

BOARD OF REGENTS FOR HIGHER EDUCATION

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, May 17, 2012

Room 310, Old Appropriations Room – State Capitol, Hartford, CT

Binder Page #

- 1. Call to Order**
- 2. Roll Call and Declaration of Quorum**
- 3. Board of Regents Chairman, Lewis J. Robinson, Esq.**
- 4. Board of Regents President, Dr. Robert A. Kennedy**
 - a) Doug Hall, Founder & CEO, Eureka Ranch, Cincinnati, OH
- 5. Meeting and Discussion with Student Advisory Committee to the Board of Regents**
- 6. Approval of Minutes**
 - a) March 15, 2012 Regular Meeting
 - b) April 13, 2012 Special Meeting
 - c) April 30, 2012 Special Meeting (Workshop Session)
- 7. Consent Calendar**
 - a) **Licensure of new degree program**
 - i. Bachelor of Science in Health Information Management (Online) at Charter Oak State College 2
 - b) **Accreditation of licensed degree programs**
 - i. Bachelor of Science in Labor Relations and Human Resource Management at Eastern Connecticut State University 3
 - ii. Doctor of Science of Law at the University of Connecticut 4
 - c) **Simultaneous licensure and accreditation of new programs**
 - i. Undergraduate certificate in E-Commerce at Three Rivers Community College 5
 - ii. Undergraduate certificate in Machine Tools I at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College 6
 - iii. Undergraduate certificate in Machine Tools II at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College 7
 - iv. Undergraduate certificate in Speech Language Pathology Studies (Online) at Charter Oak State College 8
 - v. Undergraduate certificate in Women's Studies at Three Rivers Community College 9
 - vi. Associate of Applied Science degree in General Automotive Technology at Gateway Community College 10
 - vii. Associate of Science degree in E-Commerce at Three Rivers Community College 11
 - viii. Associate of Science degree Sport and Leisure Management at Three Rivers Community College 12
 - ix. Bachelor of Science degree in Mathematics-Physics at the University of Connecticut 13
 - x. Bachelor of Science degree in Geography at the University of Connecticut 14
 - xi. Post-master's certificate in Applied Behavior Analysis (Online) at Western Connecticut State University 15
 - d) **Modifications of existing programs**
 - i. Associate of Science degree in Management at Quinebaug Valley Community College 16
 - ii. Bachelor of Science degree in Library-Information Service at Southern Connecticut State University 17
 - iii. Comprehensive Special Education PK-12 Teacher Certification Program at Southern Connecticut State University 18
 - iv. Master of Science and Doctor of Philosophy degrees in Molecular and Cell Biology at the University of Connecticut 19

7. Consent Calendar (continued)

- a) Relinquishment of custody and control of certain parcels of land situated in the City of New Britain, Connecticut to the Connecticut Department of Transportation 20-28
- b) Relinquishment of custody and control of a parcel of land situated in the Town of Farmington, Connecticut to the Connecticut Department of Transportation 29-32
- c) Modification of a permanent water main and sanitary sewer line easement located at University Boulevard, Westside Campus of Western Connecticut State University to the City of Danbury 33-34

8. Academic & Student Affairs Committee – Dr. Merle Harris, Committee Chair

- d) Research and Teaching Awards 35-58

9. Finance & Administration Committee – Gary Holloway, Committee Chair

- e) CSU-AAUP Faculty Research Grants 59-71
- f) Charter Oak State College AY12-13 Tuition & Fees 72-73
- g) Connecticut State Universities Promotion & Tenure Recommendations 74-81

10. Executive Session

11. Appointment of Dr. Elsa Nuñez as Vice President for Connecticut State Universities

12. Appointment of Dr. David Levinson as Vice President for Connecticut Community Colleges

13. Adjourn

(Open Forum: will begin after meeting adjourns.)

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 - ii. Doctor of Science of Law at the University of Connecticut
- c) Simultaneous licensure and accreditation of new programs
 - i. Undergraduate certificate in E-Commerce at Three Rivers Community College
 - ii. Undergraduate certificate in Machine Tools I at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College
 - iii. Undergraduate certificate in Machine Tools II at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College
 - iv. Undergraduate certificate in Speech Language Pathology Studies (Online) at Charter Oak State College
 - v. Undergraduate certificate in Women's Studies at Three Rivers Community College
 - vi. Associate of Applied Science degree in General Automotive Technology at Gateway Community College
 - vii. Associate of Science degree in E-Commerce at Three Rivers Community College
 - viii. Associate of Science degree Sport and Leisure Management at Three Rivers Community College
 - ix. Bachelor of Science degree in Mathematics-Physics at the University of Connecticut
 - x. Bachelor of Science degree in Geography at the University of Connecticut
 - xi. Post-master's certificate in Applied Behavior Analysis (Online) at Western Connecticut State University
- d) Modifications of existing programs
 - i. Associate of Science degree in Management at Quinebaug Valley Community College
 - ii. Bachelor of Science degree in Library-Information Service at Southern Connecticut State University
 - iii. Comprehensive Special Education PK-12 Teacher Certification Program at Southern Connecticut State University
 - iv. Master of Science and Doctor of Philosophy degrees in Molecular and Cell Biology at the University of Connecticut

ITEM

Licensure of a program in Health Information Management (Online) leading to the Bachelor of Science (B.S.) degree at Charter Oak State College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education license a program in Health Information Management (Online) leading to the Bachelor of Science (B.S.) degree at Charter Oak State College for a period of three years until May 31, 2015.

BACKGROUND

The bachelor's program in Health Information Management is the first disciplinary-based major at the college and has been built in concert with its statutory mission. Program curriculum has been built in alignment with the learning domains of the Commission on Accreditation for Health Informatics and Information Management and will prepare students to take the Register Health Information Administrator licensure exam.

Learning outcomes include the ability to develop, maintain, and enforce organizational policies, procedures and guidelines for the management of health information and health information technology systems; manage, maintains, update, modify and purge healthcare data in accordance with organizational policies and in compliance with state, federal, and accrediting organizations laws, regulations and standards; ensure confidentiality, privacy and availability of health information; design and implement information security measures; and develop and conduct information security trainings; use of proper coding schemes for reimbursement and operational planning; manage human resources, including recruiting, management and evaluation of personnel; develop data models and data warehouses, and use digital data mining techniques; and manage financial resources and budgets and perform cost/benefit analysis.

Work opportunities in the health information management and technology fields are projected to have a strong growth both at the national and state levels.

4/05/12 – Advisory Committee on Accreditation

5/03/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Accreditation of a program in Labor Relations and Human Resource Management leading to the Bachelor of Science (B.S.) degree at Eastern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education accredits a program in Labor Relations and Human Resource Management leading to the Bachelor of Science (B.S.) degree at Eastern Connecticut State University for a period of time concurrent with institutional accreditation.

BACKGROUND

The multidisciplinary program in Labor Relations and Human Resource Management requires that students take courses from at least four existing major programs in two of schools in the university. The major includes courses in statistics, economics, business, history, psychology, anthropology, geography, and sociology.

Students graduate with an understanding of the sociological and historical contexts of work, the geographic forces that influence the location and flow of employment, the psychological principles most relevant in the workplace and the economic forces affecting wages and employment. They study labor, principles of human resources management, and the implications of diversity in the workplace. As a major that prepares students for a clearly defined set of careers, this program is unique in requiring such deep exposure to the liberal arts.

Graduates will be prepared to pursue careers in human resource management, personnel, union administration, labor relations, recruitment and placement, compensation and benefit analysis, equal employment and affirmative action, job analysis, training, and to enter careers in economic and social policy research, analysis, and advocacy. The program is also suited for students who wish to pursue graduate degrees in human resource management, labor studies, employment law, and labor and industrial relations.

4/05/12 – Advisory Committee on Accreditation

5/03/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Accreditation of a program in Law leading to the Doctor of Science of Law (S.J.D.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education accredits a program in Law leading to the Doctor of Science of Law (S.J.D.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation.

BACKGROUND

This research-based program prepares students in advanced legal studies beyond the Juris Doctor (J.D.) and Master of Laws (LL.M.) degrees and has a principal focus on dissertation preparation. Since the licensing of the program, the Law School obtained a letter of Acquiescence from the American Bar Association, the Law School's primary accreditation agency. The program builds on the traditional strengths in the School in the areas of Human Rights Law, Insurance, and Intellectual Property.

The Board of Regents licensed this program in fall 2011, but since most S.J.D. applicants will be foreign scholars who must meet U.S. immigration requirements, including a visa permit, accreditation of the program is needed to facilitate recruitment of this target population for the program.

5/03/12 – Advisory Committee on Accreditation

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in E-Commerce leading to an undergraduate certificate (29 credits) at Three Rivers Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in E-Commerce leading to an undergraduate certificate (29 credits) at Three Rivers Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

The undergraduate certificate program in E-Commerce derives from a related Associate of Science Degree in E-Commerce and is composed of business and computer courses. The program is designed for entry-level business professionals, as well as those returning to the workforce, the opportunity to enhance their skills, increase their employability, and advance in their careers.

To keep pace with changes in the workplace, this program will provide hands-on experience with the latest industry standard software applications in the Microsoft software applications suite, web development, database management, information security, introduction to programming and Web e-commerce.

It is designed to be completed on either a part-time or fulltime basis with the ability to accomplish this in just one academic year if desired.

4/05/12 – Advisory Committee on Accreditation

4/13/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Machine Tools I leading to an undergraduate certificate (16 credits) at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools I leading to an undergraduate certificate (16 credits) at Housatonic Community College for a period of time concurrent with institutional accreditation, and be it further

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools I leading to an undergraduate certificate (16 credits) at Naugatuck Valley Community College for a period of time concurrent with institutional accreditation, and be it further

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools I leading to an undergraduate certificate (16 credits) at Quinebaug Valley Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

The Board of Regents approved these items on March 15, 2012 as program modifications, but resolutions to license and accredit the programs are required to satisfy Board policy, state regulations, and Connecticut General Statutes 10a-34.

The State Legislature appropriated \$17.8 million in fall 2011 to create academic programs to support the State's manufacturing industry. These programs are modeled on the program at Asnuntuck Community College, and the curriculum for all programs is the same. These three programs will serve more than 200 new students each year.

The Machine Tools I certificate program combines laboratory hands-on instruction with blended on-site manufacturing apprenticeships and follows NIMS (National Institute for Metalworking Skills) guidelines. • Successful mastery of the level I machine technology certificate is required for entry into the Machine Technology Level II credit certificate.

In depth documentation for these programs is included in the agendas of the 2/10/12 and 3/2/12 meetings of the Academic and Student Affairs Committee.

02/10/12 and 03/2/12 – Academic and Student Affairs Committee
3/15/12 – Board of Regents (as a program modification)
5/03/12 – Advisory Committee on Accreditation
5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Machine Tools II leading to an undergraduate certificate (18 credits) at Housatonic Community College, Naugatuck Valley Community College, and Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools II leading to an undergraduate certificate (18 credits) at Housatonic Community College for a period of time concurrent with institutional accreditation, and be it further

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools I leading to an undergraduate certificate (18 credits) at Naugatuck Valley Community College for a period of time concurrent with institutional accreditation, and be it further

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Machine Tools I leading to an undergraduate certificate (18 credits) at Quinebaug Valley Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

The Board of Regents approved these items on March 15, 2012 as program modifications, but resolutions to license and accredit the programs are required to satisfy Board policy, state regulations, and Connecticut General Statutes 10a-34.

The State Legislature appropriated \$17.8 million in fall 2011 to create academic programs to support the State's manufacturing industry. These programs are modeled on the program at Asnuntuck Community College, and the curriculum for all programs is the same. These three programs will serve more than 200 new students each year.

The Machine Tools II provide a second level of essential skills and knowledge to individuals seeking a more advanced background in the machining area of manufacturing beyond the Machine Tools I certificate. Credits earned in the Machine Tools II certificate can be applied to community college associate degree in Technology Studies: Advanced Manufacturing degree option which can be used for seamless transfer to receiving four-year universities (Central Connecticut State University and the University of Hartford)..

In depth documentation for these programs is included in the agendas of the 2/10/12 and 3/2/12 meetings of the Academic and Student Affairs Committee.

02/10/12 and 03/2/12 – Academic and Student Affairs Committee

3/15/12 – Board of Regents (as a program modification)

5/03/12 – Advisory Committee on Accreditation

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Speech Language Pathology Studies (Online) leading to an undergraduate certificate (21 credits) at Charter Oak State College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Speech Language Pathology Studies (Online) leading to an undergraduate certificate (21 credits) at Charter Oak State College for a period of time concurrent with institutional accreditation.

BACKGROUND

The undergraduate certificate in Speech Language Pathology Studies is specifically designed to train adults as a speech and language pathology assistant. It was developed at the request of CREC. Coursework is designed to assist students in mastering the skills required to address the language, communication, social/emotional and creative needs of school age children. In order to meet the American Speech Language-Hearing Association (ASHA) suggested guidelines, the students must have an earned the minimum of an A.S. degree by the time they complete this certificate program.

To serve a growing and more diverse client base and an expanding scope of practice, more service providers are needed. In an era of heightened demand for cost efficiency, some tasks may be more appropriate for support personnel than for professional-level providers. The use of assistants may allow ASHA-certified speech-language pathologists to focus more on professional-level clinical services (i.e., those that require ongoing clinical judgment) rather than on routine day-to-day operational activities.

4/05/12 – Advisory Committee on Accreditation
4/13/12 – BOR-Academic and Student Affairs Committee
5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Women's Studies leading to an undergraduate certificate (24 credits) at Three Rivers Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Women's Studies leading to an undergraduate certificate (24 credits) at Three Rivers Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

The multidisciplinary program in women's studies prepares students for transferring into four-year institutions to pursue a major or a minor in Women's Studies and to prepare workers related private and non-profit sector jobs. Entities benefiting from these workers are dealing with domestic violence issues, welfare rights advocacy, public and community service, family counseling, and sexual assault counseling.

Students completing the program will be able to explain how women's positions are socially constructed through social identity locations (such as race/ethnicity, class, age, sexuality, abilities, etc.) and other social, cultural, and historical experiences and how these locations and experiences impact women's lives; demonstrate strong written and oral communication skills by formulating and articulating ideas, developing positions, actively listening, and engaging in constructive dialogue on the topic of gender and women's issues; identify and explain what career options and degree programs are available to women's studies majors and minors; and demonstrate awareness of the importance of civic engagement by engaging in projects that promote the empowerment of women and girls.

The program is open to all incoming and existing students at the college and has no special admission requirements.

4/05/12 – Advisory Committee on Accreditation

4/13/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in General Automotive Technology leading to an Associate of Applied Science (A.A.S.) degree at Gateway Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in General Automotive Technology leading to an Associate of Applied Science (A.A.S.) degree at Gateway Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

This program in General Automotive Technology is related to an existing nationally certified automotive technology certificate programs by the National Automotive Technicians Education Foundation/National Institute for Automotive Service Excellence. The program has benefited from extensive support through grants and donations and is designed to prepare entry workers as well as giving those already employed an opportunity to complete a degree. Numbers of openings in this automotive technology at this level far exceed current capacity of preparation.

Students are prepared in language arts and communication skills and mathematics related to the occupation, use scientific methods and critical thinking to solve problems, demonstrate workplace skills, apply knowledge of theory and safety, use current reference and training materials from accepted industry publications and standards, and apply knowledge of general engine diagnosis and repair, transmission and transaxle maintenance, suspension and steering systems, general disc and/or drum brake system hydraulics, general electric/electronic systems, and general heating and air conditioning systems and their components.

5/03/12 – Advisory Committee on Accreditation

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in E-Commerce leading to an Associate of Science (A.S.) degree at Three Rivers Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in E-Commerce leading to an Associate of Science (A.S.) degree at Three Rivers Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

This associate's degree program in E-Commerce combines a strong basic foundation in electronic commerce with a broad background in general education, serving students of Southeastern Connecticut who aspire to obtain entry-level careers in the e-commerce field as well as in specialized online jobs in sales and technology.

The program includes courses in general education, business/management, and computer science, and prepare students in the use of current accounting systems and procedures, the use of Microsoft Suite application software, the understanding of fundamental concepts in current database technology and Web Design and Development, the legal principles and their applications to business transactions and to individual rights and obligations, the application of principles of management and business operations, the use of marketing research and consumer behavior in the formulation of marketing strategies, the use of computer design, programming, information processing and algorithmic problem solving, and the essentials of electronic commerce including electronic purchasing, invoicing and payment systems, electronic commerce and network, security.

