies [*Southern CSU*]
- Center for Excellence in Mathematics and Science [*Southern CSU*]
- Center for Business Research [*Western CSU*]

6. Endowed Chairs Report to Office of Higher Education

DISCUSSION ITEMS

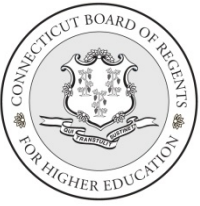
7. Review of Guidelines Regarding Centers and Institutes at State Universities

8. Update on Public Act 12-40 An Act Concerning College Readiness and Completion

INFORMATION ITEMS

- Non-substantive Change
 - Name change of a Minor in Library Information Services to Information Management and Services [*Southern CSU*]
 - Addition of Concentrations (9 credits) to the Master of Business Administration [*MBA*]
- Discontinuation of Connecticut State University Center
 - Center for Educational Excellence [*Eastern CSU*]

9. Other Updates



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – October 5, 2012
9:30 a.m. – 39 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris (Chair), Naomi Cohen, Lawrence DeNardis, Yvette Melendez, Michael Fraser (via conference), Alex Tettey (via conference)

Regents Absent: Nicholas Donofrio, Catherine Smith

Staff Present: David Levinson, Elsa Núñez, Braden Hosch, Pamela Coleman, Maureen McClay

Other Attendees: Shirley Adams (COSC), Cathryn Addy (TXCC), Mary Ann Affleck (CCC), Alan Barkley (HCC), JoAnn Black (QVCC), Cindi Brassington (QVCC), Amy DeSonia (QVCC), Brian Donahue-Lynch (QVCC), Stephen Ersinghaus (TXCC), Rhona Free (ECSU), Ira Hessmer (CCC), Robert Hickey (CCC), Marianne Kennedy (SCSU), Miah La Pierre (CCC), Wilfredo Nieves (CCC), Lester Primus (CCC), Michael Rooke (TXCC), Elizabeth Steeves (HCC),

Chair Merle Harris called the meeting to order at 9:35 a.m. Minutes were approved unanimously.

Consent Agenda was unanimously approved with a motion by Yvette Melendez, seconded by Larry DeNardis. Consent items included recommendations for the following academic program approvals

- Licensure of BA in Environmental Studies (University of Connecticut)
- Modification – Certificate - Health Claims Processing name change (Tunxis CC)
- Modification – MS – Computer Science course modifications (Southern CSU)
- Modification – MS – Teaching English as a Second Language name change (Central CSU)
- Termination – MS – Spanish (Central CSU)
- Termination – GR Certificate – Global Leadership and Literacy (Central CSU)

Action Items

Academic Program Approvals

Licensure

- Quinebaug Valley CC – Business Administration Option in Health Care Management Services (AS). Dean DeSonia and Allied Health Professor Cindi Brassington presented and described program. Dr. Hosch noted prior approval by the State Advisory Committee on Accreditation and pointed out aggressive enrollment projections. Additional information by Prof. Brassington noted college worked closely with outside

medical offices who indicated a considerable need. College expected to meet enrollment projections.

Motion to recommend licensure for a period of three years until October 31, 2015.

Moved by Mr. Tetty, seconded by Ms. Melendez. Unanimously approved.

- Quinebaug Valley CC – Computer Services (AS) Option in Web Development. Dr. Hosch presented overview noting approval by State Advisory Committee on Accreditation and mentioning financials were based on aggressive enrollment projections. Description and background were presented by Dean DeSonia. There were no issues.

Motion to recommend licensure for a period of three years until October 31, 2015.

Moved by Mr. DeNardis, seconded by Ms. Melendez. Unanimously approved.

- Capital CC – Construction Management (AS and AAS). Dr. Hosch provided overview noting differences between AS and AAS degrees and introduced college representatives. President Nieves stated process included partnering with community, businesses and Hartford public schools addressing needs of all. Dean Affleck added background information and financials. Guest Robert Hickey, program consultant from CCSU, added industry statistics and needs. Discussion encompassed responsiveness to needs and community and timetable of program including students progression into field.

Motion to recommend licensure for a period of three years until October 31, 2015.

Moved by Ms. Cohen, seconded by Ms. Melendez. Unanimously approved.

Accreditation

- Tunxis CC – New Media Communication. Dr. Hosch offered overview and presented amended language providing for progress reports. Dean Rooke described program, enrollments and need throughout State with expectation of high growth. Tunxis would be one of first in state with potential of numerous other institutions to grow in field.

Ms. Cohen moved recommendation for accreditation, Mr. DeNardis seconded.

Unanimously approved.

- Housatonic CC – Pathway to Teaching Careers (AS). Dr. Hosch provided overview. Dean Barkley introduced Professor Elizabeth Steeves who gave summary of program and strengths, including transfer to SCSU, addressing STEM need and other shortage areas. Chair Harris noted need for pathway to education.

Motion for recommend accreditation by Ms. Melendez, seconded by Mr. DeNardis.

Unanimously approved.

Discussion ensued re changes in review process by Committee. Dr. Hosch noted revision of process, including forms will provide better basis and projections for program approval. Role of committee will be determined when revised process and forms completed. Projection for completion of forms and subsequent review is December.

Licensure and Accreditation

- Quinebaug Valley CC – Web Design (C2). Dr. Hosch provided overview noting a short-term certificate needed simultaneous licensure and accreditation. Dean DeSonia gave description and focus. Question by Ms. Cohen triggered discussion of marketing practices.

Motion to recommend simultaneous licensure and accreditation by Ms. Cohen, seconded by Ms. Melendez. Unanimously approved.

Institutional Accreditation

Dr. Hosch distributed a summary for five institutions and presented an overview noting standards, notable findings and areas for follow-up. It was recommended the Board accept all five NEASC accreditation approvals. Each institutions' representatives offered summations of review and report. Motions were made and approved as follows:

- **Capital CC – motion to recommend accreditation by Ms. Cohen, seconded by Mr. DeNardis. Unanimously approved.**
- **Charter Oak SC – motion to recommend accreditation by Mr. DeNardis, seconded by Ms. Cohen. Unanimously approved.**
- **Quinebaug Valley CC – motion to recommend accreditation by Ms. Melendez, seconded by Mr. DeNardis. Unanimously approved.**
- **Southern CSU – motion to recommend accreditation by Mr. DeNardis, seconded by Ms. Melendez. Unanimously approved.**
- **Tunxis CC – motion to recommend accreditation Ms. Cohen, seconded by Mr. DeNardis. Unanimously approved.**

CSU Teaching and Research Awards

Chair Harris noted the question of continuing the CSU Teaching and Research Awards and expanding to all 17 institutions or ending the practice. Discussion noted a need for additional study to review possibility of extending to all institutions.

There was a motion to recommend suspension of the CSU Teaching & Research Awards for 2013 for purposes of evaluation - moved by Ms. Cohen, seconded by Ms. Melendez, unanimously approved.

Additional item re Governance Standards. Dr. Hosch stated BOR Counsel Ernestine Weaver will be looking at policies and standards from both systems. The item will be put on a future agenda.

Information Item

- Non-Substantive Change – Minor in Leadership Development (SCSU)

Adjournment

Meeting was adjourned at 11:50 a.m. with a motion by Mr. DeNardis, seconded by Ms. Melendez and unanimously approved.

ITEM

Accreditation of a program in Musical Theatre leading to the bachelor of arts (B.A.) degree at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Musical Theatre leading to the bachelor of arts (B.A.) degree at Western Connecticut State University for a period of time concurrent with institutional accreditation

BACKGROUND

In 2009, the Board of Governors for Higher Education licensed a program in Musical Theatre leading to a Bachelor of Arts (B.A.) degree at Western Connecticut State University. The program is interdisciplinary in nature and is housed in the Department of Theatre Arts, with supporting courses provided by the Department of Music and the Department of Health Promotion and Exercise Science (Dance Workshop). Easy access to New York City and the ability to work directly with performers, directors and choreographers, makes it possible for WCSU to provide rich resources in the Performing Arts. Enrollments have slightly exceeded projections.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer awards (CGS 10a-34).

Staff review of the accreditation application has determined that the program remains consistent with the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning.

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on November 1, 2012, which will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

DESCRIPTION*Purposes and Objectives*

Musical Theatre program conforms to the guidelines of the National Association of Schools of Theatre (NAST). The University may apply for accreditation after four years of implementation and graduates demonstrate the success of the program.

Students receive training in three performance areas: acting, singing and dance. In theatre Arts, students complete acting classes at all levels, including acting styles. In Music, students receive individual vocal instruction and classes in music theory, sight singing, and keyboard competency. In the area of dance, musical theatre students complete classes in movement and dance for theatre. There will be introductions to ballet, jazz, and/or modern dance.

Administration

The program will be overseen by the Chair of the Department of Theatre Arts who reports to the Dean of the School of Visual and Performing Arts.

Admissions

Students will meet the requirements of undergraduate admission to the University and must audition with faculty in the Department to assess basic entry level skills in singing, acting and movement/dance. The assessment must occur before the sophomore year.

Enrollment

The program was planned for full implementation in the fall 2010 semester with a maximum of 12 students, including internal transfers. The University anticipated accepting 4 – 6 new students each year dependent on space availability. The first graduation for students of this program is planned for spring 2013.

| Headcount Enrollment | Fall 2010 | Fall 2011 | Fall 2012 |
|----------------------|-----------|-----------|-----------|
| Projected | 12 | 17 | 22 |
| Actual | 8 | 23 | 29 |
| Difference | -4 | 6 | 7 |

Curriculum

The curriculum combines pre-existing courses and two new courses. Students fulfill professional studies in a liberal arts context.

The Musical Theatre Major: 54 credit hours

| Course | Title | Credits |
|---------|------------------------|---------|
| THR 150 | Performance Techniques | 3 |
| THR 181 | Acting I | 3 |
| THR 182 | Technical Theatre I | 3 |
| THR 260 | Voice and Diction | 3 |
| THR 279 | History of Theatre | 3 |
| THR 281 | Acting II | 3 |
| THR 284 | Costume and Makeup | 3 |
| THR 300 | Production Lab | 5 |

| | | |
|--------------------------------|---------------------------------|----|
| THR 370 | Cabaret Performance | 3 |
| THR 371 | Musical Theatre Workshop | 3 |
| THR 388 | Acting III | 3 |
| THR 490 | Senior Portfolio | 3 |
| MUS 108 | Music Theory I | 2 |
| MUS 114/115 | Sightsinging/Eartraining I & II | 4 |
| MUS 125/126 | Keyboard Competency | 1 |
| MUS 182/183 | Applied Voice | 6 |
| 1 elective from the following: | | 3 |
| THR 255 | Performance Techniques | |
| THR 285 | Body Movement and Mime | |
| THR 387 | Production and performance Lab | |
| THR 389 | Auditioning Techniques | |
| THR 390 | Play Production | |
| THR 402 | Honors Seminar in Theatre Arts | |
| Total | | 54 |

Free Electives: 32 credit hours

General Education: 6 credit hours in the major count toward the Humanities requirement. Students must complete an additional 9 credit hours in Humanities, including:

- Intro to Drama, Shakespeare I or Shakespeare II
- Dance Workshop
- Music History and Appreciation

12 credits in Social and Behavioral Science, 10 credit hours in Natural Science and Math, 2 credits in Physical Education

Total degree: 122 credit hours.

RESOURCE SUPPORT

Faculty

Four full-time faculty from Theatre Arts teach in the program, and 20 adjuncts and guest artists have provided instruction in the program. Faculty from the Music Department, and part-time faculty in Dance also teach students in this program.

Library and Learning Resources

The Ruth Haas Library at WCSU holds numerous scores, libretti, and sound recordings for Operas and Musicals. The library also has a considerable collection of video recordings, books and periodicals.

Facilities and Equipment

The School of Visual and Performing Arts Instructional Center is on schedule to be completed in March 2014. SVPA departments will move into the facility in summer 2014 and classes will begin in the building in the fall 2014 semester. When completed, the building will boast a 350-

seat concert hall, 350-seat theater, art gallery, recording studio and state-of-the-art rehearsal, classroom and studio art facilities.

The new facility has been designed by an award-winning team of architects and technical consultants, led by the architectural firms of Holzman/Moss/Bottino and Amenta/Emma.