Graduates of the program will be prepared to pursue careers as webmasters, telecommunications specialists, or a computer support specialists.

4/05/12 – Advisory Committee on Accreditation

4/13/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Sport and Leisure Management leading to an Associate of Science (A.S.) degree at Three Rivers Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Sport and Leisure Management leading to an Associate of Science (A.S.) degree at Three Rivers Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

The associate's degree program in Sport and Leisure Management prepares students in the areas of recreational management, fitness, facility design and management, accounting, and risk management.

The program incorporates the study of management issues and trends in the sport and exercise field and the coordination of agency resources, programs and services; personnel processes; mastery of the basic principles, concepts terminology and strategies in today's marketing; the understanding information security, privacy risk and other issues brought up in the use of technology; the knowledge of history and principles governing business law in the United States; the evaluation of population segments for offering services; the design and delivery of leisure and recreation services to different age groups; the understanding of facility and equipment maintenance; facilities scheduling, maintenance, inventories, accounting, reporting, and legal implications.

The program requires certification in First Aid and CPR/AED. All students are required to participate in a field experience which requires assisting, planning and implementing recreational activities. Changes in the economic landscape of Southeastern Connecticut present a growing need to attend to the staffing and support for recreation departments and local attractions, fitness centers, community activities and recreational areas are a refuge during these periods.

4/05/12 – Advisory Committee on Accreditation

4/13/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Mathematics-Physics leading to a Bachelor of Science (B.S.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Mathematics-Physics leading to a Bachelor of Science (B.S.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation.

BACKGROUND

The bachelor's program in Mathematics-Physics prepares students in the mutual relationship between Mathematics and Physics. Physics-focused students are provided with a solid background in the mathematics applicable to their field, and mathematics-focused students with an appreciation of the motivation and intuition for the many mathematical tools that are applied in physics.

The major contains two tracks: one for students leaning towards Physics, and for those leaning towards Mathematics. The required courses have sufficient overlap, easing entry into either a physics or mathematics graduate field. The total number of credits for either track (49) of the proposed major is comparable to the number required for the Mathematics-Statistics (42) program, and compares favorably with the number of credits required for a double major in Mathematics and Physics (78). Further, no new courses need to be offered for the proposed major.

5/03/12 – Advisory Committee on Accreditation

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Geography leading to a Bachelor of Science (B.S.) degree at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Geography leading to a Bachelor of Science (B.S.) degree at the University of Connecticut for a period of time concurrent with institutional accreditation.

BACKGROUND

The bachelor's degree program in Geography focuses on the methods and techniques of geographic information science and technology (GIST). Within GIST, there are main foci of studies beyond the basic principles: (1) proper understanding of the statistical analysis of geographic data; (2) proper methods for the visualization of geographic data; and (3) the proper use of GIST in a normative decision-making environment.

By pursuing this degree, including courses within the spatial focus in other departments as related courses, students can effectively prepare themselves for technical careers in spatial analysis in the federal government (Defense Mapping Agency, National Atmospheric and Oceanic Administration) and private firms. Geographic Information and Science Technology has become integral to studying the environment and accessing the delivery of medical services.

5/03/12 – Advisory Committee on Accreditation

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Licensure and accreditation of a program in Applied Behavior Analysis (Online) leading to a post-master's certificate at Western Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education licenses and accredits a program in Applied Behavior Analysis (Online) leading to a post-master's certificate at Western Connecticut State University for a period of time concurrent with institutional accreditation.

BACKGROUND

The program is designed for individuals who have earned a college degree and who seek advanced knowledge in the field of applied behavior analysis. The Applied Behavior Analysis (ABA) field consists of the application of this science of behavior to increase or decrease a particular behavior, to improve the quality of a behavior, to stop an old behavior, or teach a new behavior. The program follows the Board Certified Behavioral Analysis Task List, through a four-course sequence designed to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA).

The BCBA certification provides an approach for developing, implementing and evaluating applied strategies to produce changes in socially significant behaviors of individuals with or without disabilities in educational or therapeutic environments in the context of community settings as well as institutional settings.

2/10/12 – BOR-Academic and Student Affairs Committee

4/05/12 – Advisory Committee on Accreditation

5/18/12 – Board of Regents

ITEM

Program modification to a program in Management leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves the modification of a program in Management, changing the curriculum to align with other programs and changing the name to Business Administration leading to the Associate of Science (A.S.) degree at Quinebaug Valley Community College for a period of time concurrent with institutional accreditation.

BACKGROUND

Quinebaug Valley Community College has requested to change the name of its associate's degree program in Management to Business Administration and also to make curricular modifications to better align the program with receiving bachelor's programs. Graduates of the modified program will obtain a more attractive Business Administration credential in one of three options: Business Information Systems, Project Management, or Human Resources Specialist, allowing them direct entry into the workforce (including an internship), or transfer to a four year business degree program. The original Management degree program does not allow tailoring facilitate program-to-program transfer.

Target students include individuals currently working as business professionals who wish or are being required to obtain an Associate's degree; high school graduates and others seeking a career change; students seeking to transfer to area four year schools and all students interested in careers in business.

5/04/12 – BOR-Academic and Student Affairs Committee
5/18/12 – Board of Regents

ITEM

Program modification to a program in Library-Information Service leading to the Bachelor of Science (B.S.) degree at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves the modification of a program in Library-Information Service, changing the curriculum to align with other professional competencies and changing the name to Information Management and Service leading to the Bachelor of Science (B.S.) degree at Southern Connecticut State University for a period of time concurrent with institutional accreditation.

BACKGROUND

Southern Connecticut State University has requested to change the name of its bachelor's program in Library Information Service to Information Management Service and to make curricular adjustments to align with appropriate professional competencies. Through this modification a more attractive program that better aligns with the professional competencies after the American Library Association's Core Competences of Librarianship, include foundations of the information profession, information resources, organization of recorded knowledge and information, technological knowledge and skills, organization of information and memory institutions, and research in information and library services.

Curriculum changes increase the number of required courses, add a research-based capstone project requirement aligning with the new Liberal Education Program (LEP) program at the university, and streamlines interdisciplinary electives to better match current state of profession skills and knowledge needs. The modified program, particularly when combined with a second major such as business or computer science or health-related field, also prepares graduates for a variety of information-based careers.

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Program modification to a program in Comprehensive Special Education PK-12 leading to Teacher Certification at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves a program modification of a program in Comprehensive Special Education PK-12 leading to Teacher Certification at Southern Connecticut State University, to offer the program at a location in East Lyme, Connecticut for a period of time concurrent with institutional accreditation.

BACKGROUND

Southern Connecticut State University has requested to offer this teaching certification program will be offered at an off-site location (East Lyme, CT). There are no modifications to curriculum or admissions requirements. This program will not result in the granting of a degree. Program completers will be eligible for recommendation to the State Department of Education for initial teaching certification, Comprehensive Special Education K-12 – the same recommendation made for completers of the on-campus program.

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Program modification to consolidate fields of study into a single program for Molecular and Cell Biology leading to the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.) degrees at the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, That the Board of Regents for Higher Education approves a program modification to subsume existing programs in Structural Biology and Biophysics, Biochemistry, Cell and Developmental Biology, Genetics and Genomics, and Microbiology leading to the Master of Science (M.S.) degree under a single program called Molecular and Cell Biology leading to the Master of Science (M.S.) degree at the University of Connecticut, and be it further

RESOLVED, That the Board of Regents for Higher Education approves a program modification to subsume existing programs in Structural Biology and Biophysics, Biochemistry, Cell and Developmental Biology, Genetics and Genomics, and Microbiology leading to the Doctor of Philosophy (Ph.D.) degree under a single program called Molecular and Cell Biology leading to the Doctor of Philosophy (Ph.D.) degree at the University of Connecticut, and be it further

BACKGROUND

The Department of Molecular and Cell Biology hosts five fields of study that offer MS and PhD degrees: Biochemistry, Cell and Developmental Biology, Genetics, Structural Biology and Biophysics and Microbiology. The university plans to rename one field of study to Molecular and Cell Biology. New students who apply to the Department and current students wishing to do so will be admitted into this renamed field of study.

To retain the disciplinary focus of the current fields of study, the University plans to create four new Areas of Concentration within the new Molecular and Cell Biology field of study: Biochemistry, Structural Biology and Biophysics; Cell and Developmental Biology; Genetics and Genomics; Microbiology.

Consolidation of the fields of study will enhance our visibility both within the University, facilitating future collaborations with other academic units, and will broaden our reach within the state and nationally. In a broader sense, molecular and cell biology is heading in the direction of larger aggregates of individuals with overlapping interests, techniques and training needs.

5/03/12 – Advisory Committee on Accreditation

5/04/12 – BOR-Academic and Student Affairs Committee

5/18/12 – Board of Regents

ITEM

Relinquishment of care, custody and control of certain parcels of land situated in New Britain, Connecticut, to the Connecticut Department of Transportation.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that the President is authorized to sign an Inter-Agency Transfer agreement, and any related documents as may be deemed necessary, relinquishing care, custody and control of five areas totaling approximately 100,307 square feet, from the CSUS to the Department of Transportation.

BACKGROUND

The State Department of Transportation (“DOT”) has developed plans for a dedicated Bus Rapid Transit (“BRT”) facility along a 9.4-mile corridor between downtown New Britain and downtown Hartford. The BRT has been developed to offer more competitive travel times than public road travel currently offers. The proposed corridor for the BRT follows an abandoned railroad right of way from New Britain (approximately 4.4 miles) and parallel to the active Amtrak rail line running into Hartford (approximately 5.0 miles). A segment of the proposed route through New Britain will run under Cedar Street, along a route adjacent to the west property boundary of the Central Connecticut State University (“CCSU”) East Campus and pass under Route 9 running to downtown New Britain. The East Campus segment intersects with Central’s new Maintenance Bay and Salt Shed land parcel located at Cocomo Circle, New Britain. The construction of the BRT will include related improvements to the transit and transportation infrastructure necessary to make the busway possible.

ANALYSIS

The DOT has notified the Connecticut State Colleges and Universities, Board of Regents, that the BRT location adjacent to Central’s Maintenance Bay and Salt Shed will require property line modifications. As a component of the property line modifications the DOT has requested the relinquishment of care, custody and control of five areas totaling approximately 100,307 square feet from the CSUS to the DOT. The loss of property at Central’s Maintenance Bay and Salt Shed will not interrupt current or projected future operations for Central at that site. The relinquished land will be established as a DOT right of way allowing BRT operation as designed across the Cocomo Circle location.

5/09/12 Finance & Administration Committee
5/17/12 Board of Regents for ratification

Return to:
State of Connecticut
Department of Transportation
P.O. Box 317546
2800 Berlin Turnpike
Newington, Connecticut 06131-7546

INTER-AGENCY TRANSFER

TO ALL PEOPLE TO WHOM THESE PRESENTS SHALL COME, GREETING:

WHEREAS, in pursuance of and in accordance with the provisions of Section 13a-73(g) of the General Statutes of Connecticut, as revised, a petition has been made to the Office of Policy and Management by the Commissioner of Transportation requesting a transfer of custody and control of that certain parcel of land herein described from the Connecticut State Colleges and Universities, Board of Regents for Higher Education to the Department of Transportation, and;

WHEREAS, the Office of Policy and Management has approved such transfer, as evidenced by approval herein;

NOW, THEREFORE, custody and control of the following premises are, as of this date, hereby transferred from the custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education to the Department of Transportation.

Those five certain parcels of land situated in the Towns of Newington and New Britain, County of Hartford and State of Connecticut, as more particularly shown on a map set to be filed in the Newington and New Britain Town Clerk's Offices, entitled: "TOWNS OF NEWINGTON AND NEW BRITAIN MAP SHOWING CUSTODY/CONTROL ACQUIRED FROM BOARD OF REGENTS OF THE CONN. STATE UNIVERSITY SYSTEM TO THE STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION NEW BRITAIN – HARTFORD BUSWAY SCALE 1"=40' JULY 2011 THOMAS A. HARLEY, P.E. CHIEF ENGINEER - BUREAU OF ENGINEERING AND CONSTRUCTION", Town No. 88 & 93, Project No. 171-305, Serial No. 25, Sheets 1, 2 and 3 of 3, Last Revised 01/18/12, and bounded and described as follows:

Area No. 1 – Containing 22,875 square feet, more or less, situated in the towns of New Britain and Newington, as shown on Sheet 1 of said map set, and bounded:

NORTHWESTERLY - by the Proposed Busway, 807 feet, more or less;

NORTHEASTERLY - by Present CT. Route 9 (Southbound), 23 feet, more or less;

SOUTHEASTERLY - by remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, a total distance of 378 feet, more or less, by a line designated "TRANSFER LINE (PARCEL NO.1)", as shown on Sheet 1 of said map set;

NORTHEASTERLY - by said remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education of the Connecticut State University System, 7 feet, more or less, by said "TRANSFER LINE", as shown on Sheet 1 of said map set;

SOUTHEASTERLY - by said remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education of the Connecticut State University System, 22 feet, more or less, by said "TRANSFER LINE", as shown on Sheet 1 of said map set;

NORTHEASTERLY - by said remaining land under custody and control of the
again Connecticut State Colleges and Universities, Board of Regents for
Higher Education, 4 feet, more or less, by said “TRANSFER LINE”,
as shown on Sheet 1 of said map set;

SOUTHEASTERLY - by said remaining land under custody and control of the
again Connecticut State Colleges and Universities, Board of Regents for
Higher Education, 191 feet, more or less, by said “TRANSFER
LINE”, as shown on Sheet 1 of said map set;

SOUTHERLY, - by Present Coccomo Circle, a total distance of 224 feet, more or less;
EASTERLY and
NORTHERLY

SOUTHERLY - by lands now or formerly of Dimitri Shafram et al, and Ishtar Realty,
LLC, each in part, 165 feet, more or less.

Together with transfer of custody and control for drainage and drainage structures
(DROW) and access to this system only (Access Transfer), within areas totaling 20,613
square feet, more or less, including a full and perpetual right and privilege to enter upon the
said premises by its officers, employees, servants and agents, for the purpose of
constructing, building, maintaining, cleaning, repairing, reconstructing and inspecting, at all
times a drain or pipe, with appurtenances thereto, upon, over, under and across said
(DROW), together with the further right, privilege and easement to discharge water onto
land of the Transferor from said drain or pipe, in the direction of the arrows, and into
existing watercourse, as shown on Sheet 1 of said map set.

Together with the right to enter portions of remaining land of the Transfer or for the
purpose of installing sedimentation control system, grading, removing, relocating and
installing chain link fence, installing metal beam rail, and installing 15” HDPE pipe and 15”
culvert end, all as more particularly shown on Sheet 1 of said map set.

Area No. 2 – Containing 1,199 square feet, more or less, situated in the town of New
Britain, as shown on Sheet 1 of said map set, and bounded:

NORTHEASTERLY - by remaining land under custody and control of the
and EASTERLY Connecticut State Colleges and Universities, Board of Regents for
Higher Education, a total distance of 137 feet, more or less, by a line
designated “TRANSFER LINE (PARCEL NO.2)”, as shown on
Sheet 1 of said map set;

WESTERLY and - by Present Coccomo Circle, a total distance of 123 feet, more or less.
SOUTHWESTERLY

Together with the right to enter portions of remaining land of the Transfer or for the
purpose of constructing driveway, as more particularly shown on Sheet 1 of said map set.

Area No. 3 – Containing 58,539 square feet, more or less, situated in the town of New
Britain, as shown on Sheet 1 of said map set, and bounded:

SOUTHEASTERLY - by the Proposed Busway, 216.63 feet;

SOUTHERLY - by land now or formerly of Cornerstone Condominium, 224 feet,
more or less;

- WESTERLY - by remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, 117 feet, more or less, by a line designated "TRANSFER LINE (PARCEL NO. 3)", as shown on Sheet 1 of said map set;
- SOUTHWESTERLY - by said remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, 46 feet, more or less, by said "TRANSFER LINE (PARCEL NO. 3)", as shown on Sheet 1 of said map set;
- SOUTHERLY again - by said remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, 98 feet, more or less, by said "TRANSFER LINE (PARCEL NO. 3)", as shown on Sheet 1 of said map set;
- WESTERLY again - by Present East Street, 45 feet, more or less;
- NORTHERLY - by land now or formerly of Sandy Brook, LLC, 463.79 feet.

Together with the transfer of custody and control to slope for the safety of the drive to busway facility and remove, use or retain excavated material within an area of 1,803 square feet, more or less, as shown on Sheet 1 of said map set.

Together with the right to enter portions of remaining land of the Transfer or for the purpose of removing bituminous driveway, grade, install turf establishment, construct driveway, construct paved parking area and install parking lot striping, construct concrete walk, construct retaining wall, install concrete park curbing, install chain link fence and remove chain link fence, all as more particularly shown on Sheet 1 of said map set.

Area No. 4 – Containing 77 square feet, more or less, situated in the town of New Britain, as shown on Sheet 1 of said map set, and bounded:

- WESTERLY - by Present East Street, 39 feet, more or less;
- EASTERLY - by remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, 38 feet, more or less, by a line designated "TRANSFER LINE (PARCEL NO. 4)", as shown on Sheet 1 of said map set;
- SOUTHERLY - by land now or formerly of Cornerstone Condominium, 4 feet, more or less.

Area No. 5 – Containing 17,617 square feet, more or less, situated in the town of Newington, as shown on Sheets 2 and 3 of said map set, and bounded:

- NORTHWESTERLY - by the Proposed Busway, a total distance of 996 feet, more or less;
- SOUTHEASTERLY - by remaining land under custody and control of the Connecticut State Colleges and Universities, Board of Regents for Higher Education, a total distance of 1,021 feet, more or less, by a line designated "TRANSFER LINE (PARCEL NO. 5)", as shown on Sheets 2 and 3 of said map set;
- WESTERLY - by Present CT. Route 9, a distance of 30 feet, more or less.

Together with transfer of custody and control for drainage and drainage structures (DROW) within an area of 6,927 square feet, more or less, including a full and perpetual right and privilege to enter upon the said premises by its officers, employees, servants and agents, for the purpose of constructing, building, maintaining, cleaning, repairing, reconstructing and inspecting, at all times a drain or pipe, with appurtenances thereto, upon, over, under and across said (DROW), together with the further right, privilege and easement to discharge water onto land of the Transferor from said drain or pipe, in the direction of the arrows, and into existing watercourse, as shown on Sheet 3 of said map set.

Together with the transfer of custody and control slope for the drainage of the busway, and remove, use or retain excavated material within an area of 3,583 square feet, more or less, as shown on Sheet 2 of said map set.

Together with the transfer of custody and control slope for the support and safety of the busway, and remove, use or retain excavated material within an area of 3,933 square feet, more or less, as shown on Sheets 2 and 3 of said map set.

Together with the right to enter portions of remaining land of the Transferor for the purpose of installing sedimentation control system, resetting chain link fence, install wire fence with wood posts, and install chain link fence, all as more particularly shown on Sheets 2 and 3 of said map set.

IN WITNESS WHEREOF, the Connecticut State Colleges and Universities, Board of Regents for Higher Education, acting herein by Robert A. Kennedy, President, and the Department of Transportation, acting herein by Thomas A. Harley, P.E., Chief Engineer, Bureau of Engineering and Construction, duly authorized, have caused this Instrument to be executed.

Signed, Sealed and Delivered
in the presence of

Connecticut State Colleges and Universities,
Board of Regents for Higher Education

Witness

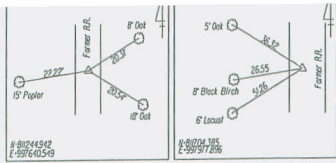
By _____ (L.S.)
Robert A. Kennedy, President
Duly Authorized

STATE OF CONNECTICUT)
) SS: Hartford
COUNTY OF HARTFORD)

The foregoing instrument was acknowledged before me this ____ day of _____, A.D. 2012, by Robert A. Kennedy, President.

My Commission Expires

Notary Public



BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TRANSFER AREA NO. 3 = 58,539+SQ.FT.

BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TRANSFER AREA NO. 4 = 77+SQ.FT.

Daycare

Essex

TRANSFER OF CUSTODY AND CONTROL TO SLOPE FOR THE SAFETY OF THE DRIVE TO BUSWAY FACILITY AND REMOVE USE OR RETAIN EXISTING MATERIAL ACQUIRED
TRANSFER AREA = 1,803+SQ.FT.

RIGHT TO REMOVE BITUMINOUS DRIVEWAY GRADE, INSTALL TURF ESTABLISHMENT, CONSTRUCT DRIVEWAY, CONSTRUCT PAVED PARKING AREA AND INSTALL PARKING LOT STRIPING ACQUIRED.
RIGHT = 9,223+SQ.FT.

RIGHT TO CONSTRUCT CONCRETE WALK ACQUIRED.
RIGHT AREA = 112+SQ.FT.

RIGHT TO CONSTRUCT RETAINING WALL ACQUIRED.
RIGHT = 411+SQ.FT.

RIGHT TO INSTALL CONCRETE PARK CURBING ACQUIRED.
RIGHT = 243+SQ.FT.

RIGHT TO INSTALL CHAIN LINK FENCE ACQUIRED.
RIGHT = 138+SQ.FT.

RIGHT TO REMOVE CHAIN LINK FENCE ACQUIRED.
RIGHT = 157+SQ.FT.

BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TRANSFER AREA NO. 1 = 22,875+SQ.FT.

TRANSFER OF CUSTODY AND CONTROL FOR DRAINAGE AND DRAINAGE STRUCTURES (D.R.O.W.) AND ACCESS TO THIS SYSTEM ONLY.
TOTAL TRANSFER AREAS = 40,411+SQ.FT.

RIGHT TO INSTALL SEDIMENTATION CONTROL SYSTEM ACQUIRED.
RIGHT = 531+SQ.FT.

RIGHT TO GRADE ACQUIRED.
RIGHT AREAS = 2679+SQ.FT.

RIGHT TO REMOVE, RELOCATE AND INSTALL CHAIN LINK FENCE ACQUIRED.
RIGHT = 163+SQ.FT.

RIGHT TO INSTALL METAL BEAM RAIL ACQUIRED.
RIGHT = 127+SQ.FT.

RIGHT TO INSTALL 15" HOPE PIPE AND 15" RC CULVERT END ACQUIRED.
RIGHT = 32+SQ.FT.

BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TRANSFER AREA NO. 2 = 1,199+SQ.FT.

RIGHT TO CONSTRUCT DRIVEWAY ACQUIRED.
RIGHT AREA = 2031+SQ.FT.

PRESENT EAST STREET (CT ROUTE 176)

PRESENT CT. ROUTE 9 (SOUTH)

PROPOSED BUSWAY

PRESENT COCCOMO CIRCLE

- REFERENCES:
1. GENERAL LOCATION SURVEY PROVIDED BY CONN. D.O.T. DIST. 1 SURVEY OFFICE. CAD FILENAME: 171-030508.GRN REVISED TO 1-25-11 & CAD FILENAME: 171-030508.GRN REVISED TO 1-25-11
 2. CONN. D.O.T. CONSTRUCTION PROJECT ENTITLED: "NEW BRITAIN - HARTFORD BUSWAY" PROJECT NO. 171-305 CONTRACT NO. 64-H04 PERFORMED BY MICHAEL BAKER ENGINEERING NEWINGTON AND NEW BRITAIN, CONN. DATED DEC. 12, 1998
 3. RAILROAD VALUATION MAP NO. 58 - 61/72873
 4. CONN. D.O.T. RIGHT OF WAY MAP NO. 304 SHEET NO. 1
 5. CONN. D.O.T. B.R.C. FILE NO. 88-148-7
 6. CONN. D.O.T. B.R.C. FILE NO. 88-37-38
 7. VOL. 1425, P. 472 (WARR.)
 8. VOL. 128, P. 244 (ROW)
 9. VOL. 132, P. 800 (EASE)
 10. VOL. 1352, P. 156
 11. MAP ENTITLED: "PROPERTY OF ESTATE OF ARTHUR H. HARRIS LOCATED AT EAST STREET NEW BRITAIN, CONN. BETWEEN TOWN LINE AND N.Y.K.N. & N.R.A. CO. NEWINGTON, CONN." DATED JANUARY 10, 1966
 12. CONN. D.O.T. RIGHT OF WAY MAP NO. 88-07 SHEET NO. 4 OF 5
 13. VOL. 1006, P. 187
 14. VOL. 197, P. 695
 15. MAP ENTITLED: "CLOSE, JENSEN & MILLER CIVIL ENGINEERS & SURVEYORS 49 BEAL STREET, HARTFORD, CONN. PROPERTY TO BE CONVEYED TO CHARLES SCHWEN DEVELOPMENT CO. CEDAR STREET - EAST STREET NEWINGTON AND NEW BRITAIN, CONN." DATED DEC. 12, 1998
 16. MAP ENTITLED: "MAP PROPERTY OF GEORGE, HARRY, NATHAN, PHILIP & WILLIAM HARRIS TO BE ACQUIRED BY THE STATE OF CONNECTICUT SOUTH SIDE OF CEDAR STREET NEWINGTON, CONN." DATED 6-23-93 (NLR MAP NO. 3183)
 17. VOL. 916, 229 (WARR.)
 18. CONN. D.O.T. RIGHT OF WAY MAP NO. 321 SHEET NO. 18 OF 3

NOTES:

1. THIS SURVEY AND MAP HAVE BEEN PREPARED IN ACCORDANCE WITH THE REGULATIONS OF CONNECTICUT STATE AGENCIES, SECTIONS 20-300B-1 THROUGH 20-300B-26, AND THE "STANDARDS FOR SURVEYS AND MAPS IN THE STATE OF CONNECTICUT" AS ADOPTED BY THE CONNECTICUT ASSOCIATION OF LAND SURVEYORS, INC. ON SEPTEMBER 26, 1996. IT IS A RIGHT OF WAY SURVEY AND IS INTENDED TO DEPICT THE LIMITS OF PROPERTY TRANSACTIONS FOR THE PROJECT REFERENCED HEREON. THE BASE LINE FROM WHICH THIS PROPERTY TRANSACTION IS REFERENCED CONFORMS TO CLASS A-2 HORIZONTAL ACCURACY.
2. THE FEATURES DEPICTED ARE THE RESULT OF THE GENERAL LOCATION SURVEY FOR THE PROJECT OR AS REFERENCED HEREON.
3. THE PROPERTY AND STREET LINES DEPICTED CONFORM TO CLASS D ACCURACY. THEY HAVE BEEN COMPILED FROM VARIOUS SOURCES AND ARE NOT TO BE CONSTRUED AS NECESSARILY BEING THE RESULT OF A FIELD SURVEY, NOR DO THEY REPRESENT A PROPERTY BOUNDARY DIVISION.
4. IT IS THE INTENT OF THIS DOCUMENT FOR THE DRAINAGE, ACCESS AND SLOPE TRANSFERS DEPICTED HEREON TO CONSTITUTE A TRANSFER OF CONTROL ONLY. (USE VERSUS CUSTODY OF LAND.)

DATE	REVISION	REQ. BY
08-04-11	ADD BUS STA AREA-SK 1	M.M.
08-26-11	ADDED SHEETS 2 & 3	M.M.
11-16-11	TITLE/LANGUAGE	M.M.
01-18-12	VARIOUS TYPES	RJB

YOU WITHOUT LIVE SIGNATURE AND THUMBPRINT SHALL
TOWN NO. 88 & 93
PROJECT NO. 171-305
SERIAL NO. 25
SHEET 1 OF 3
DATE

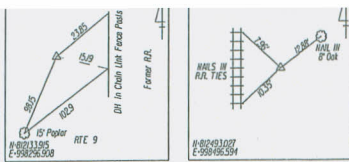
PLS #18824
ROBERT J. BARN, P.E.
TITLE: MANAGER - SURVEY OPERATIONS

RIGHT OF WAY SURVEY

TOWNS OF NEWINGTON AND NEW BRITAIN
MAP SHOWING CUSTODY/CONTROL ACQUIRED FROM
BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TO
THE STATE OF CONNECTICUT
DEPARTMENT OF TRANSPORTATION

NEW BRITAIN - HARTFORD BUSWAY

SCALE 1"=40'
JULY 2011
THOMAS A. HARLEY, P.E.
CHIEF ENGINEER - BUREAU OF ENGINEERING AND CONSTRUCTION



- REFERENCES:
1. GENERAL LOCATION SURVEY PROVIDED BY CONN. D.O.T. DIST. 1 SURVEY OFFICE. CADD FILENAME: 171-030508.GRN REVISED TO 1-25-11 & CADD FILENAME: 171-030508.GRN REVISED TO 1-25-11
 2. CONN. D.O.T. CONSTRUCTION PROJECT ENTITLED: "NEW BRITAIN - HARTFORD BUSWAY" PROJECT NO. 171-305 CONTRACT NO. 88-0034 PREPARED BY MICHAEL BAKER ENGINEERING
 3. RAILROAD VALUATION MAP NO. 58 - 61/72A/3
 4. CONN. D.O.T. RIGHT OF WAY MAP NO. 304 SHEET NO. 1
 5. CONN. D.O.T. B.R.C. FILE NO. 88-148-7
 6. CONN. D.O.T. B.R.C. FILE NO. 88-27-38
 7. VOL. 1425, P. 472 (HARR.)
 8. VOL. 236, P. 244 (ROW)
 9. VOL. 732, P. 800 (EASE)
 10. VOL. 1352, P. 196
 11. MAP ENTITLED: "PROPERTY OF ESTATE OF ARTHUR H. HARRIS LOCATED AT EAST STREET NEW BRITAIN, CONN. BETWEEN TOWN LINE AND R.Y.K.H. & H.R.R. CO. NEWINGTON, CONN." DATED JANUARY 16, 1956
 12. CONN. D.O.T. RIGHT OF WAY MAP NO. 88-07 SHEET NO. 4 OF 5
 13. VOL. 1006, P. 187
 14. VOL. 197, P. 695
 15. MAP ENTITLED: "CLOSE, JENSEN & HILLER CIVIL ENGINEERS & SURVEYORS 49 PEARL STREET, HARTFORD, CONN. PROPERTY TO BE CONVEYED TO CHARLES SCHWEN DEVELOPMENT CO. CEDAR STREET - EAST STREET NEWINGTON AND NEW BRITAIN, CONN." DATED DEC. 12, 1958
 16. MAP ENTITLED: "MAP PROPERTY OF GEORGE, HARRIS, HATHAW, PHILLIP & WILLIAM HATHAW TO BE ACQUIRED BY THE STATE OF CONNECTICUT SOUTH SIDE OF CEDAR STREET NEWINGTON, CONN." DATED 6-22-93 (N/A MAP NO. 3183)
 17. VOL. 916, 229 (HARR.)
 18. CONN. D.O.T. RIGHT OF WAY MAP NO. 321 SHEET NO. 18 OF 3

DRAWN BY: SAE
DATE: 06-25-11
CHECKED BY: RJR
DATE: 06-25-11

RJR

Digital signed by
RJR
on 06/25/2011
at 09:00:00
signature
RJR
11483-0107

File: \\na\desig\CTDOT_projects\071_0305\Survey\Property_HomeSV_CS_071_305_005_P182.dwg

BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM

TRANSFER OF CUSTODY AND CONTROL TO SLOPE FOR THE DRAINAGE OF THE HIGHWAY AND REMOVE USE OR RETAIN EXCAVATED MATERIAL ACQUIRED
TRANSFER AREA = 3,583±SQ.FT.

RIGHT TO INSTALL CHAIN LINK FENCE ACQUIRED
RIGHT = 291±L.F.

BOARD OF TRUSTEES OF THE CONN. STATE UNIVERSITY SYSTEM
TRANSFER AREA NO. 5 = 17,617±SQ.FT.