ITEM

Institutional Accreditation of the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions and grant accreditation to the University of Connecticut until November 30, 2017

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless the Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

The University of Connecticut was last accredited by the Board of Governors for Higher Education in December 2009, and recently submitted its fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. NEASC accepted the report. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

RATIONALE

The response provided by NEASC accepted the College's report, effectively continuing the institution's regional accreditation. In issuing its evaluation, NEASC identified the following noteworthy findings in that the University:

- brought more coherence to its Academic Plan through the adoption of integrated goals, strategies, and areas of excellence
- improved planning processes that have led to a better alignment of human resources targeted to areas identified in the Academic Plan
- maintained financial stability in spite of decreased state appropriations and declining endowment income by implementing cost-cutting measures and increasing revenues
- provided a report with detailed descriptions and appraisals for each of the eleven standards demonstrating how the institution addresses the standard and delineating specific concerns prompted by each of the standards
- completed data forms carefully, which provided relevant data for understanding the institution's fulfillment of the standards; assessments provided in the narrative materials were corroborated by the data forms

Areas for follow-up included:

- implementing the Academic Plan, with emphasis on goals for faculty hiring, student/faculty ratios, the number of tenure-track faculty, the gender and ethnic diversity among the faculty, and the effectiveness of teaching evaluation methods Maintaining financial stability in the face of continuing state budget cuts, a significant reliance upon soft money to support improvements in academic programs, and the recent legislatively mandated merger of the community college system with the state university system
- continuing to implement a comprehensive approach to the assessment of student learning, with emphasis on the assessment of general education, and on ensuring that all academic departments collect, analyze, and use assessment data for improvement
- achieving the institution's goal to reduce the graduation-rate gap between minority and non-minority students, and providing evidence of the success of initiatives to support the goal, with particular attention given to student advising
- continuing to ensure financial stability, with emphasis on the University's success in maintaining reserves and generating new revenue, including through private fundraising
- repairing or replacing buildings based on the UCONN 2000 plan

10/05/12 – BOR-Academic and Student Affairs Committee

10/18/12 – Board of Regents

ITEM

Accreditation of a program in Railroad Engineering Technology leading to an Associate of Science (A.S.) degree with an Option in Signaling and Communications at Gateway Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accredit a program in Railroad Engineering Technology leading to an Associate of Science (A.S.) degree with an Option in Signaling and Communications at Gateway Community College for a period of time concurrent with institutional accreditation, and be it further resolved that the College will provide the Academic and Student Affairs Committee a progress report on enrollment by November 30, 2014

BACKGROUND

Gateway Community College has requested accreditation of a program in Railroad Engineering Technology leading to an Associate of Science (A.S.) degree with an Option in Signaling and Communications. The program was licensed by the Board of Governors for Higher Education in 2010. The degree program emphasizes railroad electromechanical systems for maintaining and repairing railcars. The option focuses on maintaining and repairing rail line and railcars where signaling and communications systems are used. This is the only degree program of its kind in the state and was developed in consultation with Metro North and the rail industry in the area. Fall 2012 headcount enrollment of 51 is 44 students below the projected enrollment of 95 headcount in the second year of operation.

Degree and certificate programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer awards (CGS 10a-34).

Staff review of the accreditation application has determined that the program remains consistent with the standards for quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, but since the program has not met enrollment projections in the first two years, additional monitoring of the program for viability may be warranted.

The program will be considered by the statewide Advisory Committee for Accreditation (ACA) on November 1, 2012, which will forward a recommendation to the Board of Regents. Action from the BOR-ASA is contingent upon a favorable recommendation from ACA.

DESCRIPTION

Purposes and Objectives

This degree program prepares students for employment in the railroad industry within a career path for maintaining and repairing railcars through a degree orientation in electromechanical equipment. Graduates are prepared for technical application exams administered by Metro North Railroad, Amtrak, Long Island Railroad, NJ Path, and the New Haven/Hartford commuter railroad. The program reflects current skills needed within job positions that require electromechanical knowledge and skills.

Learning Outcomes

Upon successful completion of all program requirements, graduates should be able to:

- Demonstrate and have an understanding of typical railroad rules and regulations including changes that are a result of accidents and imposed by Homeland Security
- Demonstrate a basic understanding of career opportunities within the railroad industry with an Electromechanical oriented degree

Electromechanical Degree:

- Demonstrate a basic understanding of the operation of railcar electromechanical systems
- Conduct entry level troubleshooting and repairs of electromechanical systems on railcars
- Be prepared to take an application exam on electromechanical skills for employment in the railroad industry

Signaling & Communications Option:

- Demonstrate a basic understanding of the operation of rail line and railcar signaling and communication systems
- Conduct entry level troubleshooting and repairs on signaling and communications systems along rail lines and on railcars
- Be prepared to take an application exam on signaling and communications skills for employment in the railroad industry

Administration

The program is coordinated by the Paul Silberquit, Division Director of the Engineering and Applied Technologies Division.

Enrollment

Actual enrollments have fallen short of projected enrollments. While the 31 full-time students enrolled in fall 2012 is 11% below the projected number of 35, the actual number of part-time students enrolled in fall 2012 was 20, which represents just one third of the projected enrollments.

| | Fall 2011 | | | Fall 2012 | | | Fall 2013 | | |
|------------------------------|-----------|-----|-----|-----------|-----|-----|-----------|-----|-----|
| | FT | PT | Tot | FT | PT | Tot | FT | PT | Tot |
| Projected Enrollment | 15 | 25 | 40 | 35 | 60 | 95 | 65 | 100 | 165 |
| Actual Enrollment | | | | | | | | | |
| Railroad Engineering Techn. | 9 | 10 | 19 | 26 | 15 | 41 | -- | -- | -- |
| -Opt. in Signaling and Comm. | 5 | 1 | 6 | 5 | 5 | 10 | -- | -- | -- |
| Total Actual Enrollment | 14 | 11 | 25 | 31 | 20 | 51 | -- | -- | -- |
| Difference | -1 | -14 | -15 | -4 | -40 | -44 | -- | -- | -- |

Curriculum

The curriculum for Railroad Engineering Technology Associates in Science degree is comprised of 65-66 credits. Courses from the Electrical Engineering Technology and Mechanical Engineering Technology programs provide students with a foundation of electrical and mechanical concepts that are utilized in the Railroad Engineering Technology courses. No significant changes have been made since licensure.

| | |
|----------------------------|------------|
| General Education | 25 credits |
| RET Common Core | 26 credits |
| Electromechanical | 14 credits |
| Signaling & Communications | 15 credits |

RESOURCE SUPPORT

Faculty

The Program Coordinator is also a full-time faculty member. The railroad engineering technology courses are taught by part-time faculty from the railroad industry. All faculty meet the Board's minimum standard of holding a master's degree.

Library and Learning Resources

Gateway Community College's libraries have 13 print titles in the collection to support the program. In addition, to the printed titles, Gateway has access to electronic databases through the college's online catalog system. The college has allocated \$400 per year for acquisitions related to the proposed program.

Facilities

Course instruction in specialized topics and equipment that cannot be transported to the college are conducted on rail road property. Transportable equipment and lab components are currently being collected by rail road companies; some of which may be donated to the college for permanent ownership.

ITEM

Continuation of the Center for Multicultural Research and Education at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Multicultural Research and Education at Central Connecticut State University until December 31, 2017

BACKGROUND

The Center for Multicultural Research and Education at Central Connecticut State University was authorized in 2002 by the CSU Board of Trustees (BR 02-56) and was reauthorized in 2007 to continue until December 31, 2012 (BR 07-60). The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the Center for Multicultural Research and Education be continued.

RATIONALE

The Center for Multicultural Research and Education was authorized by the CSU Board of Trustees in 2002 by a Resolution and is housed in the Department of Educational Leadership within the School of Education and Professional Studies. The Center was originally established in 1991 to support the institution’s commitment to become a metropolitan university in partnership with schools and universities of the greater Hartford region. Its mission is to serve as a resource in providing professional development support and technical assistance for university and school faculty and administrators in individual and systemic change for education that is multicultural. All costs associated with Center activities are covered through fees for services, grants, support from the National Association of Multicultural Education (NAME), and conference registration fees.

Existent Center activities to achieve 4 or its 5 goals include:

- An annual regional conference on multicultural education
- Faculty development workshops
- Grant development
- Leadership program in adventure and diversity with Bristol Public Schools
- Editing and hosting NAME’s national scholarly journal, published quarterly
- Workshops of writing for publication
- Participation on the School of Education and Professional Studies’ Diversity Committee

The Center’s most prominent activity is its annual conference which typically attracts an audience of 500 to 800 attendees. The conference, a collaborative endeavor under the Center’s leadership, provides opportunities for college and PK-12 teachers and administrators, school board members, parents, students and community activists to:

- learn ways to reduce racial, ethnic, and economic isolation;
- learn about innovative programs that infuse multicultural education into the curriculum;
- learn about effective strategies to increase student achievement among diverse students;
- learn about the work of exceptional individuals and programs engaged in multicultural education; and
- explore ways of working towards equity in our schools, communities, and society

In its five-year review, the Center concludes from lessons learned that with very limited resources, it has been able to address the majority of its goals in manners that produce high quality results while it acknowledges having to suspend work on its goal to support research in building curriculum that is multicultural and systemic change towards a culturally responsive pedagogy.

BUDGET

| Summary of Revenues and Expenses | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | \$12,722.35 | \$12,562.10 | \$12,076.99 | \$12,097.61 | \$10,770.40 |
| Total Revenues | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,500.00 | \$2,000.00 |
| Total Expenses | \$2,660.25 | \$2,985.11 | \$2,479.38 | \$3,827.21 | \$2,274.14 |
| Revenues Less Expenses | (\$160.25) | (\$485.11) | \$20.62 | (\$1,327.21) | (\$274.14) |
| Ending Balance | \$12,562.10 | \$12,076.99 | \$12,097.61 | \$10,770.40 | \$10,496.26 |

Budget Narrative (*Provide any important context about revenues and expenses, including encumbrances extending beyond FY 2012*)

Funding support for the Center has come from a variety of sources and contracts initiated by Dr. Lisi. University based support for the Center has been limited to 3 semester hours (fall and spring semesters) reassigned time for Dr. Lisi. The Center director has received periodic funding support from the Dean of the School of Education and Professional Studies for specific activities (e.g. the Dean's office has covered the registration fees for any SEPS faculty wishing to attend the statewide multicultural conference).

Revenue generated from Center service activities (e.g. partnership project with the Bristol Public Schools) has provided additional funds for a very modest operational budget, housed in the Foundation account for the Dean of the School of Education and Professional Studies. These funds have been used to support activities such as the Center's co-sponsorship of the annual New England conference on multicultural education, campus invited speakers, and travel for Dr. Lisi to annual conferences for NAME. All production costs for the journal, including editorial assistants, are covered through the professional organization. Dr. Lisi does not receive fees for work with the journal.

ITEM

Continuation of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University until December 31, 2017

BACKGROUND

The Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University was established in 2002 by the CSU Board of Trustees (BR 02-04) and was authorized in 2007 to continue until December 31, 2012 (BR 07-58). The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the Henry C. Lee Institute for the Study of Crime and Justice be continued.

RATIONALE

The Institute for the Study of Crime and Justice (ISCJ) was established by Board of Trustees Resolution in February of 2002 and resides within the Department of Criminology and Criminal Justice at Central Connecticut State University. It is operated by Department faculty and serves as the community engagement arm of the Department.

The mission of the ISCJ is to disseminate theoretical, scientific, and practical knowledge pertaining to crime and justice to inform local, state, and federal criminal and juvenile justice policy. The ISCJ engages in a variety of activities including program evaluation, risk assessment development, creation of evidence-based programs and interventions, survey research, staff training and development, and technical assistance. The ISCJ activities allow for active engagement of undergraduate and graduate students in research activities to facilitate the development of stronger analytical and communication skills.

Since its inception in 2002, the ISCJ has received a large amount of funding through federal and state grants as well as local contracts. Since 2007, the ISCJ brought \$1,023,400 of outside funding to CCSU. The ISCJ has been very successful in meeting goals set forth during its last fifth year reauthorization. Most notable have been the high amount of scholarly work produced by ISCJ staff (5 published books, 32 peer-reviewed academic journal articles, 13 book chapters, and 103 presentations at academic conferences); the large amount of work ISCJ staff has performed for Connecticut criminal justice agencies (12 externally funded contracts and grants, completion of 16 technical reports, the creation of 14 different training seminars for criminal justice agency staff, 10 invited speaking engagements, and twice being asked to testify to subcommittees of the Connecticut General Assembly); and the extensive collaboration ISCJ staff has had with criminal justice agencies and programs (work with 18 different agencies, having

ISCJ faculty invited to be on the Board of Directors for non-profit agencies, and the creation of a “college police academy” with the West Hartford Police Department.

BUDGET

| Summary of Revenues and Expenses* | | | | | |
|--|--------------------|--------------------|---------------------|---------------------|--------------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | \$0.00 | \$32,810.97 | \$83,593.48 | \$121,245.65 | \$89,102.30 |
| Total Revenues | \$374,765.07 | \$299,391.24 | \$208,389.77 | \$82,330.50 | \$58,523.13 |
| Total Expenses | \$341,954.10 | \$248,608.73 | \$170,737.60 | \$114,473.85 | \$74,898.90 |
| Revenues Less Expenses | \$32,810.97 | \$50,782.21 | \$37,652.17 | (\$32,143.35) | (\$16,375.77) |
| Ending Balance | \$32,810.97 | \$83,593.48 | \$121,245.65 | \$89,102.30 | \$72,726.53 |

Budget Narrative *(Provide any important context about revenues and expenses, including encumbrances extending beyond FY 2012)*

The ISCJ does not have an allocated operating budget and is dependent on external funding for all activities and staff time. For FY2008 to FY2012, the ISCJ received \$1,023,400. The expenses are all directly related to contract/grant activities such personnel, supplies, and indirect costs.

*These figures were recalculated by staff, and assumes a \$0.00 balance at start of FY '08

ITEM

Continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Institute for Municipal and Regional Policy at Central Connecticut State University until December 31, 2017

BACKGROUND

The Institute for Municipal and Regional Policy at Central Connecticut State University was established in April 2002 by the CSU Board of Trustees (BR 02-25) and was authorized in 2007 to continue until December 31, 2012 (BR 07-59). The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Miller has recommended that the authorization for the Institute for Municipal and Regional Policy be continued.

RATIONALE

The Institute for Municipal and Regional Policy (IMRP) was established in April 2002 by Resolution of the CSU Board of Trustees, and it is organized within the Center for Public Policy and Social Research as a non-partisan, university-based organization whose mission is to develop, shape and improve public policy on issues of municipal, regional and statewide importance. Initially, the Institute was created by the state legislature and subsequently transferred to its academic setting with its remaining assets and operational funding. A modification of its focus in 2007 moved IMRP to work towards shaping public initiatives that benefits towns and regions, through applied research and community engagement.

To pursue attainment of its mission, IMRP undertakes a number of public initiatives:

Children of Incarcerated Parents – IMRP is contracted by the state and community-based organizations to oversee services administered to children with an incarcerated parent; evaluate the effectiveness of those services; conduct research on this population; and promote sound, evidence-based policy.

Racial Profiling Prohibition Project – IMRP in consultation with state agencies established an advisory board to help oversee the design, evaluation and management of the racial profiling study mandated by state statute. IMRP will work with this board and other appropriate parties to enhance the collection and analysis of traffic stop data in the state.

Results First – IMRP heads a cross-agency working group developing an evidence-based model for policymakers to learn effective ways to allocate scarce state funds – an initiative funded by a major national foundation.

Sentencing Commission – IMRP staffs the Connecticut Sentencing Commission, established by state statute to review on an ongoing basis criminal justice and sentencing policies and laws of the state.

Racial and Ethnic Disparity Commission – IMRP was chosen via an RFP to provide technical and administrative assistance to this permanent commission, established by state statute.

CT Reentry Roundtable Collaborative – IMRP provides assistance in the coordination and oversight of an urban collaborative of reentry roundtables – grassroots efforts to identify and address common needs and gaps in services to local residents returning from the state's correctional facilities.

Additionally, IMRP produces ***Release***, a student drive online publication devoted to: (1) informing and empowering ex-offenders regarding organizations providing them with services, and (2) educating the public as to what it can do to stem recidivism.

IMRP will expand its focus and work beyond criminal justice matters, to include a greater array of research and policy areas, as envisioned when the IMRP was originally established at CCSU. The IMRP will provide a forum for the study, research and discussion of regional problems and topics of concern to the state, municipalities and citizens including but not limited to criminal/social justice, veterans issues, transportation, environmental sustainability, economic development, education and housing. The Institute shall provide services such as training programs, applied research and public policy development utilizing CCSU faculty and students, and shall use the University's Community Engagement Model, wherever practical.

BUDGET

| Summary of Revenues and Expenses* | | | | | |
|--|--------------------|---------------------|---------------------|---------------------|---------------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | | \$66,662.00 | \$119,448.00 | \$188,256.30 | \$498,851.29 |
| Total Revenues | \$125,000.00 | \$125,000.00 | \$764,901.05 | \$1,057,201.00 | \$1,051,499.95 |
| Total Expenses | \$58,338.00 | \$72,214.00 | \$696,092.75 | \$746,615.01 | \$1,112,231.98 |
| Revenues Less Expenses | \$66,662.00 | \$52,786.00 | \$68,808.30 | \$310,594.99 | (\$60,732.03) |
| Ending Balance | \$66,662.00 | \$119,448.00 | \$188,256.30 | \$498,851.29 | \$438,119.26 |

Budget Narrative (*Provide any important context about revenues and expenses, including encumbrances extending beyond FY 2012*)

The IMRP received a transfer of funds from CIMS (Connecticut Institute for Municipal Studies) for the amount of \$95,000. In FY03 the IMRP received a direct appropriation of **\$100,000** from the Connecticut General Assembly (CGA). In subsequent fiscal years, this annual appropriation increased to **\$125,000**. Additionally, beginning in FY10, the IMRP began receiving a \$100,000 annual appropriation that had previously been awarded to the ISCJ. Since FY08, the IMRP has been receiving \$500,000 a year in direct appropriations to administer the CIP initiative.

Beginning in FY11, it began receiving an additional \$300,000 per year via the Judicial Branch for CIP as well. The IMRP is due to receive a one-time allocation of \$100,000 for FY13 through an MOA with the Judicial Branch for IMRP staff assistance on the Sentencing Commission and Results First initiative. The remainder of the IMRP's revenue is generated through grants and contracts with state agencies and the federal government.

*Summary does not include Beginning Balance at start of FY '08

ITEM

Continuation of the Center for Coastal and Marine Studies at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Coastal and Marine Studies at Southern Connecticut State University until December 31, 2017

BACKGROUND

The Center for Coastal and Marine Studies at Southern Connecticut State University was established in 2007 by the CSU Board of Trustees and authorized to continue until December 31, 2012 (BR 07-10). The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Papazian has recommended that the authorization for the Center for Coastal and Marine Studies be continued.

RATIONALE

The Center for Coastal and Marine Studies (CCMS) was established in 2007 by a Board of Trustees Resolution as an interdisciplinary collaboration among faculty and students to focus on coastal and marine environmental/ecological research and education along Connecticut's urbanized coast and harbors. CCMS resides in the School of Arts and Science and provides opportunities for faculty and students to participate in a variety of scholarly activities from field studies, research/student projects, seminars, conferences, presentations, papers and other publications.

Recent and on-going research conducted by or in collaboration with CCMS in such areas as oyster habitats and aquiculture, causes and remediation of chronic beach erosion, age and size of crustacean populations, mercury accumulation in bluefish and water quality monitoring have proven to be of significant importance or have demonstrated a potential to be significantly important to the well-being of the coastal and marine environment.

In achieving its stated goals, CCMS has been instrumental in:

- surmounting faculty's departmental isolation through its encouragement of collaborative research and pedagogical initiatives at both interdisciplinary and inter-institutional levels,
- advancing a culture of research for undergraduate students with a special emphasis upon hands-on, field-based and other applications of applied, empirical methodologies; and
- raising awareness and concerns regarding the importance of coastal and marine studies and the need to preserve their natural habitats

BUDGET

| Summary of Revenues and Expenses | | | | | |
|---|----------------|-----------------|-----------------|-----------------|-----------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | \$0.00 | \$3,028 | \$10,393 | \$10,765 | \$19,250 |
| Total Revenues | \$48,700 | \$227,406 | \$131,368 | \$82,092 | \$60,746 |
| Total Expenses | \$45,672 | \$220,042 | \$130,995 | \$73,607 | \$56,984 |
| Revenues Less Expenses | \$3,028 | \$7,364 | \$373 | \$8,485 | \$3,762 |
| Ending Balance | \$3,028 | \$10,393 | \$10,765 | \$19,250 | \$23,012 |

Budget Narrative (*Provide any important context about revenues and expenses, including encumbrances extending beyond FY 2012*)

The CCMS has received financial support from the Werth Family Foundation since 2007 (2007-2011; \$170,000). Based on our success in achieving our stated goals, the Werth Foundation has committed an additional \$250,000 for FYs 2012-2016. The fiscal years 2008-2012 accounted for in this report overlaps these two awards from the Werth Foundation. The Werth Foundation has awarded the CCMS funds totaling \$179,300 for this reporting period. The expenses in the budget form above show the expenses for the Werth Foundation funds only. CCMS Coordinators prepare annual reports to the Werth Foundation describing our expenses and outcomes. Positive balances from individual fiscal years are carried over to the next fiscal year with the consent of the Werth Foundation. All Werth Foundation funds are managed through the Sponsored Programs and Research (SPAR) office at SCSU. Positive balances in Werth Foundation funds occur in some years due to our success in obtaining additional external funds. The Werth Foundation also awarded the CCMS an additional \$38,670 during FY 2009 for the purchase of a Milestone Direct Mercury Analyzer. These funds were used to purchase the equipment during FY 2009. The majority of the annual funds received from the Werth Family Foundation have been distributed to students in the form of research stipends (\$500-\$2,000) during the academic year and summer to support their research activities. Laboratory supplies are also purchased and ship time is chartered in support of their projects. CCMS faculty teamed with faculty from CCSU and WCSU and received funding from the US Department of Agriculture in 2008 (\$278,819; disbursed in FYs 2009-2011) to conduct a study of the environmental quality of the oyster industry in Connecticut (all USDA funds managed by SCSU SPAR). CCMS faculty (Vincent Breslin, James Tait, Dwight Smith, and Sean Grace) also apply for CSU research grants and SCSU Faculty Development grants to further support center activities and curriculum initiatives. All respective CSU Faculty Research grant and Faculty Development funds were disbursed within the fiscal year awarded and no funds were carried forward. SCSU's contribution in the form of reassigned time to the Center coordinators is not included in the Summary of Revenue and Expenses above.

ITEM

Continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University until December 31, 2017

BACKGROUND

The Center for Excellence in Mathematics and Science at Southern Connecticut State University was established in 2007 by the CSU Board of Trustees and authorized to continue until December 31, 2012 (BR 07-11). The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Papazian has recommended that the authorization for the Center for Excellence in Mathematics and Science be continued.

RATIONALE

The Center for Excellence in Mathematics and Science was established by Board of Trustees Resolution in February of 2007, resides in the School of Arts and Science and promotes collaborations between the various academic departments of the university.

The mission of the Center for Excellence in Mathematics and Science (CEMS) is to foster outstanding teaching and research in the various fields of mathematics and science through the enhancement of existing campus initiatives and through effective collaborations between mathematics and science faculty in K-16, with the goal of increasing the number and quality of students pursuing careers in mathematics and science.

CEMS assists and otherwise encourages faculty members in developing and submitting grant proposals for initiative that advance the CEMS mission. Among awarded grants are scholarships and student programs for activities in middle school through graduate education. CEMS supports the professional development of K-12 teachers through a number of initiatives. In one of the those initiatives, teachers trained in the summer and fall of 2011 through the GLOBE Institute are now positioned to serve as trainers for other K-12 teachers of the GLOBE Program – PD for local area science teachers in environmental science data collection protocols, and the infusion of technology and place-based science investigations into their school-based science curriculum.

Another CEMS goal is to systemically increase the number of women and members of underrepresented minorities pursuing degrees in STEM disciplines. To that end, CEMS has established the campus-based Southern Women in Mathematics and Science, sponsored a

number of outreach activities on campus, assisted in the development and implementation of a GEAR UP Project – a precollege initiative, developed a grant proposal for federally-funded college access programming and participated in the Galileo Project – a campus initiative establishing on-going, collaborative relationships between faculty in the mathematics and sciences departments and the mathematics and science supervisors in area school districts as well as the K-12 teachers.

In its five-year review, CEMS reports that 21 of its 24 principal activities were completed during its initial authorization period. Among its lessons learned, the most important is the need to have a faculty member serve as center director with the appropriate reassigned time to oversee its activities.

BUDGET

| Summary of Revenues and Expenses | | | | | |
|---|-------------------|-------------------|-------------------|--------------------|--------------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | \$3,212.52 | \$4,081.60 | \$2,101.84 | (\$416.09) | \$12,081.28 |
| Total Revenues | \$23,891.95 | \$15,226.71 | \$11,233.64 | \$40,433.93 | \$47,690.12 |
| Total Expenses | \$23,022.87 | \$17,206.47 | \$13,751.57 | \$27,936.56 | \$47,565.92 |
| Revenues Less Expenses | \$869.08 | (\$1,979.76) | (\$2,517.93) | \$12,497.37 | \$124.20 |
| Ending Balance | \$4,081.60 | \$2,101.84 | (\$416.09) | \$12,081.28 | \$12,205.48 |

Budget Narrative (*Provide any important context about revenues and expenses, including encumbrances extending beyond FY 2012*)

Indirect funds generated by grants in the School of Arts & Sciences are used to support faculty and student creative activity. The funds indicated in this report represent those funds used to support the creative activity in the sciences. In FY 2008, CEMS was designated a strategic priority for the university. As such, additional funds were provided to support the work of the center. These funds were not available in FY 2009 and FY 2010. In FY 2011, Provost Williams once again provided funds to continue the work of CEMS. These funds continue to be provided by the institution. Monies designated for faculty travel was in support of faculty attending the SENCER Summer Institutes.