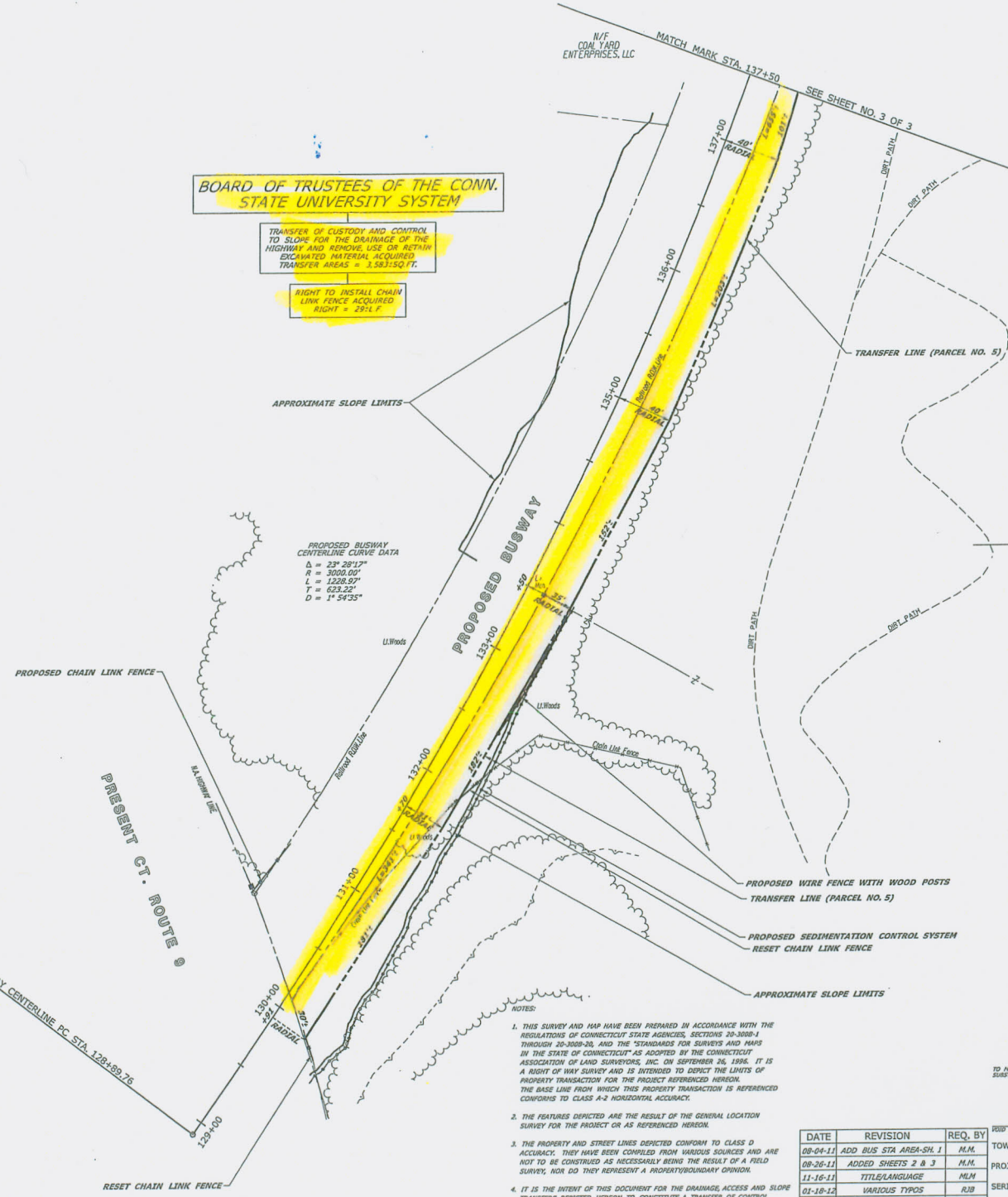
TRANSFER OF CUSTODY AND CONTROL FOR DRAINAGE AND DRAINAGE STRUCTURES (DRAINAGE PURPOSES)
TRANSFER AREA = 6,927±SQ.FT.

TRANSFER OF CUSTODY AND CONTROL TO SLOPE FOR THE SUPPORT AND SAFETY OF THE HIGHWAY AND TO USE REMOVE OR RETAIN EXCAVATED MATERIAL ACQUIRED
TRANSFER AREA = 2,933±SQ.FT.

RIGHT TO INSTALL SEDIMENTATION CONTROL SYSTEM ACQUIRED
RIGHT = 383±L.F.

RIGHT TO RESET CHAIN LINK FENCE ACQUIRED
RIGHTS = 461±L.F.

RIGHT TO INSTALL WIRE FENCE WITH WOOD POSTS ACQUIRED
RIGHT = 383±L.F.

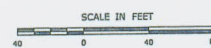
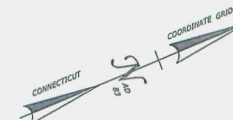


- NOTES:
1. THIS SURVEY AND MAP HAVE BEEN PREPARED IN ACCORDANCE WITH THE REGULATIONS OF CONNECTICUT STATE AGENCIES, SECTIONS 20-30B-1 THROUGH 20-30B-26, AND THE "STANDARDS FOR SURVEYS AND MAPS IN THE STATE OF CONNECTICUT" AS ADOPTED BY THE CONNECTICUT ASSOCIATION OF LAND SURVEYORS, INC. ON SEPTEMBER 26, 1996. IT IS A RIGHT OF WAY SURVEY AND IS INTENDED TO DEPICT THE LIMITS OF PROPERTY TRANSACTION FOR THE PROJECT REFERENCED HEREON. THE BASE LINE FROM WHICH THIS PROPERTY TRANSACTION IS REFERENCED CONFORMS TO CLASS A-2 HORIZONTAL ACCURACY.
 2. THE FEATURES DEPICTED ARE THE RESULT OF THE GENERAL LOCATION SURVEY FOR THE PROJECT OR AS REFERENCED HEREON.
 3. THE PROPERTY AND STREET LINES DEPICTED CONFORM TO CLASS D ACCURACY. THEY HAVE BEEN COMPILED FROM VARIOUS SOURCES AND ARE NOT TO BE CONSTRUED AS NECESSARILY BEING THE RESULT OF A FIELD SURVEY, NOR DO THEY REPRESENT A PROPERTY/BOUNDARY OPINION.
 4. IT IS THE INTENT OF THIS DOCUMENT FOR THE DRAINAGE, ACCESS AND SLOPE TRANSFERS DEPICTED HEREON TO CONSTITUTE A TRANSFER OF CONTROL ONLY (USE VERSUS CUSTODY OF LAND).

DATE	REVISION	REQ. BY
08-04-11	ADD BUS STA AREA-SH. 1	N.M.
08-26-11	ADDED SHEETS 2 & 3	N.M.
11-16-11	TITLE/LANGUAGE	N.M.
01-18-12	VARIOUS TYPES	RJR

VOID WITHOUT LIVE SIGNATURE AND EMBOSSED SEAL
TOWN NO. 88 & 93
PROJECT NO. 171-305
SERIAL NO. 25
SHEET 2 OF 3
DATE

RIGHT OF WAY SURVEY
TOWNS OF NEWINGTON AND NEW BRITAIN
MAP SHOWING CUSTODY/CONTROL ACQUIRED FROM
BOARD OF TRUSTEES OF THE CONN.
STATE UNIVERSITY SYSTEM
TO
THE STATE OF CONNECTICUT
DEPARTMENT OF TRANSPORTATION
NEW BRITAIN - HARTFORD BUSWAY
SCALE 1"=40'
THOMAS A. HARLEY, P.E.
JULY 2011
CHIEF ENGINEER - BUREAU OF ENGINEERING AND CONSTRUCTION



- File: \\sh3dgs18\CTDOT_projects\71.0305\Survey\Property_Maps\SV_CS_171_305_025_P13.dgn

VOID WITHOUT LIVE SIGNATURE AND EMBOSSED SEAL

TOWN NO. 68 & 93

PROJECT NO. 171-305 ROBERT J. BARON, P.L.

SERIAL NO. 25 TITLE MANAGER - SURVEY OPERATIONS

SHEET 3 OF 3 DATE _____

ITEM

Relinquishment of custody and control of a parcel of land situated in the Town of Farmington, Connecticut, to the Connecticut Department of Transportation.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that the President is authorized to sign an Inter-Agency Transfer agreement, and any related documents as may be deemed necessary, relinquishing care, custody and control of 4,926 square feet of land (more or less) along Route 177 to the Department of Transportation.

BACKGROUND

Tunxis Community College in Farmington lies at the corner of two state highways, Routes 6 and 177. The College's two parking lot entrances and exits are located along Route 177. In connection with the construction of a Phase II 56,000 square foot classroom building at the College, the State Department of Transportation ("DOT") has required signalization of the south parking lot exit. In support of this decision, the DOT has issued an opinion that the parking lots are a "major traffic generator" and have noted that left turns exiting the parking lot onto Route 177 have generated four accidents in the past three years. In addition, northbound Route 177 vehicles lined up to turn onto Route 6 regularly stop to allow left-turning parking lot exits and in turn cause significant backups on the highway.

ANALYSIS

The State Department of Transportation ("DOT") has notified the Connecticut State Colleges and Universities, Board of Regents that it has developed plans to alleviate the safety issues associated with exiting left turns by placing a new traffic signal at the southern parking lot entrance/exit and requiring the College to construct a new left-hand turning lane to alleviate the current safety problems. They also require the north entrance to be reconfigured to allow right-hand turns only. The placement of the turn signal devices requires property line modifications that will transfer 4,926 square feet, more or less, to the custody and control of the DOT for the purpose of installing and maintaining traffic signalization devices and appurtenances.

5/09/12 Finance & Administration Committee
5/17/12 Board of Regents for ratification

Return to:
State of Connecticut
Department of Transportation
P.O. Box 317546
2800 Berlin Turnpike
Newington, Connecticut 06131-7546

INTER-AGENCY TRANSFER

TO ALL PEOPLE TO WHOM THESE PRESENTS SHALL COME, GREETING:

WHEREAS, in pursuance of and in accordance with the provisions of Section 13a-73(g) of the General Statutes of Connecticut, as revised, a petition has been made to the Office of Policy and Management by the Commissioner of Transportation requesting a transfer of custody and control over that certain portion of parcel of land under the custody and control of The Board of Regents for Higher Education to the Connecticut Department of Transportation, and;

WHEREAS, the Office of Policy and Management has approved such transfer, as evidenced by approval herein;

NOW, THEREFORE, custody and control of the following premises are, as of this date, hereby transferred from the custody and control of **The Board of Regents for Higher Education** to the **Connecticut Department of Transportation**.

Transfer of custody and control over and across a certain portion of land situated in the Town of Farmington, County of Hartford and State of Connecticut, on the northeasterly side of Present Plainville Avenue (CT RTE 177), containing 4,926 square feet, more or less, for the purpose of installing and maintaining traffic signalization devices and appurtenances, as more particularly shown on a map to be filed in the Farmington Town Clerk's Office, entitled: "TOWN OF FARMINGTON MAP SHOWING TRANSFER OF CUSTODY AND CONTROL FROM THE BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION NEW SIGNAL AT PLAINVILLE AVENUE (ROUTE 177) AND TUNXIS COMMUNITY COLLEGE SITE DRIVE SCALE 1"=20' JUNE 2011 THOMAS A. HARLEY, P.E.- TRANSPORTATION CHIEF ENGINEER BUREAU OF ENGINEERING AND CONSTRUCTION", Town No. 51, Project No. 51-000, Serial No. 125, Sheet 1 of 1, Revised 03/30/12.

IN WITNESS WHEREOF, The Board of Regents for Higher Education, acting herein by _____, its _____, and the Department of Transportation, acting herein by Thomas A. Harley, P.E., Chief Engineer, Bureau of Engineering and Construction, duly authorized, have caused this Instrument to be executed.

Signed, Sealed and Delivered
presence of

The Board of Regents for Higher Education the

Witness

By _____ (L.S.)
(Date)

Duly Authorized

Witness

STATE OF CONNECTICUT)
) SS:
COUNTY OF HARTFORD)

The foregoing instrument was acknowledged before me this _____ day of _____, A.D. 2012, by _____, its _____, on behalf of The Board of Regents for Higher Education.

My Commission Expires

Notary Public

Signed, Sealed and Delivered
in the presence of

State of Connecticut
Department of Transportation
James Redeker
Commissioner

Witness

By _____(L.S.)

Thomas A. Harley, P.E. (Date)
Chief Engineer
Bureau of Engineering and Construction
Department of Transportation
Duly Authorized

Witness

STATE OF CONNECTICUT)
) ss: Newington
COUNTY OF HARTFORD)

The foregoing Instrument was acknowledged before me this _____ day of _____, A.D. 2012, by Thomas A. Harley, P.E., Chief Engineer, Bureau of Engineering and Construction, on behalf of the Connecticut Department of Transportation.

My Commission Expires

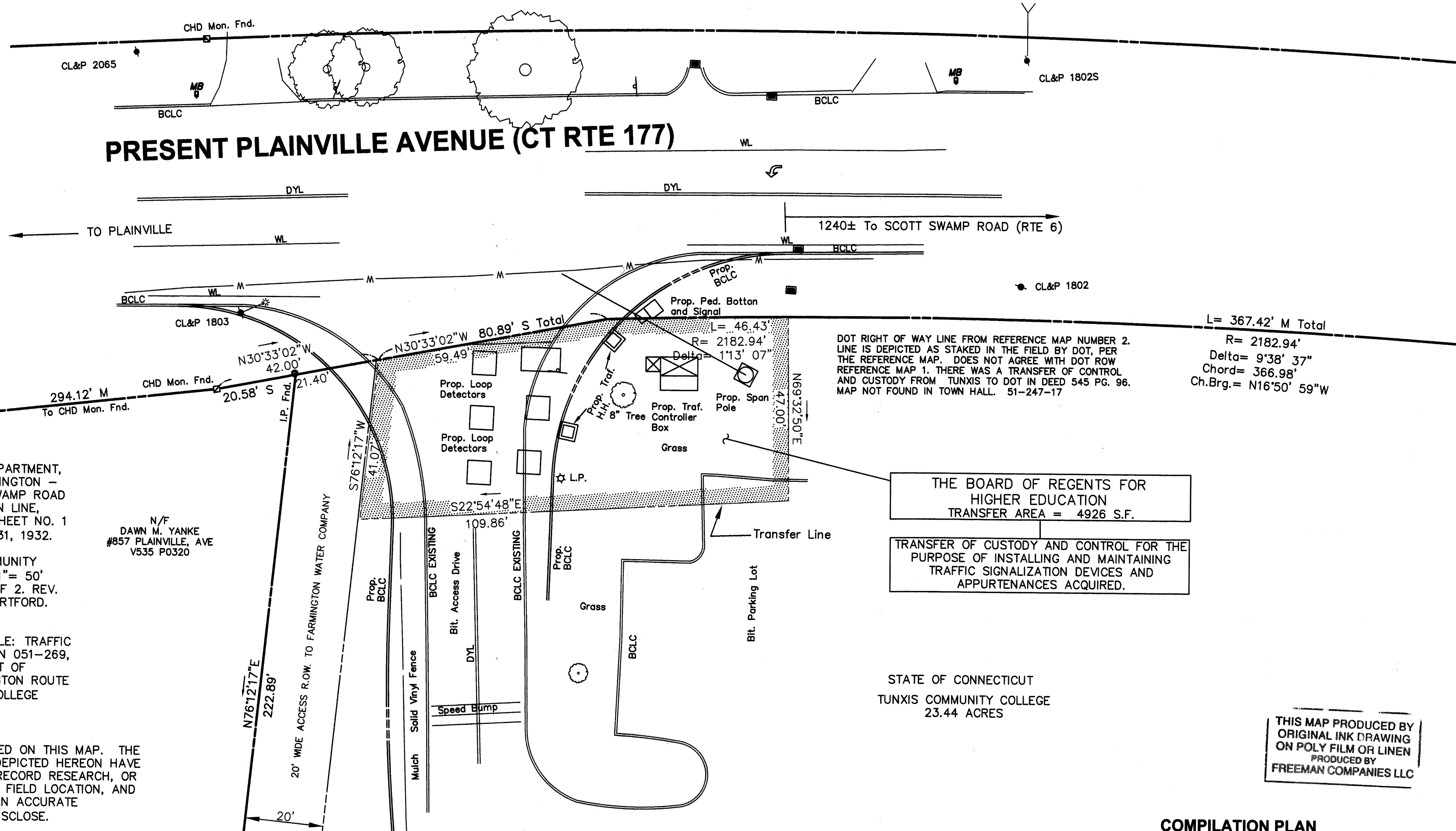
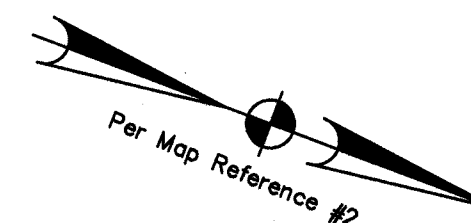
Notary Public

This conveyance is made with the advice and consent of the undersigned in conformity with Section 13a-73(g) of the General Statutes of Connecticut, as revised.