11/15/12 – Board of Regents

ITEM

Continuation of the Center for Business Research at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve continuation of the Center for Business Research at Western Connecticut State University until December 31, 2017

Background

The Center for Business Research was established December 13, 1996 (BR 96-72) and was last reauthorized for continuation on August 22, 2007 (BR 07-62) until December 2012 by the CSU Board of Trustees. The CSU "Guidelines Regarding Academic Centers and Institutes" (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Schmotter has recommended reauthorization for the Center for Business Research.

RATIONALE

The Center for Business Research (CBR) was established by a Board of Trustees Resolution in December 1996 and resides in the Ansell School of Business. CBR is solidly funded at present and is poised to attract additional support, using the newly hired director of grants to identify grants in the area of globalization and entrepreneurship.

CBR's original statement of purpose contains 7 elements and while each of these elements remain relevant, special emphasis is placed upon 3 of those areas in response to external requests from stakeholders. Those elements are: (1) to provide applied educational and research experiences to undergraduate and graduate students in a variety of research areas related to business, (2) to provide faculty with additional resources to enhance intellectual contributions, and (3) to provide research services to organizations inside and outside the University.

CBR's "annual "Entrepreneur of the Year" event has grown in scope and sophistication, engaging the region's most notable individual in its planning and implementation. The efficacy of CBR's efforts to develop students' applied research knowledge and skills is demonstrated by MBA students winning a nationwide competition to design a leadership institute for AARP, teams of undergraduate and graduate students achieving honorable mention in Business Week / Society for Case Research competitions and other teams of undergraduates placing as finalist in the Entrepreneurship Foundation / Connecticut Business Plan Competition.

CBR has designed and executed a training program for a local multinational corporation and continues to provide market research for local businesses and nonprofit organizations. CBR's other accomplishments include enabling 10 semesters of international collaborations for its students to work with students from India and China in real time on global multidisciplinary research projects as business cases, global business or marketing plans, or facets of business or marketing plans.

CBR plans to build upon a platform of success over the course of the next five years. That platform includes assessments in the form of juried reviews of student projects, participants evaluations for training sessions, client evaluations for marketing and strategic plans; and lessons learned for customized lesson plans for successful training sessions, the need for more frequent client access and participation in the case of marketing and strategic plans, and the degree to which thorough preparation and detailed planning and execution lead to outstanding performance in student competitions and projects.

BUDGET

| Summary of Revenues and Expenses* | | | | | |
|--|----------------|----------------|-------------------|-------------------|--------------------|
| | FY 2008 | FY 2009 | FY 2010 | FY 2011 | FY 2012 |
| Beginning Balance | | | | | |
| Total Revenues | | | \$1,000.00 | \$2,000.00 | \$15,000.00 |
| Total Expenses | | | \$0.00 | \$0.00 | \$0.00 |
| Revenues Less Expenses | | | \$1,000.00 | \$2,000.00 | \$15,000.00 |
| Ending Balance | | | \$1,000.00 | \$2,000.00 | \$15,000.00 |

Budget Narrative

The CBR's financial objectives are financial self-sufficiency, and the capacity to contribute funds that will enable it to fulfill its mission, as it has done with in the past with grants, academic competitions, training programs, research projects for area organizations, and research opportunities for faculty and students. Yearly financial goals and activities for FY 12 and beyond will be determined by the CBR's annual objectives and the CBR's role in the mission and strategic plan of the Ansell School of Business. Additionally, the CBR will begin to collect sponsorship fees for developing and organizing events such as corporate training programs, entrepreneurship fairs, and writing marketing and strategic plans.

*Center's five-year report does not disclose expenses

ITEM

Endowed Chairs Report to the Office of Higher Education

RECOMMENDED MOTION FOR FULL BOARD

WHEREAS The Connecticut General Statutes section 10a-20(f) require the Board of Regents acting as the Board of Trustees for the Connecticut State University System to submit an annual report on endowed chair expenditures, be it

RESOLVED: That the Board of Regents for Higher Education submit an annual report on endowed chair expenditures to the Office of Higher Education on or before December 1, 2012

BACKGROUND

Connecticut State Universities have six endowed chairs that draw interest from the Endowed Chairs Investment Fund established under C.G.S. section 10a-20. While the state has not provided matching funds in some time, the accounts still generate interest. The Board is required to submit annual reports to the Office of Higher Education concerning endowed chair expenditures (C.G.S. 10a-20(f), as amended by Public Act 12-156).

The Office of Higher Education has requested these reports be submitted by December 1, 2012, with the format at the Board's discretion. Further, OHE has reported that interest for these chairs is currently very low and will continue to provide quarterly reports but has requested that accounts be drawn down annually.

RATIONALE

Reports from the four state universities comprise the report that will be forwarded to OHE. These reports follow this page.

S. A. Blejwas Endowed Chair in Polish and Polish American Studies
Annual Report, 2011-2012
October 22, 2012

M. B. B. Biskupski, Ph.D.
S. A. Blejwas Endowed Chair

This was a very busy year for the Polish Studies program as well as for its director, the Blejwas Chairholder. I shall divide it into several particulars.

Public Programming

1. Katyn Problem in Polish History. Two Lectures
 - a. September 17, "The Great Terror of Katyn: Poles and Soviet Power. Timothy Snyder, Yale University
 - b. The Katyn Massacre, Robert Szymczak, Penn State
2. Concert by the CT Virtuosi, sponsored by Blejwas Chair, September 18th
3. Polish Genealogical Society Conference-sponsored by Blejwas Chair, October 14
4. Poland: Business Partner in Central Europe: presentation by a delegation from Poland, October 20
5. Piano recital by Corbin Beisner, October 22
6. A Commemorative Lecture on Polish Poet Czeslaw Milosz by Tomas Venclova, Yale University, November 9.
7. Concert and theatrical performance: "To You Poland!" November 11. Held at the Polish National Home in Hartford
8. Stanley Pac Annual Lecture at the New England Air Museum, Discussion on World War II, December 3
9. The Magic Mountain, December 7
10. Annual Christmas Concert, December 18
11. The Polish Music Series, Rudewicz Musical Event, February 10, 2012
12. Krakow's European Identity, Alan Lockwood, February 21
13. Banquet for recipients of Polish Medal of Merit. Musical concert. Speeches. Two honorees Mary Heslin, and James Pula of Purdue.
14. Polish Missionaries among South American Indians; lecture with slides, Jan Gac
15. Concert and theatrical performance: Polish Constitution Day Celebration, May 3. Held at Polish National Home in Hartford
16. Godlewski Evening of Polish Culture: The Black Madonna of Czestochowa, lecture and slides
17. The Koproski Lecture, From Diplomacy to Business, Marek Skulimowski, former diplomat, now businessman
18. Polish Film Series, "The Battle of Warsaw, 1920."

Activities of the Chairholder:

| | |
|---------------|--|
| June: | Elected President of the Polish Institute of Arts and Sciences in New York |
| June: | Presented Paper on John Dewey at national conference |
| September: | Lectured on Film at the Kosciuszko Foundation |
| September: | Lecture Film as Foreign Policy. Film Conference at CCSU |
| September 22: | Meeting in NYC over archives |
| October 18: | Meet possible donor in NYC. |

October 20: Meeting over book at Yale.
 November 8: Filed report on proposed Ph.D. thesis at Univ. of Toronto
 November 9: Board of Advisors Meeting at CCSU
 November 12: Polish Banquet at Student Center.
 November 22: Go to Toronto for Ph.D. defense. Lecture in Evening on film.
 December 10: Manhattan meeting of Polish Institute
 December 17: Polish University Club meeting.
 January 14: Polish Banquet
 February 9: Meet opera singer for possible performance
 February 14: Meet with Composer about biography of pianist
 February 21: Meeting of Board of Advisors
 February 29: Follow up meeting with composer.
 March 6: CIE meeting
 March 17: Manhattan meeting of PIASA Board
 March 23-30: Chairman Commission of Kosciuszko Foundation in Warsaw
 March 26: Press Conference in Warsaw
 March 27: Meeting with Director of Polish History Museum in Warsaw
 March 29: Lecture on film at University of Warsaw
 April 13: Meeting at Yale regarding book.
 April 28: Represent CCSU at Kosciuszko Foundation ball.
 May 3: Prepare Constitution Day lecture at Capitol-last minute cancellation.
 May 2: Conference with Opera singer.
 May 10: Interview by PBS/History Channel. Broadcast on American television as part of series.
 May 15: Board Meeting
 May 23: Lecture at film on Battle of Warsaw
 May 29-June 5: Trip to Gdansk/chair session/deliver paper/prepare publication/attend Board meeting of Polish American Historical Association.
 June 23: PIASA meeting in NYC
 June 24- July 1: Research in Washington, DC

Publications

The Historiography of Woodrow Wilson and East Central Europe. Accepted for Publication

Nieznana wojna: Hollywood przeciwko Polsce. Revised, translated version of my book published in Polish edition, Warsaw

American Polonia and Independence Day. Article accepted for publication

Independence Day: Myth Symbol and the Creation of Modern Poland. Book accepted for publication by Oxford.

The US and the Rebirth of Poland, published by Republic of Letters in Dortrecht.

Financial Reports

A statement of revenue and expenses for fiscal 2012 and budget for fiscal 2013 follow.

Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies
Statement of Revenue, Expenses and Changes in Net Assets
2011-12

| | Fiscal Period: July 1, 2011 - June 30, 2012 | | |
|--|--|----------------------------|------------------------|
| | State Endowment Income Account | CCSU Foundation | Grand Total |
| Revenue | | | |
| | | | |
| <i>Donations and Other Income</i> | | | |
| - Prior Year Carryover | 6,707.13 | | 6,707.13 |
| - Donations | | 11,435.00 | 11,435.00 |
| - Program Income | | 4,820.50 | 4,820.50 |
| - State Endowment Match | | | 0.00 |
| - Grant from CCSU Foundation | 23,000.00 | | 23,000.00 |
| Sub-total Donations and Other Income | 29,707.13 | 16,255.50 | 45,962.63 |
| | | | |
| <i>Earnings</i> | | | |
| - Investment Income | 958.33 | 23,813.56 | 24,771.89 |
| - Realized Gain on Investment | | 10,068.58 | 10,068.58 |
| - Unrealized Gain (Loss) on Investment | | (35,003.82) | (35,003.82) |
| Sub-total Earnings | 958.33 | (1,121.68) | (163.35) |
| | | | |
| Total Revenue | 30,665.46 | 15,133.82 | 45,799.28 |
| | | | |
| Expenses | | | |
| - Salaries & Wages | 18,900.11 | | 18,900.11 |
| - Fringe | 8,977.82 | | 8,977.82 |
| - Conferences | | | 0.00 |
| - Contract Services | | 6,330.00 | 6,330.00 |
| - Stipends & Honoraria | | 13,499.00 | 13,499.00 |
| - Meals & Entertainment | | 12,382.98 | 12,382.98 |
| - Travel | 364.01 | 12,208.49 | 12,572.50 |
| - Scholarships | | 1,750.00 | 1,750.00 |
| - Grants | | 23,000.00 | 23,000.00 |
| - Books & Subscriptions | | 2,037.94 | 2,037.94 |
| - Equipment | | 922.64 | 922.64 |
| - Supplies | | 1,820.00 | 1,820.00 |
| - Printing | | 2,860.84 | 2,860.84 |
| - Postage | 1,970.07 | | 1,970.07 |
| - Telephone | 341.42 | | 341.42 |
| - Registrations & Memberships | | 679.95 | 679.95 |
| - Advertising | | 500.00 | 500.00 |
| - Miscellaneous | | | 0.00 |
| - Custodial Fees | | 11,413.15 | 11,413.15 |
| Total Expenses | 30,553.43 | 89,404.99 | 119,958.42 |
| | | | |
| Change in Net Assets | 112.03 | (74,271.17) | (74,159.14) |

Stanislaus A. Blejwas Endowed Chair in Polish and Polish American Studies
Budget
2011-12

| | State Endowment Income Account | CCSU Foundation | Grand Total |
|--|---|----------------------------|------------------------|
| Revenue | | | |
| - Prior Year Carryover | 112.03 | | 112.03 |
| - Donations | | | 0.00 |
| - Grants | 36,500.00 | | 36,500.00 |
| - Other Income | | | 0.00 |
| - Investment Income | 1,400.00 | | 1,400.00 |
| - Spendable Income per Spending Policy | | 60,000.00 | 60,000.00 |
| Total Revenue | 38,012.03 | 60,000.00 | 98,012.03 |
| | | | |
| Expenses | | | |
| - Salaries & Wages | 25,000.00 | | 25,000.00 |
| - Fringe | 11,000.00 | | 11,000.00 |
| - Contract Services | | | 0.00 |
| - Stipends & Honoraria | | 7,500.00 | 7,500.00 |
| - Meals & Entertainment | | 7,500.00 | 7,500.00 |
| - Travel | | 5,000.00 | 5,000.00 |
| - Scholarships | | 1,000.00 | 1,000.00 |
| - Grants | | 36,500.00 | 36,500.00 |
| - Books & Subscriptions | | 750.00 | 750.00 |
| - Equipment | | | 0.00 |
| - Rentals | | | 0.00 |
| - Supplies | 250.00 | | 250.00 |
| - Telephone | 400.00 | | 400.00 |
| - Printing | | 1,750.00 | 1,750.00 |
| - Postage | 1,000.00 | | 1,000.00 |
| - Registrations & Memberships | | | 0.00 |
| - Advertising | | | 0.00 |
| - Other Expenses | | | 0.00 |
| Total Expenses | 37,650.00 | 60,000.00 | 97,650.00 |
| | | | |
| Change in Net Assets | 362.03 | 0.00 | 362.03 |

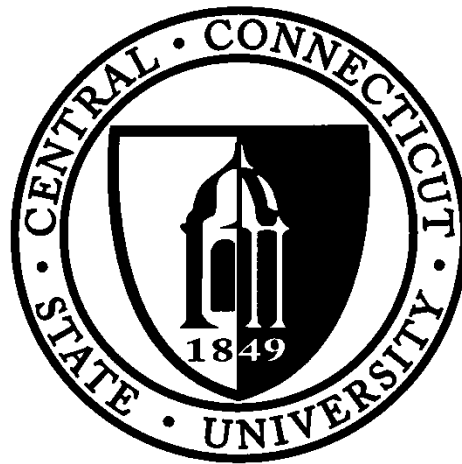
Annual Report

2011 - 2012

**Governor William A. O'Neill Endowed Chair
In Public Policy and Practical Politics**

housed within the

**Center for Public Policy and Social Research
At Central Connecticut State University**



Submitted by Steven Kliger
Executive Director
Center for Public Policy and Social Research
October 22, 2012

ANNUAL REPORT 2011 - 2012

Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics

housed within the

Center for Public Policy and Social Research

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I. MISSION

The Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics, established in September 2000 to honor former Governor William A. O'Neill, seeks to promote an understanding of the history, structure, processes, personnel and policies of our State's government. Programs also focus on Connecticut's history and leadership in developing and implementing innovative public policy and enacting landmark legislation that has served as a model for the other states.

The Center for Public Policy and Social Research (CPPSR) at Central Connecticut State University (CCSU), designated a Connecticut Higher Education Center of Excellence by the Connecticut State University Board of Trustees, houses the Governor William A. O'Neill Endowed Chair. CPPSR is dedicated to enriching the quality of public policy, public service, University outreach and applied research in Connecticut. CPPSR provides a wide range of policy analysis, facilitation and evaluation, training, research and consulting services to communities, municipal and state government and nonprofit organizations. CPPSR develops, facilitates, and supports faculty and student projects that advance their scholarship, applied research and professional experiences. The O'Neill Chair and CPPSR also serve Connecticut by providing a forum for the framing and debate of a myriad of critical public policy issues.

For background on the establishment and joint history of the O'Neill Chair and the Center, see *5th Year Report, Center for Public Policy and Social Research* (August 2005) as submitted to the CSU Board of Trustees.

II. ORGANIZATION

The programs and activities of the Governor William A. O'Neill Endowed Chair are closely intertwined with those of the Center for Public Policy and Social Research (CPPSR) in which it is housed. CPPSR plans, develops and implements the outreach component of the O'Neill Chair mission. The day-to-day activities of the CPPSR and the O'Neill Chair are managed and coordinated by Executive Director Steven Kliger, J.D. The Executive Director reports to the President of Central Connecticut State University.

The CPPSR Executive Director is additionally assigned the duties of supervising the operations, programs, personnel, budgets, development and growth of the Institute for Municipal and Regional Policy (IMRP) and the US-China Center (US-CC). Like the CPPSR, these institutes are grant and/or contract-funded, and are fiscally solvent. The closely planned coordination of their activities with the O'Neill Chair and CPPSR has built a whole greater than its parts, and has served to strongly complement the programmatic responsibilities of each constituent entity.

In January 2009, the CSU Board of Trustees named William Dyson, former state representative, as the first successor to the late Governor O'Neill as Holder of the Endowed Chair, noting that "Professor Dyson's long and outstanding trajectory in public service and the education of

Connecticut's citizens is widely recognized throughout the state and greatly benefits the academic programs at the university, the collegial work of faculty and the learning of students." Professor Dyson continues his instruction and inspiration of students, as will be seen below.

In May 2012, the Connecticut State Supreme Court honored Professor Dyson with the Connecticut Law Day Award for his service to the State of Connecticut and his dedication to judicial independence. The Greater New Haven Branch of the National Association for the Advancement of Colored People (NAACP) also honored Mr. Dyson at the 95th annual Freedom Fund Dinner with the NAACP lifetime achievement award, also in 2012. At these ceremonies, Mr. Dyson's role as the Governor William A. O'Neill Endowed Chair was highlighted.

III. SELECTED ACCOMPLISHMENTS 2011 - 2012

Governor William A. O'Neill EOP Public Service Scholarships

To honor the legacy of the late Governor O'Neill, a portion of the earnings from the Chair are being used to support scholarships for undergraduate students who are pursuing a degree program leading to a career in public service (e. g., government, education, non-profit, etc.). The scholarships are specifically intended to support students in the Educational Opportunity Program (EOP) at CCSU, who exhibit some of the many characteristics of service that Governor O'Neill exhibited during his long career in public office.

Since 2009, CPPSR's **O'Neill Public Service Scholarship** has made \$2000 awards to 10 freshmen in CCSU's EOP Program. These awards are intended to follow each recipient through four years; it can be reported that of these recipients three are now entering sophomore year, and three their junior year. One recipient has transferred to another university for personal reasons; four new recipients will be attending in the fall. Awards granted, including those to incoming freshmen, will at that point total \$64,000. Beginning with the 2011-12 school year, IMRP has joined in funding these scholarships, particularly since many of the applicants have been impacted by familial incarceration.

CPPSR also continues its close working relationship with the EOP through the O'Neill Chairholder, Professor Dyson, who has served as inspirational speaker and mentor to EOP students.

O'Neill Chair Teaching Activities

In the Fall semester of 2011 semester Professor Dyson instructed the course ***State and Local Government*** and in Spring 2012, Professor Dyson taught the upper-level course ***The Legislative Process***. As part of this course, Professor Dyson conducted a trip to the Capitol to listen to Governor Dannel Malloy's budget address. Students in Professor Dyson's classes also spoke with their local representative and state senators as part of their course work. Professor Dyson has had many distinguished guests speak with his students including mayors, first selectman, former legislators, nonprofit agency heads, and former Governors.

Professor Dyson has become well-known on campus as an inspiring mentor to students.

Executive Director Kliger began the process of planning to teach a course in Fall 2012, ***The Presidency of John F. Kennedy***. This course will examine the Presidency of John F. Kennedy with a focus on presidential leadership and a critical examination of whether Kennedy's leadership/use of power and policy-making skills instigated the landmark historical events of the early sixties, or whether the evolution of his policies were shaped by the crises of this tumultuous time. Special emphasis will be given to the use of primary source documents from the archives of the John F. Kennedy Presidential Library in Boston, where Mr. Kliger serves as docent and gallery lecturer.

In addition to the opportunities provided to faculty in the international programs described in Priority 3 above, many CCSU faculty have, to great effect, instructed sessions of CPPSR's continuing **Connecticut Town Clerks Association** professional development program. These instructors included Mr. Kliger and Professor Dyson. CPPSR also continues to collaborate with the **Connecticut Association of Zoning Enforcement Officials** (CAZEO) in presenting a professionally-recognized program of certification.

The O'Neill Chair and CPPSR also co-sponsored and co-funded CCSU's 2012 Amistad Lecture, bringing a guest lecturer from Africa, and also initiated and co-sponsored the campus presentation 'Demystifying the Burka' on March 8, 2012, International Women's Day.

O'Neill Chair Community Engagement Activities

Highlights of the O'Neill Chair/ CPPSR and its affiliate IMRP's continued commitment to community engagement:

O'Neill Chairholder Dyson is an active member of the Provost and Vice President for Academic Affairs community engagement advisory board for CCSU.

In addition, he has coordinated several groups of student, faculty and staff to serve at the Friendship Center Soup Kitchen on a monthly basis. Over 60 students, faculty and staff have volunteered at the Friendship Center this past year, and the O'Neill Chair has coordinated with the Athletic Department to send athletic teams to volunteer at the Friendship Center on a monthly basis.

The O'Neill Chair and CPPSR have pursued several other avenues of involvement with the Consolidated School District of New Britain (CSDNB) in the past year, seeking ways to help address the myriad factors affecting educational performance in CCSU's hometown.

In the past year, these avenues have included continued participation as a community partner with the Graduation Odyssey dropout prevention program and linking the US-CC to Chinese Language classes at New Britain's HALS middle school. The O'Neill Chair and CPPSR continue to remain alert to collaborative possibilities with CSDNB; and have begun discussions on the Confucius Institute as a new resource.

IMRP, affiliate entity of the Chair and CPPSR, funded and participated in the project *Echoes from a Child's Soul: Children of Incarcerated Parents Release their Voices through Art, Music,*

Dance, Mask Making, Movement, and Creative Writing, contributing a student-produced project video of the project, which involved almost 200 5th grade students in New Britain public schools, a class of 30 CCSU freshmen and 15 upper-class teacher education students. CPPSR directed funds to the project *Geography Family Challenge: Promoting Geoliteracy in New Britain Public Schools*.

O'Neill Chairholder's Campus Activities

The O'Neill Chair serves to link the Center's activities with students and faculty at CCSU, and benefits the campus community, as a whole, with its considerable resources. Selected highlights of the efforts of Professor Dyson and the O'Neill Chair:

- Professor Dyson worked with E.O.P. students and was a guest speaker at the annual summer graduation and scholarship ceremony
- O'Neill Chair sponsored Leadership Day at the Capitol for Orientation Leaders
 - 60 Orientation Leaders traveled to the capitol for a tour and lunch with guest speakers. The guest speakers included Lt. Governor Wyman, Majority Leader Sharkey, Minority Leader Cafero, Sen. Gerratana, and Sec. of State Merrill.
- Professor Dyson was the guest speaker at the following student organization meetings:
 - Student Government Association
 - NAACP
 - Latino Student Organization
 - MOSAIC Cultural Organization
 - Black Student Union: Professor Dyson was the keynote speaker at the BSU annual dinner
- The O'Neill Chair co-sponsored, "Making Connections" an Alumni networking dinner for juniors and seniors in November 2011 and March 2012. Professor William Dyson was the moderator for this event
- On March 1, 2012 the O'Neill Chair co-sponsored a campus-wide social justice conference, "Social Justice: Exploring Unheard Voices," with the Institute for Municipal and Regional Policy. There were over 150 students, faculty and staff in attendance from around the state

Public Policy and Research Areas

Racial Profiling Project: The O'Neill Chair/CPPSR collaborated/supervised development and approval of CCSU's Highway Safety project application entitled "Program to Monitor and Prohibit Racial Profiling in Connecticut" effective May 21, 2012 through September 30, 2014. Federal grant funds (DOT/NHTSA) in the amount of \$1,181,965 are obligated to this project. IMRP Director Andrew Clark secured an initial commitment for this funding from the Governor's Office and will be the day-to-day project director. This racial profiling research project will have state and national visibility.

O'Neill Endowed Chairholder Dyson is Co-Chair of the statutorily established Connecticut Racial Profiling Prohibition Project Advisory Board guiding the project; three other CCSU faculty from the Criminology and Criminal Justice department (including former department chair Stephen Cox) are actively engaged.

Confucius Institute at CCSU: an O’Neill Chair/CPPSR highlight for the year was securing a Confucius Institute for CCSU, awarded by Hanban (the National Office for Teaching Chinese as a Foreign Language of the People’s Republic of China) after years of efforts by CPPSR, the O’Neill Chair, US-CC and many others, most significantly President Miller, who travelled to China to successfully conclude negotiations.