Secretary (Date)
Office of Policy and Management

ABREVIATIONS

BCLC BITUMINOUS CONCRETE LIP CURB
CHD CONNECTICUT HIGHWAY DEPARTMENT
CL&P CT. LIGHT & POWER
DYL DOUBLE YELLOW LINE
IP IRON PIPE
L.P. LIGHT POLE
M.B. MAIL BOX
PROP. PROPOSED
FND. FOUND
WL WHITE LINE



MAP REFERENCES:

1. CONNECTICUT STATE HIGHWAY DEPARTMENT, RIGHT OF WAY MAP, TOWN OF FARMINGTON - UNIONVILLE AVENUE FROM SCOTT SWAMP ROAD SOUTHERLY TO THE PLAINVILLE TOWN LINE, ROUTE NO. 177. NUMBER 51-02, SHEET NO. 1 OF 2. SCALE 1" = 40' DATE MAY 31, 1932.

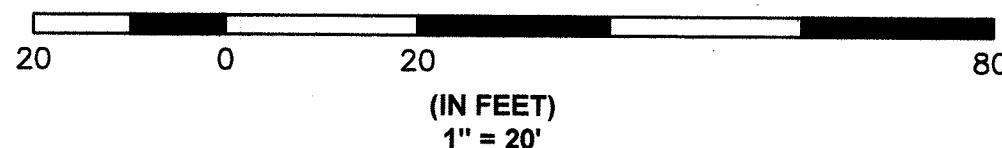
2. PERIMETER SURVEY, TUNXIS COMMUNITY COLLEGE, FARMINGTON, CT. SCALE: 1" = 50' DATE: 07-03-03, DRAWING NO. 1 OF 2. REV. 7-23-03, BY IGOR VECHELOFF, HARTFORD, CT.

3. TOWN: FARMINGTON, DRAWING TITLE: TRAFFIC CONTROL SIGNAL PLAN, INTERSECTION 051-269, STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION, TOWN OF FARMINGTON ROUTE 177 (PLAINVILLE AVE.) AT TUNXIS COLLEGE SOUTH DRIVE.

NOTES:

* NO BOUNDARY OPINION IS EXPRESSED ON THIS MAP. THE STREET LINES AND PROPERTY LINES DEPICTED HEREON HAVE BEEN COMPILED FROM OTHER MAPS, RECORD RESEARCH, OR OTHER SOURCES, ALONG WITH LIMITED FIELD LOCATION, AND ARE SUBJECT TO SUCH CHANGE AS AN ACCURATE BOUNDARY/PROPERTY SURVEY MAY DISCLOSE.

GRAPHIC SCALE



DATE	REVISION	REQ'D BY
12-19-11	CT DOT COMMENTS - 12/15/11	R.W.I.
03-30-12	CT DOT COMMENTS - 03/30/12	R.W.I.

DRAWN BY: ADT DATE: JUNE 2011
CHECKED BY: ADT DATE: JUNE 2011

THIS COMPILATION MAP WAS PREPARED BY FREEMAN COMPANIES, LLC., IN ACCORDANCE WITH THE REGULATIONS OF CONNECTICUT STATE AGENCIES, SECTIONS 20-300b-1 THRU 20-300b-20, THE "STANDARDS FOR SURVEYS AND MAPS IN THE STATE OF CONNECTICUT" ADOPTED BY THE CONNECTICUT ASSOCIATION OF LAND SURVEYORS, INC. ON SEPTEMBER 26, 1996. THE TYPE OF SURVEY IS "COMPILATION PLAN" WITH LIMITED FIELD LOCATION. THE ACCURACY CATEGORIES ARE "D" AND "T-2". THE HIGHWAY LINES ARE COMPILED FROM LIMITED FIELD LOCATION AND REFERENCE MAPS. PROPOSED IMPROVEMENTS ARE FROM REFERENCE MAP #3. THE PURPOSE OF THIS PLAN IS TO INDICATE A LOCATION FOR THE PROPERTY TRANSACTION INDICATED HERON.

*SEE NOTE.

TO THE BEST OF MY KNOWLEDGE AND BELIEF THIS MAP IS SUBSTANTIALLY CORRECT AS NOTED HEREON.

ANDREW D. TUPPER, PLS LIC.# 14205 DATE:
FREEMAN COMPANIES, LLC
100 WELLS ST. SUITE 2H
HARTFORD, CT 06103

TOWN NO. 51
PROJECT NO. 51-000
SERIAL NO. 125
SHEET 1 OF 1

COMPILATION PLAN

TOWN OF FARMINGTON
MAP SHOWING TRANSFER OF CUSTODY AND CONTROL FROM THE BOARD OF REGENTS FOR HIGHER EDUCATION TO THE STATE OF CONNECTICUT DEPARTMENT OF TRANSPORTATION
NEW SIGNAL AT PLAINVILLE AVENUE (ROUTE 177) AND TUNXIS COMMUNITY COLLEGE SITE DRIVE

SCALE 1"=20'

JUNE 2011

THOMAS A HARLEY, P.E. - TRANSPORTATION CHIEF ENGINEER
BUREAU OF ENGINEERING AND CONSTRUCTION

ITEM

Modification of a permanent water main and sanitary sewer line easement located at University Boulevard, Westside Campus of Western Connecticut State University, to the City of Danbury.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, a permanent easement modification to the City of Danbury for the sanitary sewer line easement at University Boulevard on the Westside Campus of Western Connecticut State University is hereby granted.

BACKGROUND

In May 2003, the City of Danbury (City) and the State of Connecticut (State) executed a land deed giving the City a parcel of land at the Westside Campus for the development of a new Regional Magnet School. The Connecticut State University's Board of Trustees authorized this transfer in January, 2002 (BR#02-05). Subsequent to the land transfer, water and sewer lines were run under University Boulevard to serve the Magnet School. In May, 2009, the Board of Trustees voted to grant the City of Danbury a sewer and water line easement for the utility installation benefitting the Magnet School. The lines and easement run under the northern portion of University Boulevard (BR#09-41).

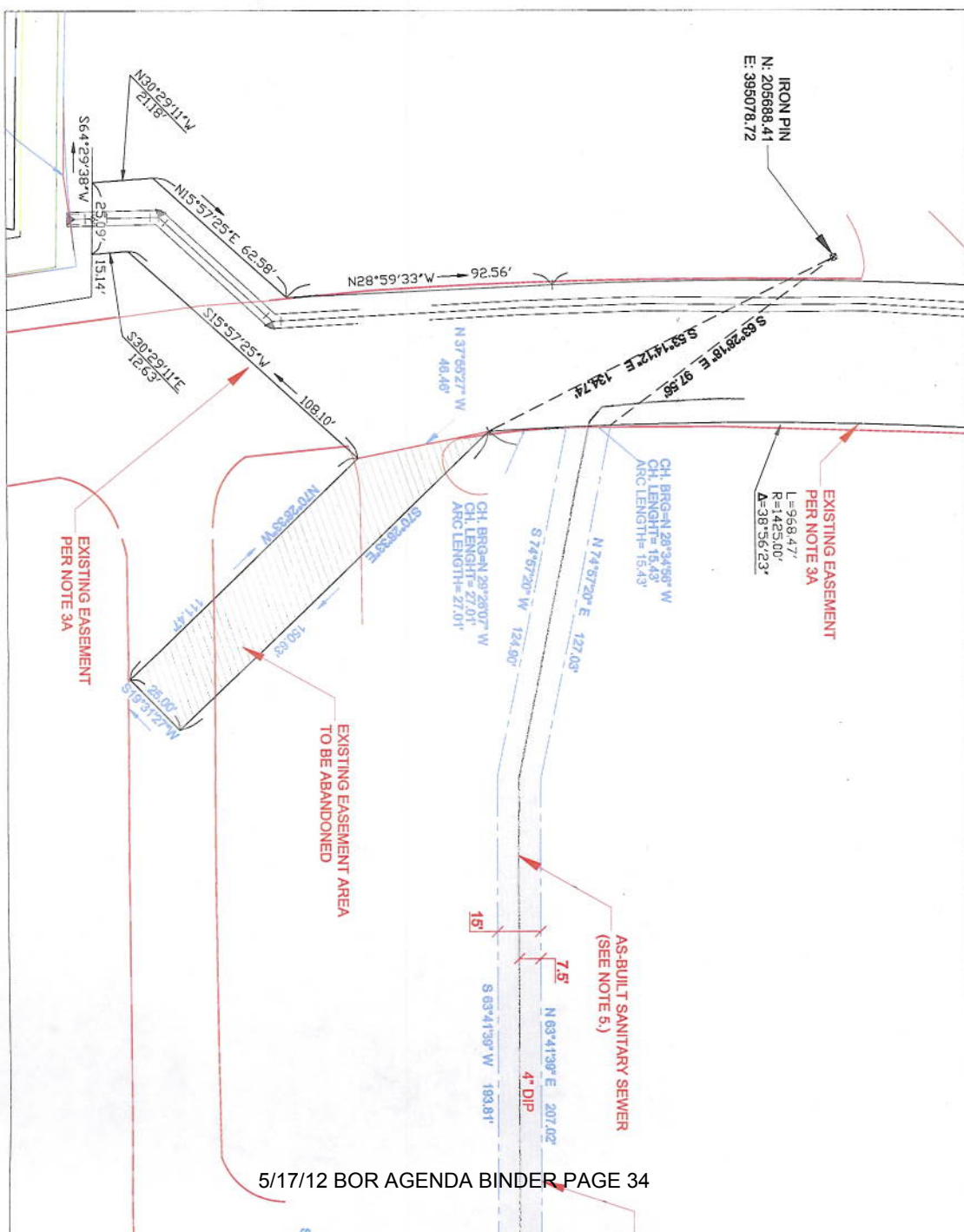
ANALYSIS

In FY2012 the CSUS 2020 Program funded construction of Western's new Visual, Fine and Performing Arts Building (VFPA) located at the West Side Campus. The location of the new building is adjacent to University Boulevard. The placement of the building interfered with a short extension of the sewer line installation serving the Magnet School. As part of the VFPA project a short segment of sewer line will be relocated. Expenses related to the relocation of the sanitary sewer line will be funded from the VFPA project.

The City of Danbury is currently seeking a modification of the current permanent sewer line utility easement from the State. The dimensions of the new sewer line easement are 15' in width by approximately 400' in length. The easement will provide the City access to the subsurface sanitary sewer utilities. The current 20' wide by approximately 130' long easement will be released by the City and current utilities will be abandoned.

5/09/12 Finance & Administration Committee

5/17/12 Board of Regents for ratification

[illegible]

ITEM:

Research and Teaching Awards

RECOMMENDED MOTION FOR FULL BOARD

The Board of Regents for Higher Education resolves that the 2012 faculty recognition awards for the Connecticut State Universities be awarded as follows.

System-Level CSU Norton Mezvinsky Research Award: Dr. Leah S. Glaser, CCSU

Dr. Glaser is recognized for her extensive and original research on the history of energy and sustainability in the American west. Her book, *Electrifying the Rural American West: Stories of Power, People, and Place* (2009) has received national acclaim. This work has been praised in book reviews published in several prestigious academic journals, including the *Journal of American History* and the *Pacific Historical Review*. Scholars have lauded Dr. Glaser for “breaking new ground” with her pioneering work in this area. She has also published several articles on this and related topics in top academic journals.

System-Level CSU Teaching Award: Dr. Peter A. Drzewiecki, ECSU

Dr. Drzewiecki is recognized for his innovative use of outside-the-classroom education, including a mix of lab, field trips and student research projects. He established an internship program for geology majors at the Connecticut Geological Survey. His students frequently present the results of research from his class at regional professional conferences and campus symposia. Students uniformly consider his classroom teaching to be always accessible and engaging.

University-Level CSU Norton Mezvinsky Research Awards:

Dr. Leah S. Glaser, Associate Professor of History, CCSU

Dr. Jamel Ostwald, Associate Professor of History, ECSU

Dr. Valerie A. Andrushko, Associate Professor of Anthropology, SCSU

Dr. Mary E. Doherty, Associate Professor of Nursing, WCSU

University-Level CSU Teaching Awards:

Dr. Jason Sikorski, Assistant Professor of Psychology, CCSU

Dr. Peter A. Drzewiecki, Associate Professor of Environmental and Earth Science, ECSU

Dr. Deborah A. Carroll, Associate Professor of Psychology, SCSU

Dr. Jessica J. Eckstein, Assistant Professor of Communication, WCSU

BACKGROUND

The annual Teaching and Research Awards was created to recognize outstanding tenure-track or tenured Assistant and Associate Professors in the Connecticut State Universities who have excelled in research and teaching. The Research Awards recognize exceptional research accomplishments or promise. The Teaching Awards recognize junior faculty who have been outstanding teachers for the past five years, and have a minimum of two-year track record of promoting instructional improvements in their programs and departments. University-Level Awards are issued for each university and each category and receive a \$1,000 each. The System-Level Award for each category is chosen among the four university awards, to receive an additional \$1,000.

ANALYSIS

The nominees selected for university-level awards have undergone a thorough review process at the local level. The system-level nominees were selected by the group of CSU Professors. Through this resolution, the Board of Regions accepts the recommendation of the aforementioned groups and recognizes the efforts of all involved in this program.

05/04/2012 – Academic & Student Affairs Committee

05/17/2012 – Board of Regents

Nomination of Dr. Leah S. Glaser for the CSUS Norton Mezvinsky Trustees' Research Award

Department of History Departmental Evaluation Committee
Summary for Members of the CSUS Board of Trustees:

The History Department DEC unanimously and unreservedly nominates Dr. Leah S. Glaser for the CSUS Norton Mezvinsky Trustees Research Award. She is esteemed by her peers as a consummate researcher. Over the past five years, her research has raised new issues in the areas of energy and sustainability in her fields of public history and the history of the American West. Every reviewer of her 2009 book, *Electrifying the Rural American West: Stories of Power, People, and Place* (University of Nebraska Press), declared it to be one of the most well researched volumes published on the subject. The book explored the development of electrical infrastructure in particular regions and communities. It stressed the importance of local factors, whether environmental, cultural, or political in determining who receives electricity, how they use it, and the nature of utility services in any particular region. Interpreting energy distribution, the development of infrastructure, and the role of utilities through the lens of place (region, local and community history), her work revealed that outside forces have not directed these processes; rather communities negotiated, integrated, and adapted technology and the resulting infrastructure to their particular needs and values. This work is also unique in its integration of different cultural and ethnic group experiences with technology.

Several academically prominent journals published laudatory reviews throughout 2010 and 2011, including the *Journal of American History*, the *Western Historical Quarterly*, the *Pacific Historical Review*, *Agricultural History*, and *Montana: The Magazine of Western History*. There have been ten reviews in historical publications, all of which have credited the work with breaking new ground. Her work has led a growing field of interest in Western History on energy as evidenced by the theme of the Western History Conference ("The Wired West") in 2009, increasing publications on the topic, and faculty appointments in the field on energy topics.

As one of the first authors to treat Native Americans as rural westerners, the editors of *Indians and Energy: Exploitation and Opportunity in the Southwest* invited Dr. Glaser to publish a chapter that focused on the distribution to and use of electricity by Native Americans. Much of the domestic energy for the U.S. is produced on southwestern Indians lands from coal, uranium, oil, as well as solar and wind, yet fewer Native Americans enjoy electrical power in their homes than any other group. Her essay explained Native American struggles to access electricity as part of their own adaptation and self-determination in twentieth-century America. The work was part of an extended academic symposium where scholars of different disciplines met together to clarify the complex relationship between native people and energy, past and present.

Examining the historical development of energy distribution and use in the rural west led her to question other ways that public history might illuminate our environmental and community sustainability today. An article, "Preserving The Machine in the Garden: The Challenge of Interpreting a Rural-Industrial Landscape" is currently out for review with the national, peer-reviewed journal, *Environmental History*. The article addresses the historical attempts to reconcile natural and cultural issues in the National Park System for more sustainable management of resources and comprehensive interpretation of history to the public. Rural sites of

Nomination of Dr. Leah S. Glaser for the CSUS Norton Mezvinsky Trustees' Research Award

industrial activity are part of America's earliest economic history, but urbanization separated these ideas in the American mind by the early twentieth century. The interpretation and preservation of the Hopewell Furnace National Historic Site within a recreational state park reveals the interrelationships between cultural, recreational, and natural resources in a particular kind of cultural landscape, a rural-industrial one.

Dr. Glaser has organized and chaired three national conference panels and discussions since 2010 and three local conference panels since 2006 around her research. Her scholarship searches for new ways that public historians can balance accurate historical interpretation and sustainable practices. Major organizations like the National Trust for Historic Preservation have advocated that the re-use of old buildings complements the values of responsible growth and saves far more energy than new development. Her hope is that her work will offer site managers new ideas for integrating sustainable technologies into the treatment of historical resources, enlisting historic sites to educate the public about sustainability and historically sustainable practices. Historic sites can often managed pollution and energy use in ways more environmentally sustainable, but those techniques are often more historically accurate. The editor of the journal *The Public Historian* is interested in publishing a special issue of the topic, and Dr. Glaser has approached publishers about an edited volume exploring these areas of inquiry with the encouragement of her peers.

Her research activities enhance her role in CCSU's Public History graduate and undergraduate programs. She serves the community in promoting historic preservation as sustainable development as a Board member of Connecticut Preservation Action. CCSU has designated several of her courses as "community engagement." She has guided student research on a variety of topics such as the role of parks and recreation, downtown cores, public infrastructure, water, and homelessness in the community of New Britain. The city's various agencies are clients for this research, which testifies to the importance of history as a tool for planning for the future. It serves as a basis for historic preservation plans in New Britain.

Not many of us would doubt the importance and value of electrical power to our culture and economy after the Fall of 2011. New England's Hurricane Irene and the "October Storm" illustrated how important it is for us to understand the relationship between our natural environment, the economy, big business, the regulatory power of the government, and what Americans perceive as their "natural rights" to electrical power. In the past decade, the U.S. has engaged in "nation-building" through infrastructure building as a way to bring "freedom and democracy" to foreign nations. As a public historian, Dr. Glaser has enlisted history to examine topics relevant to today's concerns such as energy use and sustainability. Her interdisciplinary research, embracing environmental history and the history of energy and technology as well as public history, promotes a historical understanding of our society's most pressing contemporary problems.

Members of the Departmental Evaluation Committee:
Dr. Mark Jones, DEC Chair
Dr. Heather Munro Prescott
Dr. Katherine A. Hermes
Dr. Glenn Sunshine, Department Chair, Ex Officio

Nomination of Leah Glaser for the Norton Mezvinsky Trustees' Research Award
Evidence of Research Contribution, Achievements, and Scholarly Activities

Other reviews of *Electrifying the West*:

Jacqui Ainlay-Conley, University of Colorado-Denver, *Journal Of Arizona History* 52 (1) (Spring 2011): 105-106.

Mac Harris, South Dakota State Agricultural Heritage Museum. "Electrifying the Rural American West: Stories of Power, People, and Place." *South Dakota History* 40, no. 3 (Fall 2010): 288.

Bonnie Lynn-Sherow, Kansas State University, *Agricultural History* 85 (1) (Winter 2011): 137-138.

National Involvement. In the past five years, Dr. Glaser has organized three discussion panels/roundtables around the topic of "Public History and Sustainability" at **National Council on Public History** and the **American Society for Environmental History**. She has also participated in panels including a roundtable discussion on "The Electric West" at the **Western History Association** and was invited to chair a session on national park planning at the **American Historical Association** in January 2009. In addition, Director Sherry Smith, a prominent historian of Native Americans and the West, recruited her for the annual Clements Center for Southwestern Studies (Southern Methodist University, Dallas, TX) **Indians and Energy: Exploitation and Opportunity in the American Southwest Symposium** in Santa Fe, New Mexico and Dallas in 2007 and 2008. Following the publication of her book, several scholarly journals have invited her to author reviews for books and manuscripts including the *American Historical Review*, *Agricultural History*, *The Public Historian*, and the *Western Historical Quarterly*. Dr. Glaser is now recognized as a major researcher in public history, the history of the American west, and environmental history.

Nomination of Leah Glaser for the Norton Mezvinsky Trustees' Research Award
Evidence of Research Contribution, Achievements, and Scholarly Activities

3a. Evidence of Scholarly Activities Subjected to External Review (peer or editorial)

- **Electrifying the Rural American West: Stories of Power, People, and Place*, Lincoln, NE: University of Nebraska Press, November 2009. Editorial and peer reviewed manuscript by Jay Brigham of *Morgan Angel, and Associates* and Brian Cannon, Charles Redd Center for Western Studies, Brigham Young University. See page 3c for peer reviews of the final book.
- *“‘A Paragon of Paradoxes:’ The Production and Use of Electricity on Arizona’s Reservations.” Book chapter in Sherry Smith and Brian Frehner, eds. *Indians and Energy: Exploitation and Opportunity in the American Southwest*. Santa Fe, NM: School of Advanced Research Press, 2010. Editorial and peer review.
- *“Beyond the Boom/Bust Cycle: Locating Enduring Stories in the Cultural Resources of the West,” *Western Historical Quarterly* 41 (Summer 2010): 218-226. Editorial review.
- *“Preserving and Interpreting the ‘Machine in the Garden:’ The Rural-Industrial Landscape of Hopewell Furnace National Historic Site.” Submitted for publication to *Journal of Environmental History* in June 2010, currently under peer review.

Other Works

- *“Cultural Landscape Study,” **Wild and Scenic River Study, Lower Farmington River and Salmon Brook Study Committee**, National Park Service, Simsbury, CT. Fall 2009.

Nomination of Leah Glaser for the Norton Mezvinsky Trustees' Research Award
Evidence of Research Contribution, Achievements, and Scholarly Activities

3b. Grants, Contracts, and Fellowships

"Sustainability Education Programs for the CCSU Community and Beyond," Community Engagement
Grant, Central Connecticut State University, 2011-12, \$1000.

Faculty Development Grant, "Public History and Sustainability," Central Connecticut State University,
Spring 2011, \$900.

Research Reassigned Time, Central Connecticut State University, Spring 2009.

Research Reassigned Time, Central Connecticut State University, Spring 2008.

Dean's Research Initiative, School of Arts and Sciences, Central Connecticut State University,
Spring 2008, \$1100.

3c. National Recognition

Every American historian awaits a review of her book in the *Journal of American History*, the profession's most prestigious journal. Timothy J. LeCain, of Montana State University, in his balanced critique published in the *Journal of American History* (January 2011) states that Dr. Leah S. Glaser's work challenges previous understandings of the way electrification "furthered the adoption of a dominant national culture" by positing instead that changes were local and community-oriented. He praises her close research into the roots of the inequities of electrification that affected all rural Westerners, including Native Americans. "[T]he diligent reader will find a wealth of primary-source material that provides a detailed view of the complex process of rural electrification in Arizona, and by extrapolation, the American West."

Other reviews have also praised Dr. Glaser's extensive and detailed research:

"Using concepts of modernization, deregulation, and localism as a means to address the ways in which technological progress can benefit and interrupt social and cultural cohesiveness, Leah S. Glaser has written a thoughtful and insightful examination of the process of electrification in the American West."—Christopher J. Castaneda, California State University, Sacramento, *Western Historical Quarterly* 22 (Autumn 2011), 404.

"Glaser's careful and thoughtful study suggests that electrification was generally an democratic and progressive feature of twentieth century rural America."—Daniel Pope, University of Oregon, *Pacific Historical Quarterly* 80 (2011), 159.

"Glaser's well-researched analysis of the three models of power ownership—private companies, cooperatives, and tribal enterprises—offers useful commentary to modern promoters of worldwide rural electrification."—M. L. Tate, *Choice*

"[*Electrifying the Rural American West*] is a well-researched, detailed, 'bottom-up' addition to the history of twentieth-century western development that centers the actions of diverse individuals within national institutions."—David Brooks, *University of Montana, The Magazine of Western History*

"Glaser provides a valuable look at how local peoples and communities can influence the larger contours of energy policy, infrastructure, and resource use."—David D. Vail, Kansas State University, *Annals of Wyoming: The Wyoming History Journal* (August 2010), 36-37.

"Glaser's fine book should be read not only by western and Native American historians, but by an scholars interested in the responses of rural places and peoples to the forces of twentieth-century modernity."—Andrew Needham, New York University, *New Mexico Historical Review* 86 (March 2011), 132.

2011-12 Norton Mezvinsky Trustees' Research Award Nomination

Dr. Jamel Ostwald

History Department
Eastern Connecticut State University

1. Summary

Prof. Jamel Ostwald has compiled an impressive record of research and creative activity since he joined the History faculty at Eastern Connecticut State University. He has recently published an award-winning book in military history with Brill Academic, a prestigious Dutch publishing house. His *Vauban under Siege: Engineering Efficiency and Martial Vigor in the War of the Spanish Succession* provides a new and vigorous interpretation of European siege warfare during the early eighteenth century. Book reviewers have praised *Vauban under Siege* and for its innovative analysis and it won the Society for Military History Distinguished Book Award in Non-American History in 2009.

Over the past five years, Prof. Ostwald has also contributed three chapters on various aspects of 17th- and 18th-century European military history in high-profile books published in Europe and the United States and has written several book reviews in the peer-reviewed *Journal of Military History*, the most important academic journal in his field. Book reviews in history are typically concise analytical and critical essays written by experts on the invitation of journal editors.

During the current year, Prof. Ostwald has been writing three additional works, including a chapter on the War of the Spanish Succession for a book on European warfare and an extensive annotated bibliography on the wars of Louis XIV. His most significant current research project is *The Duke of Marlborough and the English Cult of Battle*, a book-length manuscript that has caught the attention of Cambridge University Press. When published, Ostwald's *Duke of Marlborough* undoubtedly will make a significant contribution to understanding the military contribution to one of England's most esteemed generals and to the evolution of European warfare more generally.

Prof. Ostwald has also been active in his profession in other ways. He has presented scholarly papers at national and international conferences within the past five years, in addition to chairing or commenting at three other panels. His growing reputation as a military history also led to an invitation to lead a faculty development seminar at the U.S. Military Academy at West Point in 2009. Ostwald has also served as assistant editor of *Vulcan: The International Journal of the Social History of Military Technology*, an honor which attests to his growing recognition within the field of military history. He is an active member of the American Historical Association, the Historical Society, and the Society of Military History.

All of this represents an impressive record of accomplishments so early in the career of a historian. Scholarly reputations in history are built on thoroughly researched and relatively long pieces of writing, relative to most other fields, including articles, book chapters, and entire books. There is little doubt that his accomplishments to date represent only the beginning of what is developing as a distinguished career in European military history. Such a solid record of achievement has already brought honor to the Connecticut State University and deserves encouragement and support through recognition by the Board of Trustees Research Award.

I study the skeletons of ancient people for clues about how they lived and died. Through my research, I learn about the diverse ways in which ancient people confronted everyday challenges, and how their bones act as a record of these activities.

In particular, I am intrigued by the link between biology and culture, which can be seen in cases of trauma, trophy-taking, intentional head shaping, and more. In one of my studies of the Inca Empire, I was able to demonstrate that ancient skull surgery (trepanation) was an important medical treatment for the Inca, often carried out to treat head injuries. Inca practitioners completed these surgeries with precision and a clear knowledge of cranial anatomy, resulting in a survival rate that reached 90% at one point (Andrushko and Verano, 2008). Another study revealed that native tribes in California commonly practiced trophy-taking, including scalping and forearm trophy-taking, as part of a larger suite of warfare strategies (Andrushko et al., 2010). Such cases of trophy-taking spiked during a period known for increased migration and social stratification. These studies in Peru and California—along with studies on burials from Connecticut—have helped to demystify issues of diet, disease and medicine, warfare, migration, and the effects of societal growth on ancient groups.

The teacher-scholar model that SCSU favors is an ideal fit for me since my research and teaching are inextricably linked. I involve students in my research at home (where students have worked with me to study prehistoric and historic skeletons from Connecticut) and abroad (where I have brought SCSU students to Peru with me for the past three years). In Peru, my students have described their research experiences as life-changing. One Honors student, Diana Messer, joined me in Peru for two summers and is now pursuing her master's degree in biological and forensic anthropology. In one proud moment, Diana presented a poster of our work on Inca head shaping at the 2011 American Association of Physical Anthropologists annual meeting. Based on successes such as these, I am continually looking for ways to include students in my research projects. I am also working to enhance my classes through active research, by incorporating the information gleaned from my research into my lectures, independent studies, and Honors thesis supervisions. The academic website that I created illustrates this commitment with information about my research and teaching: <http://home.southernct.edu/~andrushkov1/>.

My creative activity thus far includes nine peer-reviewed articles, two book chapters, nine research grants, sixteen conference presentations, and sixteen invited university lectures. These efforts reflect my active and ongoing participation in research at home and abroad. Specifically, my research abroad consists of summer fieldwork in the Cuzco region of Peru and year-round data

analysis and publication, while my local research includes a growing professional association with Dr. Nick Bellantoni at the Connecticut Office of State Archaeology. I have also continued the California research that grew from my master's work and now involves a collaboration of international colleagues. I am gratified to see that the academic community has embraced this work, which has been read and cited not only by other biological anthropologists but also by archaeologists, ethnographers, historians, and medical researchers. To reach the widest academic audience possible, I am committed to publishing my work in high-impact, widely read journals. For example, the *American Journal of Physical Anthropology* (AJPA), where I have published four articles in the past five years, was recently ranked one of the top 10 most influential journals of the century by the Special Libraries Association Biomedical and Life Sciences Division (DBIO). AJPA is the flagship journal of my discipline and is consistently rated among the top journals in the anthropology category of the Social Science Citation Index with an impact factor of 2.756.

Outside of academia, my research has received significant attention for its new insights on the ancient Inca. A segment exploring my work was part of the NOVA documentary "Ghosts of Machu Picchu," which premiered on PBS on February 2, 2010. Articles describing my research have also appeared on websites such as Science News, National Geographic, and the Discovery Channel, as well as in magazines and newspapers. It is gratifying that my research has gained attention, since I believe that anthropologists have a duty to share their knowledge with the public. My invited lectures offer me another opportunity to disseminate my research to a wider audience and, more broadly, to share the wonders of biological anthropology. For example, in my recent invited lecture at Fairfield University on October 20, 2011, I spoke about my current research while weaving in vignettes from my travels as a biological anthropologist. The student and faculty response to my talk was enthusiastic, illustrating the benefits of engaging the public in anthropological research.

Moving forward, I will continue to uncover new insights from ancient skeletal remains while branching out to studying biological patterns of groups living today. This work on modern groups has already begun with my co-authored study on iron-deficiency anemia (Walker et al., 2009) and will allow me to apply my expertise to address long-term patterns of health and disease in today's populations. I remain committed to intertwining my research and teaching, both in classroom lectures and in internships, where SCSU students have the opportunity to engage in intellectually stimulating, hands-on research.

1. Summary

I began my formal academic and research career rather late in my nursing career due to my commitment to clinical practice as a Certified Nurse-Midwife from 1980-2000. Prior to that time, I served as a Family Nurse-Practitioner, Clinical Nurse Specialist, medical-surgical nurse and maternal-child nurse. I did not start to publish my research until obtaining my PhD in 2000.

My research falls under the general heading of women's health and uses a qualitative methodology. The path of this research follows two directions. The first direction includes studies on nurse-midwifery, decision-making in formulating birth plans, therapeutic alliance as a concept for the childbearing season, widowhood during pregnancy (the 9/11 tragedies and the wars in Iraq and Afghanistan) and client experiences of midwifery care. These studies have been published in refereed journals.

The second direction examines the experiences of U.S. military nurses deployed to Iraq and Afghanistan. This includes studies pertaining to the provision of nursing care to U.S. and coalition forces, pediatric care for children, and detainee care to enemy forces in prison hospitals. Content also focuses on living conditions, stress and coping, family separation, women's health and hygiene issues, Post Traumatic Stress Disorder, reintegration of the nurses into society after homecoming, and various other thematic components of the nurses' war experiences.