The Confucius Institute at CCSU is a not-for-profit entity with the aim of furthering knowledge of Chinese language and culture. It is jointly funded by CCSU and Hanban, and will operate in collaboration with *Shandong Normal University (SDNU)*, CCSU’s sister university in Shandong Province, China.

It is of special significance that the efforts to bring a Confucius Institute to CCSU and Connecticut were initiated and pursued by CPPSR, which houses the O’Neill Endowed Chair. It was Governor O’Neill who established the sister-state relationship with Shandong Province in 1986. As part of the O’Neill legacy, the Confucius Institute will be a fine platform on which to further pursue Connecticut’s cultural, academic and business oriented exchanges with China.

This will be the first Confucius Institute in Connecticut. Among over seventy other universities in the U.S. hosting Confucius Institutes, some include Stanford, Columbia, the University of Chicago, the University of Michigan and the University of California at Los Angeles. Worldwide, there are over 300 Confucius Institutes in over 90 nations.

It is anticipated that the O’Neill Chair will serve as a partner of excellence in Confucius Institute efforts.

VET’s STEP Program: The State of Connecticut, through the CT Department of Labor and the Workforce Investment Boards, will begin the newly established veterans’ jobs program Subsidized Training and Employment Program (STEP) for Veterans.

The O’Neill Chair and CPPSR have been in discussions with various stakeholders and decision makers (legislators and the Department of Labor) to assist with STEP. The O’Neill Chair and CPPSR will likely provide various program development and analysis, data services, website development, employer “gatekeeper” services and program evaluations.

Direction of the O’Neill Chair and CPPSR’s involvement in the implementation of this essential program will be a priority for 2012-13.

Other Veterans Programming: The O’Neill Chair and CPPSR have given veterans programming special attention in recent years, and have achieved a reputation for leadership in this area. Highlights from this reporting year:

- The O’Neill Chair and CPPSR’s Veterans History Project (VHP) worked with Mary Collins’s Eng. 483 class (Advanced Creative Nonfiction Workshop) interviewing Vietnam veterans; published a magazine of essays for the Welcome Home Vietnam Veterans event.
- VHP implemented the Call for Photos initiative in CT for collecting photographs of CT’s men killed in action in Vietnam for inclusion in the permanent exhibit at the Education

Center in Washington D.C.; held press conference with Congressman Larson's office, the Commissioner and Dept. of Veterans' Affairs, received press and TV coverage.

- Executive Director Kliger served on the working committee with Nikki O'Neill, CPPSR Associate Director Eileen Hurst, and state Veterans Commissioner Linda Schwartz, among others to organize and shepherd a Welcome Home night for Vietnam veterans which was attended by 1,400 people to public acclamation. The Wm. O'Neill Armory was filled to capacity and the event attended by Governor Malloy, Lt. Governor Wyman, Congressman Larson as well as hundreds of veterans. CPPSR raised approximately \$40,000 to sponsor the event. The VHP once again received national media publicity.
- Due to the quality of our oral history collection, the CT Humanities Council has requested the VHP to present two workshops at their Oral History conference being held in June. Like all VHP projects, students will be deeply involved in these presentations.
- The National Geographic TV channel has requested and been granted access to our archives for a documentary on World War II, scheduled to air in the fall of this year.

Prison Reentry Initiative: The O'Neill Chair has worked closely with the Institute for Municipal and Regional Policy (IMRP) on the statewide prison reentry initiative; Professor Dyson is the co-chair of the New Haven Roundtable Reentry Initiative.

Training of Public Officials: as part of its mission to honor the legacy of Governor O'Neill by improving the delivery of public services, the O'Neill Chair and CPPSR have developed programs of professional development for both Connecticut public servants and for international clients.

The O'Neill Chair and CPPSR have continued to explore the promotion of excellence in public administration internationally, through the various activities of the US-China Center and through the continuing relationship with public servants from Oyo State, Nigeria.

These programs have made use of many CCSU academic faculty as program/curriculum developers and classroom instructors, and have involved student workers who have made important contributions to day-to-day program functions.

Successful in-state programmatic activity included a second two week 'Blue Economy' training, in July of 2011, for a group from Shandong Province, China.

For public administrators from Oyo State, the O'Neill Chair and CPPSR worked with faculty to adapt and re-design a ten day program, from four previous programs, and successfully implemented that in October 2011.

Other Public Policy and Research Efforts: The O'Neill Chair and CPPSR served as resources to the Governor's Office, state agencies, legislative leaders and the Judicial Branch, at their request and direction, by personally participating in and providing direction and oversight for non-partisan forums, research, policy development facilitation, evaluations, surveys and community engagement outreach as follows:

- Governor's Public-Private Partnership (P3) initiative, which has potential for future expansion. The O'Neill Chair and CPPSR co-sponsored a major P3 conference on campus on June 14 2012;
- 'Shared Services' in state and local government; the O'Neill Chair and CPPSR developed and sponsored an important statewide conference, on-campus, promoting this concept;
- seminars on state transportation financing and transit oriented development;
- evidence based interventions for children of incarcerated parents;
- Connecticut Sentencing Commission in state Office of Policy and Management (OPM);
- Results First Initiative, funded by Pew Charitable Trust, measuring program costs/benefits and being implemented in a pilot program by legislature;
- CPPSR Executive Director Kliger moderated a session of the CT General Assembly's Achievement Gap/Lead Poisoning Forum at the State Capitol;
- Leadership Day program at State Capitol, led by Mr. Kliger and O'Neill Chairholder Dyson, bringing together high-level state officials with 75 CCSU Student Orientation Leaders.

IV. SELECTED GOALS FOR 2012-2013

While pursuit of excellence in all programmatic areas remains our intent, the O'Neill Chair/CPPSR's highest priority goals: 1) building and growing the Confucius Institute at CCSU; 2) oversight of O'Neill Chair/CPPSR's part in the state's VET's STEP program.

1) The final agreement with Hanban of the People's Republic of China for CCSU to host a Confucius Institute will create many additional opportunities for CCSU faculty and students, as well as area communities, to encounter and interact with the history, culture and language of an ascendant world power.

Building and growing the Confucius Institute will be a priority in the upcoming year, in collaboration with our counterparts at Shandong Normal University. There is extensive planning required and much programmatic groundwork to be laid, especially in close collaboration with CCSU's Modern Language department and School of Education. Outreach will be an important aspect of planning.

2) Our concentrated efforts on behalf of veterans have been extremely well-received by both policymakers and the public. Our involvement in the VET's STEP program will have full attention.

Finally it should be noted that planning is underway, in collaboration with the Political Science Department and the Burritt Library at CCSU, for the 30th anniversary commemoration of the effective date of Connecticut's Automotive Lemon Law, the first such law in the nation.

The Burritt Library houses the John J. Woodcock Lemon Law Archive in its Special Collections; it was Mr. Woodcock's bill that was signed into law by then-Governor O'Neill in 1982.

APPENDIX A

Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics Statement of Revenue, Expenses and Changes in Net Assets 2011-12

| | State Income Fund FYE 6/30/2012 | Foundation Endowment Fund FYE 6/30/2012 |
|--|--|--|
| Revenue | | |
| - Donations | | |
| - Program Income | | 120.00 |
| - Investment Income | 1,597.21 | 29,386.72 |
| - Realized Gain on Investment | | 12,357.42 |
| - Unrealized Gain (Loss) on Investment | | (43,650.86) |
| - Transfers In | | |
| Total Revenue | 1,597.21 | (1,786.72) |
| | | |
| Expenses | | |
| - Conferences | | |
| - Stipends & Honoraria | | 1,675.00 |
| - Sponsored Symposia | | 16,675.19 |
| - Travel | | |
| - Scholarships | | 19,000.00 |
| - Grants | | |
| - Books & Subscriptions | | 87.76 |
| - Equipment | | |
| - Supplies | | |
| - Printing | | |
| - Postage | | |
| - Registrations & Memberships | | |
| - Telephone | 182.40 | |
| - Miscellaneous | 135.16 | 38.50 |
| - Custodial Fees | | |
| - Transfers Out | (1,000.00) | 13,270.00 |
| Total Expenses and Transfers | (682.44) | 50,746.45 |
| | | |
| Change in Net Assets | 2,279.65 | (52,533.17) |
| | | |
| Beginning Net Assets (July 1) | 2,266.99 | 1,466,728.11 |
| | | |
| Ending Net Assets | 4,546.64 | 1,414,194.94 |

**Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics
Budget
2012-13**

| | State Endowment Income Account | CCSU Foundation | Grand Total |
|--|---|----------------------------|------------------------|
| Revenue | | | |
| - Prior Year Carryover | 1,735.15 | | 1,735.15 |
| - Donations | | | 0.00 |
| - Transfer from CCSU Foundation | 13,000.00 | | 13,000.00 |
| - Transfer from IADV31 | | | 0.00 |
| - Transfer from YMP030 | | | 0.00 |
| - Investment Income | 1,800.00 | | 1,800.00 |
| - Spendable Income per Spending Policy | | 53,100.00 | 53,100.00 |
| Total Revenue | 16,535.15 | 53,100.00 | 69,635.15 |
| | | | |
| Expenses | | | |
| - Salaries & Wages | 15,000.00 | | 15,000.00 |
| - Fringe | | | 0.00 |
| - Conferences | | | 0.00 |
| - Stipends/Honoraria | | 3,000.00 | 3,000.00 |
| - Contract Services | | | 0.00 |
| - Sponsored Symposia | | 17,000.00 | 17,000.00 |
| - Travel | | | 0.00 |
| - Scholarships | | 20,000.00 | 20,000.00 |
| - Grants | | 13,000.00 | 13,000.00 |
| - Books & Subscriptions | | | 0.00 |
| - Equipment | | | 0.00 |
| - Rentals | | | 0.00 |
| - Supplies | | | 0.00 |
| - Printing | | | 0.00 |
| - Postage | | | 0.00 |
| - Professional Development | | | 0.00 |
| - Registrations & Memberships | | | 0.00 |
| - Telephone | | | 0.00 |
| - Advertising | | | 0.00 |
| - Other Expenses | | | 0.00 |
| Total Expenses | 15,000.00 | 53,000.00 | 68,000.00 |
| | | | |
| Change in Net Assets | 1,535.15 | 100.00 | 1,635.15 |

APPENDIX B

Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics Central Connecticut State University

Archives Advisory Committee August 2012

Anthony Milano, Chair
Former Secretary of Connecticut Office of
Policy and Management (OPM)
Former Distinguished Professor of Public
Policy
Central Connecticut State University

Carl Antonucci
Director of Library Services
Central Connecticut State University

Barbara Austen, M.A., M.L.S.
O'Neill Project Archivist

Richard Balducci
Former Speaker of the House
Connecticut General Assembly

Andrew Clark, Director
Institute for Municipal and Regional Policy
Central Connecticut State University

Richard Foley
Former Republican Party State Chairman

Mark Jones
State Archivist
Connecticut State Library

Peter G. Kelly, Esq.
Updike, Kelly and Spellacy
Hartford, Connecticut

Joseph H. Harper, Jr.
Retired Vice President for External Affairs
Central Connecticut State University

Pauline Kezer
Former Secretary of State
State of Connecticut

David McQuade
Former Chief of Staff to Governor O'Neill

Con O'Leary
Former Senate Majority Leader
Connecticut General Assembly

John Pasco
Center for Public Policy & Social Research
Central Connecticut State University

Paul Petterson, Ph.D.
Chair, Political Science Department
Central Connecticut State University

Awilda Reasco
Pre-Collegiate Access Services
Central Connecticut State University

Matthew Warshauer, Ph.D.
Department of History
Central Connecticut State University

Annual Report
to the
Connecticut State Colleges and Universities
Board of Regents

Jeffrey Trawick-Smith
Phyllis Waite Endowed Chair
In Early Childhood Education

Center for Early Childhood Education
Eastern Connecticut State University

2011-2012 Academic Year

In this report I briefly summarize my professional activities for the 2011-2012 academic year, in my role as Phyllis Waite Endowed Chair in Early Childhood Education within the Center for Early Childhood Education at Eastern Connecticut State University.

Chapters:

Trawick-Smith, J. (2012). Teacher-child play interactions to achieve learning outcomes in preschool: Risks and opportunities. In R. Pianta, S. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of Early Childhood Education*. New York: Guilford.

Trawick-Smith, J. (2012). Play and the curriculum. In Frost, J., Reifel, S., & Wortham, S. (Eds.) *Play and child development, 4th edition*. Columbus, Ohio: Merrill

Book:

Trawick-Smith, J. (2013). *Early childhood development: A multicultural perspective, 6th edition*. Columbus, Ohio: Merrill.

Articles:

Trawick-Smith, J., Swaminathan, S., & Liu, X. (in review). The association of teacher-child play interactions to children's mathematics learning in preschool.