While teaching at the University of Massachusetts Lowell, I expanded my research and publishing efforts investigating "The Lived Experience of Widowhood during Pregnancy" by interviewing widows from the 9/11 tragedies and the wars in Iraq and Afghanistan. This proved to be a landmark study because the topic had never been previously studied. The findings were published in the *Journal of Midwifery and Women's Health* in 2008, and were further disseminated at regional conferences in NY, RI, and MA and internationally at the 18th International Research Congress of Sigma Theta Tau International in Vienna, Austria in July 2007. Furthermore, a study poster was presented at the 'International Perspectives in the History of Nursing Conference' at Royal Holloway College, University of London in September 2010.

Three of my research studies have focused on the experiences of nurses in the Iraq and Afghanistan wars. This understudied population of health care providers desperately needed their voices to be heard. The first study, "The Lived Experience of U.S. Military Nurses in the Iraq and Afghanistan Wars, 2003-2009" was published in the Journal of Nursing Scholarship in 2010. Podium presentations were given in CT, NY, MA, PA, and in London, England. A study poster was presented at the American College of Nurse-Midwives annual meeting in Washington, D.C. in 2010 where it was selected as Best Poster Presentation for the conference. The second study, "Women's Health and Hygiene Experiences while Deployed to Iraq and Afghanistan Wars" is scheduled for publication in the spring 2012 issue of the Journal of Midwifery and Women's Health. A podium presentation was given at the Eastern Nursing Research Society conference in April 2011. The third study, "Parental Separation Experiences of U. S. Nurses Deployed to the Iraq and Afghanistan Wars" is also in press and is scheduled to be presented at the Eastern Nursing Research Society conference at Yale University in March 2012.

It is noteworthy that these three studies have culminated in a book, 'Nurses in War: Voices from Iraq and Afghanistan.' The book is being published by Springer Publishing Company in New York with a release date of April 15, 2012.

My major contributions to nursing knowledge and nursing research are to bring to the forefront the experiences of understudied populations----nurses deployed to war zones, pregnant widows, and nurse-midwives and their clients. I seek to capture the essence of their experiences which adds to the developing body of knowledge about these populations. My intellectual curiosity has always been sparked by voids in the research literature. I gravitate toward topics that are challenging, often difficult, and sometimes sad. Yet, my selected topics deserve to be studied, have definite merit, and have yielded rich data. The voices of my research subjects need to be heard. Their experiences are highlighted in my journal articles, in my research presentations, and in my upcoming book.

Lastly, I am a peer reviewer for two professional nursing journals and am an expert witness in the legal system for maternal-newborn cases. I am fortunate to be able to combine teaching, research, and clinical practice.

1) Summary:

Please accept my nomination of Dr. Jason Sikorski for the 2011-2012 Trustees Teaching Award. Dr. Sikorski is in his fourth year at CCSU and has already distinguished himself as a competent, passionate, and brilliant professor and mentor. He clearly loves being an educator and has developed a reputation for excellence among his colleagues and students. Dr. Sikorski utilizes a scholarly approach to education that has been met with exciting results.

Dr. Sikorski does not approach teaching with the goal of only instilling knowledge about psychology. He always updates his courses based on what has worked during the last semester in his class and with evidence based research on the teaching of psychology (TOP) literature. He is a regular contributor to the TOP literature, with extensive publications and presentations on being an effective educator (over 15 peer-reviewed publications in this area alone). In 2010, he published a book for beginning teachers of psychology. It is on the American Psychological Association's website (our top national association) and has been reviewed by PsycCritiques who recommended this book as a "step-by-step guide for negotiating academia.... Good relevant examples..... and very helpful." In addition, he has been interested in finding innovative methods for teaching complicated statistics to his Research Methods students. Along with several colleagues in psychology, Dr. Sikorski has developed a number of on-line tutorials or screencasts, which integrate spoken and written presentation. These help students to learn how to analyze research scenarios with statistics such as correlations, t-tests, and ANOVAs. Four of these web-based resources were published by www.teachpsychscience.org, a peer-reviewed resource for professors teaching research and statistics in psychology. In addition, he is working with a colleague in psychology to deal with student's anxiety about taking research methods classes. Thus far, they have found that anxiety levels are reduced in students who take research methods when more resources are available, like statistics tutorials.

On any given day in the psychology department, you will see a very long line of students waiting to meet with Dr. Sikorski. On the average, he spends about 5 hours a day in office hours. He is always available to his students and takes very seriously the idea of mentoring. He works with approximately 10-12 students per year very closely in a graduate school model of mentoring. He brought with him to CCSU a database that he helped collect on juvenile sex offenders. He graciously allows his students access to the database and works with them on developing presentations, posters, and articles in this area. To give you an example of his results, in the past 3 ½ years, Dr. Sikorski has had his

research team present on two different occasions in a colloquium for the psychology department. He has mentored 12 students for presentations at Psychology Day (a CSU yearly conference), 4 URAC presentations (Undergraduate Research and Creative Activities Conference (a CCSU yearly conference), 34 presentations at Eastern Psychological Association (EPA, a regional conference in psychology), and 3 presentations at the American Psychological Sciences Conference in Psychology (a national conference). His students have been recognized for their work in psychology. At URAC, of the 4 presentations made, 1 of his students won for best poster and 3 won the big senior prize that sent them to a national undergraduate research conference. Of the 34 presentations at EPA, 5 of his students have won poster awards. His students have won the Barnard Scholar award, the library award, and 7 of his students have won the psychology department's Mary Corcoran Scholarship award, for most promising students in the area of psychology.

Given Dr. Sikorski's ongoing work to create meaningful educational experiences, he has worked tirelessly on the Psychology Assessment Committee. As part of the committee, he created our current thesis evaluation rubric to standardize the progress and chart how graduate students meet learning outcomes set by the department. He has also created assessment protocols that chart student learning for university and departmental outcomes for undergraduates, which are completed every semester. Much of the information presented in reports from the psychology department on learning outcomes comes from Dr. Sikorski's assessment efforts. Finally, he is working on process mapping for transfer students. Given the concern over retention rates for transfer students, he is interviewing all of the key players in the transfer advising process to inform a revision as to how we provide transfer advising in order to improve graduation retention rates for transfer students.

Finally, Dr. Sikorski has worked tirelessly on improving student faculty relations in the psychology department. Right now, under the direction of Dr. Sikorski, the Psychology Club is the largest club on campus, boasting 25-35 people per week at each meeting. He has helped secure national internships for students, brought in national speakers from all over the country, organized faculty research presentations for students, and brought 20 students per year to the EPA conference to expose students to a professional research conference.

Given Dr. Sikorski's stellar performance in the area of teaching and mentoring, I cannot think of a more deserving candidate for the 2011-2012 Trustees Teaching Award.

Carolyn R. Fallahi, Ph. D., Associate Professor of Psychology

Educational Improvements

Peter has been made very important contributions to improving teaching and advising in the EES department and across the university. Within the department, Peter has been active in modifying the curriculum in order to improve retention and graduation rates and he has been actively involved in the department effort to modify the curriculum in order to integrate the Sustainable Energy program.

At the university level, Peter has been involved in educational improvements in the honors program, the First-Year Program, undergraduate research, and academic advising. His formal contributions include the following:

- Instructor in the Honors program for three years
- Member of the Honors Council, where he is involved in improving the program
- First Year Program instructor for three years
- Served on the ad hoc committee to assess and revise the First Year Program, served as advocate for the new program with the University Senate.
- Co-Chair of the new First Year Program committee
- Served on the Arts and Science Research Conference and Exhibition committee for seven years. This on-campus conference is an outstanding showcase for student research.
- Undergraduate Research Coordinator for Eastern. This office encourages and supports undergraduate research at Eastern and has important liaison responsibility with departments.
- Developed online training module in Responsible Conduct of Research for faculty and students.
- Chair of the Strategic Planning Working Group. Developed plan for campus Academic Services Center.
- First Chair of the Student Academic Advising Committee

Peter has proven himself to be not only an excellent formal classroom teacher, but also an inspiring and effective research mentor. His departmental and university committee work has allowed him to also make significant impacts to improve teaching and learning at the university level.

3. Contributions to Educational Improvement

a. Courses Taught

The following is a table of the courses taught by Peter Drzewiecki over the last five years. It includes course descriptions, level, and a list of innovations and improvements.

Course Title / Description	Innovations / Improvements / Impacts
EES-106 Geology of National Parks (LAC Tier I) <i>Physical geology course for majors and LAC that uses National Parks to illustrate geological principles.</i>	<ul style="list-style-type: none"> • Incorporates familiar examples from National Parks to teach geological concepts • Hands-on, active learning in class (for example, using rock and mineral samples in class to illustrate how to identify them – an activity generally reserved for laboratory) • Has students learn about the geology of a National Park by developing a brochure on that park's geology
EES-130 Ancient Environments (EES majors) <i>First course for EES majors only; study of the origin and evolution of the earth, earth systems, and life.</i>	<ul style="list-style-type: none"> • Uses data in homework and lab exercises that comes from the geological literature • Teaches a section on biogeochemical cycles to reinforce connections between geology and energy science through the carbon cycle – this is not typically taught in this course • Teaches course content in a non-conventional order, which students identify as helpful through course satisfaction surveys • Takes students into the field numerous times to conduct geological investigations • Data from research is used for class exercises
EES-200 Oceanography (LAC Tier II) <i>Basic survey of the oceans for EES majors and LAC students.</i>	<ul style="list-style-type: none"> • Incorporates small “mini-labs” within the lectures to provide opportunities to apply what is learned in class.
EES-344 Sedimentology and Stratigraphy (EES majors) <i>Study of the origin and interpretation of the sedimentary rocks that record changes that occur at the Earth's surface through time.</i>	<ul style="list-style-type: none"> • Uses real examples from experiences in the oil industry in both homework and laboratory exercises • Data from research are used for class exercises • Runs class like work experiences – grade based primarily on small projects throughout the year that include independent and team effort, instead of tests • Takes students into the field numerous times to conduct geological investigations • Continually updates the content of the course to reflect what is important in related industries
EES-362 Sedimentology and Tectonics (EES majors) <i>Study of the tectonic controls on the deposition of sedimentary rocks.</i>	<ul style="list-style-type: none"> • Combined the expertise of two professors (Dr. Peter Drzewiecki and Tim Schroeder) • Ran class as a seminar such a students will experience in graduate school • Used data from the literature and from the petroleum industry in exercises • Took students into the field to conduct geological investigations • Based grades on projects and presentations – not exams

EES-392 Earth Science Practicum (EES majors) <i>Directed undergraduate research for EES majors.</i>	<ul style="list-style-type: none"> • Allows students the opportunity to use state-of-the-art geological equipment • Provides students with experiences in scientific investigation
EES-480 Independent Study (EES majors) <i>Independent undergraduate research for EES majors</i>	<ul style="list-style-type: none"> • Designs experience to mimic a Master's thesis • Final report modeled after a journal publication is required • Nearly all students present at the Northeast Geological Society of America Meeting and Eastern's Arts and Sciences Research Conference and Exhibition • Allows students the opportunity to use state-of-the-art geological equipment • Students interact with sedimentologists outside Eastern • Students publish abstracts on research, and some are co-authors on journal articles
EES-491 EES Internship (EES majors) <i>EES student internship with professional geoscientists.</i>	<ul style="list-style-type: none"> • Allows students the opportunity to interact with professional geologists • Students gain practical applied work experience in geoscience
FYR-174 First-Year Seminar (First-Year Program) <i>Academic survival skills and introduction to the liberal arts for first-year students</i>	<ul style="list-style-type: none"> • Combines content from two other course clusters to illustrate the connections between these courses • Developed a "scavenger hunt" activity for exploring the Eastern campus that is used by several other cluster instructors
HON-130-01 Honors Colloquium (Honors Program) <i>Instructing Honors students how to think critically and conduct research.</i>	<ul style="list-style-type: none"> • Illustrates critical thinking by debating the teaching of Creationism in science classes • Takes students into the field to illustrate the application of the scientific method to geological examples
HON-380 Honors Research (Honors Program) <i>Honors students conduct independent undergraduate research.</i>	<ul style="list-style-type: none"> • Designs experience to mimic a Master's thesis • Allows students the opportunity to use state-of-the-art geological equipment • Students interacted with sedimentologists outside Eastern
HON-488-14 Honors Thesis (Honors Program) <i>Honors students write thesis of their honors research.</i>	<ul style="list-style-type: none"> • Final report modeled after a journal publication is required • Student presented at the Northeast Geological Society of America Meeting and Eastern's Arts and Sciences Research Conference and Exhibition • Students publish abstracts on research

b. Scholarly Approach to Teaching and Learning

One of the hallmarks of Peter Drzewiecki's tenure at Eastern has been his contribution to education improvement not only in his classes, but also within the EES Department and at the university level. His service affects a wide range of students and he has been instrumental in implementing programs that have broad and far-reaching implications.

His scholarly approaches to Teaching and Learning within his own classes are summarized in the table above. In addition to these, he has been an active participant in revising and refining the curriculum of the EES department and offering EES students high impact learning opportunities outside of the classroom. Specific contributions include:

Innovative Teaching Outside the Classroom

- He has added field-based (field trips) learning activities to all his classes, even at the most introductory level.
- He helped develop online learning tools (with Dr. Drew Hyatt) for the identification of rocks and minerals that is used not only at Eastern, but at other universities as well. The URL for the website is: <http://www.easternct.edu/learningtools/LTES-ver5/>
- He developed an upper level course (with Dr. Tim Schroeder) for EES majors that was designed after a graduate school course, required readings from professional geology journals, and provided students with a graduate-style class; it included a weekend fieldtrip.

Department-level Undergraduate Research / High Impact Courses

- Peter offers 2-3 students undergraduate research experiences (independent studies / practicums) every year that are modeled after graduate thesis projects. These students routinely publish abstracts about their work and present their research at regional geology conferences.
- He has included students as co-authors on professional research papers.
- While on sabbatical in the fall of 2010 at the Connecticut Geological Survey, he established an internship program with the Connecticut State Geologist for 1-2 students a year.
- He organizes and runs an annual departmental workshop on how to prepare for and apply to graduate school.
- He annually take 5-12 students to a regional geology conference to experience geologists interacting professionally, learn about job and graduate school opportunities, and interact with graduate students; many present their undergraduate research.

Educational Improvements in the EES Major

- Peter worked with other EES faculty to update the EES curriculum in order to (1) integrate the Sustainable Energy track better with the rest of the EES curriculum, and (2) improve retention and graduation rates; this curriculum is pending submission to the University Senate.

- He converted EES-130 into a writing-enhanced course for the EES major to satisfy the second course in the University Writing Program.

At the university level, Peter has been involved in educational improvement activities that range from the First-Year Program to undergraduate research and the Honors Program, including:

Honors Program

- Peter has been one of the part-time instructors in HON-130 for three years, where he demonstrates the use of the scientific method by taking students into the field to solve geological problems.
- He currently serves as a member of the Honors Council, where he is involved in admitting students into the program, making decisions that improve the program, and maintaining the program's quality.

First-Year Program

- Peter participated in the First-Year Program as an instructor in a cluster course (EES-106 Geology of National Parks) and the accompanying FYR-174 course for three years.
- More recently, in January of 2011, he served on the ad hoc committee charged with assessing and revising Eastern's First-Year Program. This involved reviewing examples of programs at other institutions, assessing the success and problems associated with Eastern's cluster-based program, and creating the current 1-course first-year program. He was one of three professors asked to present the new program to the University Senate.
- He is currently co-chair of the First-Year Program Committee, which has been active in developing the goals of the program, the objectives of the FYI-100 course, approving FYI-100 proposals, developing the Learning Management System, and assessing the success of the program once implemented.

Undergraduate Research

- Peter has fostered undergraduate research over the past 7 years by planning and helping run the Arts and Sciences Research Conference and Exhibition. He chaired the event in 2011.
- He currently serves as Eastern's Undergraduate Research Coordinator, where he solicited departmental liaisons and has worked with them to assess how to offer undergraduate research experiences to more students.
- He developed an online training module in Responsible Conduct of Research (with Drs. Hyatt and Diller) for all students and faculty conducting undergraduate research.

Academic Advising

- Peter was chair of the Strategic Planning Working Group that developed a plan for the campus's Academic Services Center (ASC)
- He was instrumental in developing the current Academic Advising Program, planned and lobbied for the Senate's Student Academic Advising Committee, and served as the first chair of the Committee.