Grants:

Proposal to Institute for Education Sciences of the U.S. Department of Education for a \$1.6 million grant to conduct research on mathematical thinking in preschool children in Hartford.

Research Projects:

Research project on the effects of toys on young children's thinking, learning, social interaction, and creativity, involving three undergraduate student researchers.

Papers Presented:

Trawick-Smith, J. & Swaminathan, S. (2012, April). *The contributions of teacher-child play interactions in preschool to young children's mathematical thinking*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, BC.

Trawick-Smith, J. (2011, October). *Teacher-Child Play Interactions to Promote Learning in Preschool: Implications for Teacher Preparation and Professional Development*. Invited address to the International Congress on Educational Quality, Cartagena, Colombia.

Trawick-Smith, J. (2011, October). *Math discourse and good-fit interactions in preschool: Effects on mathematics learning*. Invited presentation to the International Congress on Educational Quality, Cartagena, Colombia.

Trawick-Smith, J. (2011, November). *The relationship of adult-child mathematical discourse and growth in mathematical thinking: Implications for preschool education*. Presentation at the Annual Play Research Forum of the Association for the Study of Play, Orlando, FL.

Trawick-Smith, J., DeLapp, J., Marouski, A., & Zimmerman, K. (2011, November). *What makes a good toy: Findings of the 2011 TIMPANI Toy Study*. Presentation at the annual meeting of the National Association for the Education of Young Children, Orlando, FL

Rezai, N. & Trawick-Smith, J. (2011, November). *Investigations: Overview of a project-based curriculum and illustrations from an investigation on bones*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Orlando, FL.

Educational Consultant to the Child Family Development Resource Center:

Provided inservice programs, co-chaired the Investigations Conference, began a revision of the *Investigations Curriculum*, sat on the research advisory committee and search committees.

Teaching, Service, and other Faculty Responsibilities:

Taught graduate and undergraduate courses in play, curriculum, and families. Served as coordinator of the early childhood education program and developed new graduate and undergraduate courses and programs to meet new state statutes, certification regulations, and other initiatives of the State Department of Education.

**Budget for Endowed Chair Activities
2011-2012**

| Summary | | | |
|---|---------------------|------------------------------|-------------------|
| | | Original Budget | 20,000.00 |
| | | Expenditures and Commitments | -15, 080.10 |
| | | Available Balance: | \$4,919.90 |
| Budget Detail | | | |
| Operating Expenses | Expenditures | Commitments | Total |
| Educational Supplies | 451.57 | 0.00 | 0.00 |
| Furniture/Furnishings (Play equipment for Research) | 578.20 | 0.00 | 578.20 |
| Travel Out-of-State (for conferences/travel for student researchers) | 3,237.01 | 0.00 | 3,237.01 |
| Travel-International | 3, 549.95 | 0.00 | 3, 549.95 |
| Mileage | 93.84 | 0.00 | 93.84 |
| Freight/Storage | 86.73 | 0.00 | 86.73 |
| Total | 7,997.30 | 0.00 | 7,997.30 |
| Personal Services | Expenditures | Commitments | Total |
| Student Labor (research assistants) | 6,925.67 | 0.00 | 6,925.67 |
| Fringe | 78.95 | 0.00 | 78.95 |
| FICA | 63.36 | 0.00 | 63.36 |
| Medicare Taxes | 14.82 | 0.00 | 14.82 |
| Total | 7,082.80 | 0.00 | 7,082.80 |
| Available Balance | | 0.00 | \$4,919.90 |

Endowed Chair in Sustainable Energy Studies Annual Report
Eastern Connecticut State University
October 2012

Curriculum

- Revisions to Energy Science Track in Environmental Earth Science approved by ECSU Senate
- Revisions to Sustainable Energy Minor approved by ECSU Senate
- EES 207, Sustainable Energy Laboratory, development complete and teaching space fully developed.\
- EES 405, Sustainable Energy Analysis, approved as a Writing Intensive course and laboratory space development completed
- Remodeling and equipping of teaching, research, and project space for all elements of the Sustainable Energy Studies program have been completed

Research

- Fred Loxsom presents two papers on ECSU sustainable energy program at American Association for Sustainability in Higher Education
- Eric Lindquist completes honors thesis that connects the geology of Connecticut with the performance of geothermal heating and cooling system. His presentation at the Northeast Geological Society of America conference wins top student award
- Eric Lindquist, Anna Loss, Nate Belke, and Ben Woupio present posters on Sustainable Energy at the ECSU Arts and Sciences Symposium
- Experimental study of performance of Lite Trough concentrating collectors conducted on the roof of Communication building at ECSU and at a state building in Mansfield completed.

Green Campus

- Co-curricular education and Green Campus initiatives in support of the President's Climate Commitment continue
- Green Campus Committee submits STARS portfolio for evaluation
- Conversion of Northeast Utilities community grant to Community Garden grant

Administrative

- Stephen Nathan hired as tenure track faculty member in Sustainable Energy Studies
- Fred Loxsom, Endowed Chair 2004 – 2012, retires
- Search for Endowed Chair extended to 2012-13

**Budget for Sustainable Energy Studies Endowed Chair Activities
2011-2012**

| Summary | | | |
|---|---------------------|------------------------------|-----------------|
| | | Original Budget | \$20,000 |
| | | Expenditures and Commitments | \$16,823 |
| | | Available Balance: | \$3,177 |
| Budget Detail | | | |
| Operating Expenses | Expenditures | Commitments | Total |
| Educational Supplies | \$5,208 | 0.00 | \$5,208 |
| Capital Equipment | \$3,234 | 0.00 | \$3,234 |
| Travel Out-of-State (for conferences/travel for student researchers) | \$1,560 | 0.00 | \$1,560 |
| Printing | \$90 | 0.00 | \$90 |
| Software | \$359 | 0.00 | \$359 |
| Freight/Storage | | 0.00 | 86.73 |
| Total | \$10,451 | 0.00 | \$10,451 |
| Personal Services | Expenditures | Commitments | Total |
| Student Labor (research assistants) | \$6,372 | 0.00 | \$6,372 |
| Total | \$6,372 | 0.00 | \$6,372 |
| Grand Total | \$16,823 | 0.00 | \$16,823 |

**The Dorothy W. Goodwin Endowed Chair
In Special Education
Southern Connecticut State University**

A Status Report

August 24, 2012

The Dorothy W. Goodwin Endowed Chair was established by Board Resolution #09-81 on December 10, 2009. It was established as a living memorial to a gifted educator who had fond memories of Southern Connecticut State University when it was called New Haven Teacher's College. It was her wish to further enhance the reputation of the School of Education that has had such a tremendous impact on PreK-12 education in Connecticut. To this end, she bequeathed a gift of one million dollars for an endowed chair.

As these funds were accepted by the SCSU Foundation on December 21, 2009, the one year ended June 30, 2011; calculation of the spendable income was done December 31, 2011 (see attached). Thus, the funds accumulated for the Endowed Chair have been held for the necessary time frame, which have made spendable income available in the amount of \$38,136 for AY 2012-13. We currently have a search underway for a renowned teacher scholar in the field of special education (preferably with expertise in the area of autism).



DOROTHY WEISBAUER GOODWIN ENDOWED CHAIR IN SPECIAL EDUCATION

As of FYE 6/30/2012

| | AMOUNT \$ |
|------------------------------------|------------------|
| Opening Balance as of July 1, 2011 | \$ 1,132,185.35 |
| Donations | \$ - |
| Investment Income | \$ 27,442.18 |
| Unrealized Investment Gain (Loss) | \$ (21,882.97) |
| Broker & Management Fees | \$ (17,057.69) |
| Gift Fee Expense | \$ - |
| Ending Balance @ 6/30/2012 | \$ 1,121,316.87 |

2011-2012 Annual Report

Constantine S. and Marie C. Macricostas Endowed Chair in Hellenic and Modern Greek Studies

In keeping with the revised guidelines for the Macricostas Chair, which focus on bringing in visiting scholars each spring and hosting important events that focus on Hellenic and Modern Greek studies throughout the year, the following activities took place in 2011-2012:

1. World-touring production of the Greek tragedy "Iphigenia in Tauris" by the Greek director Leonidas Loizides was presented on November 1, 2011. Loizides and his group offered an interactive workshop for students majoring in Theater at WCSU before the show.
2. Award-winning critic, essayist, translator and author Daniel Mendelsohn read from his work in progress "Antigone in Krakow: Reflections on Classics Lost and Found" as part of the annual lecture series funded by a grant from the Macricostas Family Foundation, April 4, 2012.
3. The WCSU Center for the Study of Culture and Values hosted a bus trip to the Onassis Foundation USA in New York for a guided tour of "Transition to Christianity: Art of Late Antiquity." This superb educational experience was attended by **48 participants**: WCSU students who major in Spanish, History and Art; community members; families with teenage children; faculty and staff, April 18, 2012.
4. Chyrstomos "Tom" Kostopoulos, Endowed Chair in Hellenic Studies for spring 2012, presented the lecture (with reception) "Unity in Diversity: Greece and the European Union Dilemma," April 26, 2012.
5. Endowed Chair, Spring 2012, Chyrstomos Kostopoulos, PhD, Classics offered the following course at WCSU:

Greece and its European Context in the 20th Century: Ancient Greek civilization and culture have been studied extensively. Greece has always been considered the crucible of Western Civilization, however many overlook the importance of modern Greece and its contemporary role. This course is an introduction to the study of modern Greece and its relationship to Europe with special emphasis to Greece as a member state of the European Union (EU). The course first presents a brief overview of Greek history and politics in the 20th century in order to establish the necessary background for an understanding of Greece's Europeanization. It also examines the formation of Greek identity and its relationship to "Europeanness" from a historical, cultural and socio-political perspective. Secondly, the course provides a summary of the historical progress of the European Union and a review of its formal and informal institutions. The final portion of the class concentrates on Greece's accession to the EU and on its role in the development and modernization of Greece. The current financial crisis and its social, political, and cultural consequences will be also examined extensively.

6. Endowed Chair Spring 2013, Nicholas Pappas, PhD, History will offer the course, Modern Greece 1821-2013. Course description forthcoming.
7. The search for 2014 endowed chair will begin in January 2013.

Respectfully submitted by Galina Bakhtiarova, Chair of the Center for the Study of Culture and Values Committee and Missy Alexander, Dean of the School of Arts and Sciences

Western Connecticut State University Foundation, Inc.
Endowment Fund Report
6/30/11 through 6/30/12

Macricostas Family Endowment Fund
Endowed Chair Report

| | |
|------------------------------|--------------|
| Market Value Balance 6/30/12 | 554,048.13 |
| Less Endowed Donations | (500,000.00) |
| Available on Market | 54,048.13 |

| | |
|--|------------|
| Spending Account: | |
| Beginning Balance as of 6/30/11 | 17,682.33 |
| Paid Expenses | (4,282.30) |
| Spending Amount pulled from Investment Account | 29,330.78 |
| Ending Balance as of 6/30/12 | 42,730.81 |

| | |
|---|----------|
| Itemized Expenses for FY12 | |
| Leonidas Eftychia Cor-Production - Greek Production | 2,800.00 |
| Sodexo - Refreshments for Greek Production | 367.50 |
| WSCU - Ives Concert - Use of White Hall | 160.00 |
| Bus to Onassis Foundation USA | 954.80 |
| Total Expenses FY12 | 4,282.30 |

Western Connecticut State University Foundation, Inc.
Endowment Fund Report
6/30/11 through 6/30/12

Macricostas Family Endowment Fund
Endowed Lecture Series Report

| | |
|------------------------------|-----------------|
| Market Value Balance 6/30/12 | 230,797.09 |
| Less Endowed Donations | (225,000.00) |
| Available on Market | <u>5,797.09</u> |

| | |
|--|-----------------|
| Spending Account: | |
| Beginning Balance as of 6/30/11 | 4,164.95 |
| Paid Expenses | (8,488.05) |
| Spending Amount pulled from Investment Account | <u>8,802.46</u> |
| Ending Balance as of 6/30/12 | <u>4,479.36</u> |

| | |
|--|--------------------------|
| Itemized Expenses for FY12 | |
| Daniel Mendelsohn - Lecture/Book Signing | (7,500.00) |
| Sodexo - Dinner Mendelsohn | (82.50) |
| Sodexo - Reception Mendelsohn | (399.80) |
| Sodexo - Reception Kostopoulos | <u>(505.75)</u> |
| Total Expenses FY12 | <u>(8,488.05)</u> |

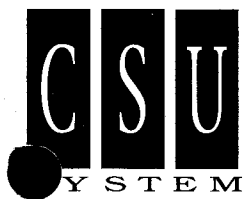
DISCUSSION ITEM

Review of Guidelines Regarding Academic Centers and Institutes

BACKGROUND

The CSU Board of Trustees adopted guidelines for the establishment, continuation, and sunset of centers and institutes established by the Board. These guidelines are attached for review.

11/02/12 – BOR-Academic and Student Affairs Committee



Connecticut State University System

Developing a State of Minds

BR#01-47



RESOLUTION

regarding

THE ESTABLISHMENT CENTERS AND INSTITUTES

in the

CONNECTICUT STATE UNIVERSITY SYSTEM

June 8, 2001

WHEREAS, The Board of Trustees created a policy for the establishment of instructional, research and service units (Centers and Institutes) within the Connecticut State Colleges in July, 1980 (BR80-96), and

WHEREAS, There now have been established more than 30 such Centers and Institutes, and

WHEREAS, The Board historically has required evidence of appropriateness of purpose, fiscal stability and program evaluation, but no formal guidelines have been heretofore adopted, and

WHEREAS, Guidelines are necessary to assure that the establishment of a Center or Institute follows consistent procedures intended to provide a detailed narrative of key elements to ascertain the appropriateness, strength and support of such entities, therefore, be it

RESOLVED, That instructional, research or service centers or institutes shall not be formed at any of the Connecticut State University institutions without the approval of the Board of Trustees, and be it further

RESOLVED, That BR 80-96 is hereby repealed and the attached "Guidelines Regarding Academic Centers and Institutes" are hereby adopted.

A Certified True Copy:

Lawrence D. McHugh, Chairman

GUIDELINES REGARDING ACADEMIC CENTERS AND INSTITUTES

The following formats shall be utilized in proposing the establishment of and reporting on an instructional, research or service center or institute in the Connecticut State University System.

A. THE ESTABLISHMENT OF A CENTER OR INSTITUTE

A Center is a formally organized unit within the University addressed primarily, but not exclusively, to the conduct of multidisciplinary research or teaching. An Institute is a formally organized unit within the University addressed primarily, but not exclusively, to the extension of the university's mission through public or community service. Both types of entities shall have the following features: (a) a separately identifiable budget; (b) an appointed director/coordinator, who has a defined task as administrative head of the Center; and (c) professional staff normally representing more than one academic department or discipline. Such staff shall hold full-time or fractional appointments to the Center, consistent with the provisions of the collective bargaining agreement. The Center/Institute may provide a portion or all of their salaries.

These definitions do not preclude interdepartmental cooperation of a less formal nature.

1. A formal proposal to establish a Center or Institute shall address the following topics:
 - a. The need for such an entity and the manner in which the Center or Institute would respond to the need described.
 - b. The objectives of the Center or Institute in relation to the University's mission.
 - c. The identification of faculty and staff to be initially involved.
 - d. An estimated budget for the first year of operation, including space and equipment, with projections to cover each of the additional years in the initial approval period.
 - e. A plan for the assessment and evaluation
2. Such a proposal shall be submitted through established university procedure and sent to the university President for review and approval.
3. The approved proposal shall be forwarded to the Connecticut State University System Chancellor and Chief Academic Officer for review and recommendation to the Board of Trustees through its Academic Affairs Committee.
4. Center and Institutes are ordinarily housed by the universities. In those exceptions where a case is made for a Center or Institute to be housed at the System Office, the Chief Academic Officer shall draft a proposal in conformance with the aforementioned stipulations, and shall follow the same procedures for institutes and centers, including a justification as to why location at the System Office is more effective. After consultation with the universities, the CAO will forward the proposal to the Chancellor for review and recommendation to the Board of Trustees through its Academic Affairs Committee
5. Any center or institute established under these procedures will go out of existence on December 31 five years after its inception, unless action to the contrary is taken by the Board of Trustees for the Connecticut State University System.

B. REVIEW OF CENTERS AND INSTITUTES

The following formats shall be followed for the annual/five year review of Centers or Institutes established within the Connecticut State University system:

B.1 ANNUAL REVIEW

The director/coordinator of each approved Center or Institute shall submit an annual report describing the accomplishments of the Center/Institute and a statement of revenue and expenditures through the university's report process.

B.2 SUNSET [5-YEAR] REVIEW:

Each Center or Institute shall be reviewed in the last year of its initial approval period and will address specifically the question of whether the Center or Institute should be continued or discontinued. A formal report of the review shall be forwarded to the university President, who shall decide whether to recommend continuing the center or institute to the Chancellor of the Connecticut State University System no later than September 1. The Chancellor shall report the President's recommendation to the Academic Affairs committee of the Board.

FIFTH-YEAR REPORT ON CENTERS AND INSTITUTES

1. Current authorizing resolution establishes the sunset date at December 31, _____.
2. Assessment and evaluation of the activity of the Center:
3. University President's recommendation

____ Continue

____ Discontinue
4. If the President's recommendation is for continuance, please outline general plans for the next five years following topics a-h of Item 1 in the Guidelines for the Establishment of a Center or Institute, as appropriate.

ITEM

Revise the policies and procedures for establishing and reviewing centers and institutes.

BACKGROUND

In July 1980, the Board of Trustees established a policy concerning the Establishment of Instructional, Research and Service Units within the Connecticut State Colleges. The policy did not include formal guidelines for proposing centers or institutes, nor did it include guidelines for annual or 'sunset' reviews. The Chief Academic Officer for the system at that time proposed informal guidelines that have been generally adhered to by the colleges/universities. Since 1980, the universities have established over 30 centers or institutes.

ANALYSIS

While most proposals for and reviews of centers and institutes follow the informal guidelines established 20 years ago, there is a lack of uniformity in the information contained in the narratives from one university to the next and even by proposals from the same university.

The proposed policy revision defines a center/institute, confirms the process for approval, and details the items to be addressed in the initiating proposal—including fiscal support and sunset provisions, annual review by the center's director and five-year review and recommendation of the university president.

CHANCELLOR'S RECOMMENDATION

Repeal BR 80-96 and approve the proposed policy revision for establishing, reviewing and continuing centers and institutes at the Connecticut State University as provided in the resolution and attachments.

INFORMATION ITEM

Non-substantive change to the name and adjust the curriculum of an Undergraduate Minor in Library Information Services to Information Management and Services at Southern Connecticut State University

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, although the program is reported for informational purposes (10a-34-3(e)).

BACKGROUND

Southern Connecticut State University has submitted a proposal to change the name of its existing undergraduate minor in Library Information Services to Information Management and Services and update the curriculum. These changes are consistent to recently approved changes to other degree programs at the University and do not require Board action.

The Information Management and Services (formally Library- Information Service) program prepares graduates for support positions in libraries. The program minor, particularly when combined with a major such as business or computer science or health-related field, also prepares graduates for a variety of information-based careers. A core of four required courses (12 credit hours) provide a solid base of most central professional competencies after the ALA's Core Competencies of Librarianship for a minor focus in the field and include foundations of the information profession, information resources, and organization of recorded knowledge and information.

CURRICULUM

ILS Minor (18 credits; minimum 2.7 Overall GPA)

Required (12 credits):

- ILS 302 - Information Service
- ILS 320 - Technical Services
- ILS 330 - User Services
- ILS 425 - Information Sources

Electives (6 credits) chosen from one of these cognate areas:

Computer Science

- CSC 152 - Computer Programming I
- CSC 153 - Computer Programming II
- CSC 104 - Web Technology
- CSC 206 - Web Scripting
- CSC 212 - Data Structures
- CSC 306 - Internet Multimedia
- CSC 443 - Fundamentals of Internet Programming

Management

MGT 105 - Managerial Communication
MGT 300 - Management and Organization
MGT 305 - Organizational Behavior
MGT 415 - Developing Team Managerial Skills

Psychology / Sociology

PSY 210 - Infant & Child Development
PSY 215 - Adolescent Development
PSY 227 - Social Psychology
PSY 370 - Educational Psychology or
PSY 371 - Educational Psychology for Early Childhood
SOC 361 - Urban Sociology
SOC 203 - Social Organizations

Communication

COM 205 - Fundamentals of Professional Presentations
COM 225 - Interpersonal Communications
COM 253 - Fundamentals of Video Production

Learning Outcomes

1. Demonstrate professional and ethical standards in library and information work and show familiarity with the Library Bill of Rights and the Library Code of Ethics
2. Exhibit knowledge of the organization of technical services in libraries and familiarity with acquisition processes and cataloging classification systems
3. Demonstrate knowledge of reference processes and the process of developing library information programs
4. Show understanding of contemporary issues concerning information, libraries, and users
5. Show foundational knowledge of a range of information sources and their use
6. Demonstrate knowledge and application of learned skills to major technologies used in contemporary information service
7. Apply knowledge of resources, users, and systems to real-world library and information problems

RESOURCES

No additional funding is anticipated to make these adjustments to the program.

11/02/12 – BOR-Academic and Student Affairs Committee

INFORMATION ITEM

Non-substantive change to add concentrations (9 credits each) in Accounting, Finance, Management, and Marketing in a program in Business Administration leading to the Master of Business Administration (M.B.A.) degree at Southern Connecticut State University

INFORMATION ITEM – NO RESOLUTION IS REQUIRED

No resolution is necessary. Approval by the Board is not required, although the changes are reported for informational purposes (10a-34-3(e)).

BACKGROUND

Southern Connecticut State University has submitted a proposal to add four concentrations (9 credits each) to the existing program in Business Administration leading to the Master of Business Administration (M.B.A.) degree. These changes qualify as nonsubstantive and do not require Board action.

Concentrations in the MBA program are planned in the following areas: Accounting, Finance, Management, or Marketing.

CURRICULUM

The existing program requires the completion of a total of 51 credits, of which 9 credits are optional electives. The proposed offering will require students, if they wish to have a concentration, to choose the 9 credits (3 courses) from the following list by concentration:

Accounting

- MBA 575 Financial Statement Analysis
- MBA 576 Advanced Income Tax
- MBA 577 Tax Planning and Research
- MBA 578 Not-for-Profit and Governmental Accounting
- MBA 579 Advanced Auditing
- MBA 580 International Accounting Standards
- MBA 581 Contemporary Accounting Issues.

Finance

- MBA 528 Real Estate Finance
- MBA 572 Financial Markets & Institutions
- MBA 573 Investment Analysis
- MBA 574 Multinational Financial Management

Management

- MBA 519 Leadership and Organizational Learning
- MBA 522 Organizational Change and Development

MBA 525 Business Ethics
MBA 532 Human resource Management
MBA 553 Entrepreneurship and Small Business Development

Marketing

MBA 512 Strategic Factors in Marketing
MBA 536 International Marketing
MBA 537 Product Management
MBA 538 Marketing Research & Analysis
MBA 540 Consumer Behavior.

Learning Outcomes

The objectives of the MBA program are to provide students with:

1. A working knowledge of the central paradigms and theories of various business disciplines.
2. Guidance and supervision in the application of important business skills and functions.
3. The expertise to evaluate and carry out research on business and organizational issues.
4. The skills to communicate their research effectively through written reports and oral presentations.
5. A working knowledge in the application of ethical principles and legal reasoning in business decision making.
6. A lifelong curiosity for and commitment toward business and organizational issues.

Most of the top MBA programs at U.S. colleges and universities offer concentrations in various areas within the business discipline. A concentration allows a student to take courses in a particular business subject in order to obtain the necessary knowledge that would help them enhance

RESOURCES

No additional funding is anticipated to make these adjustments to the program.

11/02/12 – BOR-Academic and Student Affairs Committee

INFORMATION ITEM

Discontinuation of the Center for Educational Excellence at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

No motion is needed to let authorization of a CSU Center or Institute sunset

BACKGROUND

The Center for Educational Excellence at Eastern Connecticut State University was established in 1991 by the CSU Board of Trustees (BR 91-124) and was authorized in 2007 to continue until December 31, 2012 (BR 07-61). The CSU “Guidelines Regarding Academic Centers and Institutes” (BR 01-47) requires each center or institution to be reviewed in its fifth year of authorization. Campus presidents review this report and then forward a recommendation for continuation.

President Núñez has recommended that the authorization for the Center for Educational Excellence to sunset. No resolution from the Board is needed.

RATIONALE

The mission of the Center for Educational Excellence at Eastern Connecticut State University was “to link the State University system and local school districts in a working partnership to meet educational needs. The Center will develop and administer programs in education services, professional development, teacher education curriculum, and research and grant development.” By 1993, system funding was eliminated and the Center was operated with funds from Eastern. While some system-wide initiatives were maintained, its focus shifted to supporting faculty development at Eastern.

From 1993 to the present, the Center has achieved this narrowed faculty development mission and has been continuously been staffed by a faculty member on a partial non-instructional assignment. Given the university’s changed needs and the Center’s reliance on internal funding, Eastern does not request renewal of the Center for Educational Excellence beyond the fall semester of 2012. The University anticipates implementing a revised structure to support faculty and staff development as of January 2013.