1) Summary

My pedagogical methods vary from course to course depending upon the course level and content, and include lectures, work-to-criterion writing assignments, online quizzes, small-group discussions, collaborative assignments, problem-solving tasks, weekly homework assignments, learning centers and other 'hands-on' techniques. I utilize empirically-tested technological techniques in my classes including power-point presentations, VISTA, simulation software, statistical packages, publisher-based software, and Web-based resources where appropriate. All of my students read primary source journal articles and I use writing assignments to help students develop content related higher-level thinking skills.

In order to foster a positive learning environment, I communicate to my students my overall goals for the course as well as specific learning goals for each week. To this end I post weekly 'Learning Checks' on my course webpages. I encourage questions from my students. I return all corrected assignments within 1 –2 class periods, and provide written feedback (positive and corrective) on all assignments. I also explicitly tell my students that they share a personal responsibility for their own learning. I clearly spell out what the students need to do in order to optimize their own success in achieving the learning objectives of each course.

I adapt my teaching strategies to meet the learning needs of the students who are currently sitting in my classroom. This adaptation may involve, for example, reviewing the basics in a statistics class (e.g. basic rules of math order of operations) before proceeding to more advanced material. In my Behavioral Statistics Course, students need to actively be solving problems during class. Students work in pairs to find solutions to problems. I 'switch' peers weekly, so every student gets to work with a new partner each week. The end result has been that my students know each other and are more likely to work together outside of the classroom. To increase reading and mastery of the textbook content, I use online quizzing with 'work to criterion' settings.

I created a course in Psychopharmacology (PSY 487). The use of drugs as therapeutic agents for mental illness and the abuse of drugs in our culture, are very timely topics in the discipline of Psychology. Although many universities offer courses in Drugs and Behavior, few offer undergraduate courses in Psychopharmacology. Early on, I realized that students who did not have a background in basic biopsychological mechanisms, had difficulty with the course. I made Brain and Behavior (PSY 383) a prerequisite for PSY 487. Students are now much more prepared for the course. My focus is on 'processes' not drug names. The students are required to design novel solutions to practical problems. I often 'change the audience to fit the task' to give students practice explaining complex phenomena in simple ways. Assignments include: Develop a new drug for a hypothetical disorder; write an article for the Southern News on how alcohol affects the brain; and explain to the parents of a person with schizophrenia, how their son's medication works. Many alumni report to me that the course was extremely valuable to them.

I teach a required capstone course (PSY 462W) for B.S. Psychology Research Specialization majors. The focus of the course is the development and application of instrumentation in the research process. We read current and classic literature. We also discuss research ethics and students are required to complete NIH online ethics training. We review in detail 3 particular types of instrumentation which vary from term to term, but I have included Magnetic Resonance Imaging, functional Magnetic Resonance Imaging, Internet Data-Collection methods, Evoked-Response Potentials, Tests of Animal Behavior (Operant Conditioning and Maze learning), and Neuropsychological Tests, among the types of instrumentation studied. For each instrumentation unit, students read and report on primary sources. We take a field trip to a lab either on campus or in the local community, which employs the instrumentation. Following the field trips, students analyze actual (most researchers have been very generous in sharing actual data with our class) or hypothetical data to draw conclusions and write APA-style reports. Throughout the course, the students are treated as research consultants, and are expected to behave as professional consultants. For a capstone project, students deliver a formal presentation of an original research project involving instrumentation. The project is scaffolded throughout the semester, with continuous substantive feedback from the instructor, peer reviews, and required revision. Students gain valuable professional experience and skills in this course.

I regularly supervise students (both undergraduates and graduates) completing field practica. Prior to students' enrolling in the course, they are required to interview with me and submit recommendations from other faculty members. I then 'match' students with a practicum site in the community; students must also interview with a site supervisor. Students complete 150 hours at the field site. Students are required to maintain a weekly, reflective journal of all internship activities, to attend 'virtual' lab meetings on VISTA each week, to post responses to instructor-created discussion threads and to respond to other students' posts. Feedback from site supervisors in the community has been overwhelmingly positive. Many students are hired upon graduation, by their field practicum sites.

I have served as the director of the B.S. Psychology Research Specialization since 2006, for which I receive no load credit. I serve as the major advisor to all B.S. program majors, locate and secure field practicum sites and supervisors in the community, make regular site visits to practicum sites, interview all students' enrolling in research field practica, work directly with students on an individual basis to prepare them for on-site interviews, and match students with a practicum site. Recently, I submitted a program revision to include a required capstone lab or field practicum experience. I also updated the cognate courses, which will facilitate students interested in pursuing careers in Cognitive Science, Neuroscience, or Medicine. The program revision was recently approved by the University Curriculum Forum.

(1) SUMMARY

- Dr. Eckstein has taught at the university level for more than 10 years (often supplementing her Teaching Assistantships in graduate school with adjunct positions at local colleges). She began her first full-time, tenure-track position at Western Connecticut State University in 2008.
- Dr. Eckstein has taught over 20 topically different university-level courses, many proposed, designed, and implemented as new curricula.
- Dr. Eckstein is frequently invited to guest-lecture and present instructional materials to universities and community organizations locally, regionally, and nationally.
- As an elected member of WCSU's Committee on Undergraduate Curriculum and Academic Standards (CUCAS), Dr. Eckstein participates in reviewing changes to the university's academic curriculum. She has served on multiple CUCAS ad-hoc committees advising on catalog and curriculum change implementations and curriculum development grant awards.
- In her first semester as Chair of WCSU's Institutional Review Board for Human Subjects Research, Dr. Eckstein has already reviewed more than 70 undergraduate- and graduate-student research applications.
- Dr. Eckstein serves in an elected position to the College of Arts & Sciences Planning Committee, which makes recommendations regarding college academic events, accreditation considerations, and new college major/minor programs at the graduate and undergraduate levels.
- WCSU students consistently invite Dr. Eckstein to participate in their student organizations, at which she has been a keynote speaker, club advisor, and faculty representative.
- Dr. Eckstein has one of the highest student successful-completion rates (over 91%) in the department for the research capstone course.
- As a result of her mentorship, Dr. Eckstein's students have presented their research at peer-reviewed academic conferences.
- As a result of her focus on advising, Dr. Eckstein's students have been accepted to over 15 graduate schools and competitive executive training programs across the nation.
- Dr. Eckstein frequently proposes new curricula for the department and consistently conducts outcome assessments of course curriculum for ongoing educational improvement.
- Dr. Eckstein makes a positive contribution to her teaching by regularly presenting at scholarly conferences and publishing in peer-reviewed publications.
- Dr. Eckstein has repeatedly sought and obtained grants to support her teaching at WCSU and research/instruction in the community. These awards have included monetary support for her growth as faculty, original curriculum development, consultant program assessment, and implementation of new practices, including technological innovations.
- In addition to praise from colleagues, Dr. Eckstein receives dependably high evaluations from students in her courses, while also maintaining rigorous academic standards (evidenced in student feedback).



39 Woodland Street
Hartford, CT 06105-2337
860-493-0000
www.ctregents.org

April 30, 2012

Dr. Elsa Núñez,
Vice President for Connecticut State Universities
Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105-2337

Dear Vice President Núñez:

The University Research Grant program follows Sections 9.10 and 12.10.1 of the [Collective Bargaining Agreement](#) between Connecticut State University, American Association of University Professors and Board of Trustees for Connecticut State University System. Such agreement, covering the period between August 25, 2007 and August 25, 2011, was [extended](#) by the Board of Trustees on June 23, 2011. The grant program supports research and creative activities for permanent, full time members of the faculty at the four universities under the BOR.

The Connecticut State University Research Grants Committee completed the proposal review for projects to be conducted in the 2012-2013 grant cycle. I am pleased to convey the Committee's recommendations for the program. The Committee reviewed a total of 216 proposals from 236 members of the faculty and is recommending funding for the 174 listed in the enclosure, involving 195 members of the faculty. A glance at the academic areas, the research topics and the creative work represented by recommended projects suggests the breadth and depth of scholarly involvement by faculty in the four ConnSCU universities. Participants in the program enrich their own teaching, sustain the currency of the curriculum and provide students with living evidence of how knowledge and creative work emerge.

I had the privilege to serve as coordinator for the program, working with a select group of highly competent and dedicated committee members from the four universities. They are: Dr. Mario L. Emiliani, Dr. Syet Hyat and Dr. Charles Menoche of CCSU; Dr. Mizan R. Khan, Dr. Lindsey Lanagan-Leitel and Dr. Jeanelle Day of ECSU; Mr. Craig D. Hlavac, Dr. Elliot P. Horsch and Dr. Elizabeth Keenan of SCSU; and Dr. Susan M. Maskel, Dr. Patricia E. O'Neill and Dr. Truman R. Keys of WCSU. Serving as local coordinators and managing the logistics at each university were Dr. Roderick Waterman of CCSU, Ms. Nancy R. Labonne of ECSU, Ms. Patricia C. Zibluk and Ms. Jennifer A. Hudson of SCSU, and Ms. Martha Palanzo of WCSU. These members of our university community are deserving of our gratitude and appreciation for making this massive undertaking possible in a short timeframe.

Sincerely,

Germán Bermúdez, Ph.D.

Associate Executive Officer
c.c. BOR Finance and Administration Committee
BOR Academic and Student Affairs Committee
AAUP Research Grants Committee and University Grant Coordinators



CSU-AAUP Faculty Research Grants Program – Spring 2012 Competition

Summary Fact Sheet

April 30, 2012

- There were *216 proposals received* (including 18 partnerships) involving 245 members of the faculty. Total request amount was \$1,056,464.
- There are *174 proposals recommended for funding* (including 18 partnerships) involving 195 members of the faculty. Total funded amount is \$774,780.
- Total funding recommendation corresponds to 73.3% of requested funds as compared with 82.4% in the 2011 competition, 76.0% in the 2010 competition, 79.6% in the 2009 competition, 78.9% in the 2008 competition, and 69.5% in the 2007 competition.
- The average grant award per faculty in the current competition is \$3,973 (195 faculty funded), as compared with \$4,184 in 2011 (211 faculty funded), \$4,031 in 2010 (197 faculty funded), \$3,787 in 2009 (203 faculty funded), \$3,706 in 2008 (199 faculty funded), \$3,509 in 2007 (185 faculty funded), and \$3,766 in 2006 (172 faculty funded).
- Eighty-one percent of the proposals are recommended for funding, as compared with 89% in 2011, 85% in 2010, 92% in 2009, 84% in 2008, 81% in 2007; and 73% in 2006.
- All partnerships are recommended for funding as compared with 80% in 2011, 92% in 2010, 94% in 2009, 69% in 2008, 68% in 2007; and 83% in 2006.
- Seventeen percent of the recommended awards are given to Assistant Professors, 30% to Associate Professors and 43% to Full Professors.
- The number of faculty recommended for funding represents an 8% decrease with respect to 2011, following a 7% increase with respect to 2010.

****CCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Facutly Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Assistant Professor	Thomas	Jeff	Physics and Earth Sciences	Assessing Science Teachers' Beliefs	\$3,240	Partnership
Assistant Professor	Drew	Sally	Teacher Education	Assessing Science Teachers' Beliefs	\$3,240	Partnership
Associate Professor	Retelle	Ellen	Ed Leadership	Educational Leadership Graduates: An Investigation of Career Preparation at CCSU and Success in Connecticut Schools	\$5,000	Partnership
Professor	Lisi	Penny	Ed Leadership	Educational Leadership Graduates: An Investigation of Career Preparation at CCSU and Success in Connecticut Schools	\$5,000	Partnership
Professor	Rigazio-Digilio	Anthony	Ed	Educational Leadership Graduates: An Investigation of Career Preparation at CCSU and Success in Connecticut Schools	\$5,000	Partnership
Professor	Kaminski	Elizabeth	Sociology	LGBT Health Issues: Identifying Disparities and Implementing Best Practices	\$4,500	Partnership
Assistant Professor	Sears	Karen	Sociology	LGBT Health Issues: Identifying Disparities and Implementing Best Practices	\$4,500	Partnership
Professor	Rosenberg	Judith	Counseling and Family Therapy	Conceptualization of Care' and 'Caregiving': Implications for the Higher Education of Future Health Care Professionals	\$4,500	Partnership
Associate Professor	Diplacido	Joanne	Counseling and Family Therapy	Conceptualization of Care' and 'Caregiving': Implications for the Higher Education of Future Health Care Professionals	\$4,500	Partnership
Professor	Mulcahy	Daniel	Teacher Education	Competing Discoures in Education	\$4,000	Partnership
Associate Professor	Mulcahy	Cara	Teacher Education	Competing Discoures in Education	\$4,000	Partnership
Assistant Professor	Wang	Haoyu	Manufacturing & Construction Mgmt.	Integration of Robot in Fixturing for Machining	\$3,394	Partnership
Associate Professor	Thamma	Ravindra	Manufacturing & Construction Mgmt.	Integration of Robot in Fixturing for Machining	\$3,394	Partnership
Associate Professor	Pearson	A. Fiona	Sociology	Studying Parents: The Experiences of College Students with Children	\$3,625	
Assistant Professor	Lee	Seunghun	English	A study of the role of tone in passive construction in Burmese and Nuosu Yi	\$5,000	
Professor	Mitchell	Margaret	Management and Organization	Contingent workers in the American Labor Force	\$4,890	
Professor	Pope	Cynthia	Geography	The Changing Landscape of HIV/AIDS Risk in Belize: Migrants, Marginalization and National Security	\$5,000	
Professor	Sharma	Nimmi	Physics and Earth Sciences	Quantifying Aerosol Variability Over a Major Atmospheric Baseline Station Using Laser Radar	\$5,000	
Professor	Watson	Cheryl	Biomolecular Sciences	Is Cardiac Fibrosis Inhibited by Statin Drugs?	\$4,950	
Associate Professor	Naoumov	Viatcheslav	Engineering	Research on the Combustion of Non-conventional and Bio-Derived Fuels in Hybrid Propellant Rock Engine: Phase-II	\$5,000	
Associate Professor	Wu	Shuju	Computer Electronics and Graphics Technology	Deterministic Internet Multicast Feedback Control Using Unsynchronized Clock	\$4,000	
Professor	Prescott	Heather	History	Digital Exhibit on the History of Women's Health and Reproductive Rights in the United States	\$5,000	
Professor	Westcott	Barry	Chemistry & Biochemistry	Metal containing extended structures as building blocks for magnetic nanomaterials	\$4,925	
Associate Professor	Wizevich	Michael	Physics and Earth Sciences	Investigation of the Triassic Reptile Trackways Localities of Vieux Emosson, Switzerland: Insights into the Origin of Dinosaurs	\$5,000	

****CCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Facutly Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Davis	Michael	Biomolecular Sciences	Investigation of CRISPR, a Bacterial Defense Against Bacteriophage Killing, and the Creation of Bacteriophage Mutants that Negate CRISPR's Effects	\$5,000	
Professor	Williams	Louise	History	"Our Voice as in a Dream": an Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920	\$5,000	
Professor	Glagovich	Neil	Chemistry & Biochemistry	Small Molecule Turn Mimics to Model Protein Secondary Structure	\$4,496	
Professor	Crundwell	Guy	Chemistry & Biochemistry	Intermolecular Interactions In Metal Quinoxaline Salts-- Their Impact Upon Metal Geometry and Overall Crystal Design	\$3,306	
Assistant Professor	Dobbs-McAuliffe	Betsy	Biomolecular Sciences	Determining new roles for retinoic acid in cell cycle regulation of neuronal precursors in the zebrafish embryo.	\$4,500	
Associate Professor	Hoopengardner	Barry	Biomolecular Sciences	Caddisfly editing : a potential bioassay for pollutants	\$4,410	
Associate Professor	Kapper	Martin	Biomolecular Sciences	Is the Subcellular Location of Aquaporin-2 in Ribbed Mussel Gills Determined by Phosphorylation?	\$3,945	
Professor	Mione	Thomas	Biology	Phylogeny and Reproductive Biology of A Geotropical Plant Genus	\$4,316	
Professor	Mitrano	John	Sociology	"Can Art Really Change the World?": Identity, Meaning, and Community at the Burning Man Festival	\$2,736	
Associate Professor	Shankar	Ravi	English	Producing Drunken Boat, international online journal of the arts, #16 & #17	\$4,500	
Associate Professor	Dowling	Robert	English	Journey into Night: The Life of Eugene O'Neill in Four Acts	\$4,500	
Professor	English	Parker	Philosophy	His Truth Goes Marching On and Off	\$2,700	
Assistant Professor	Hammad	Khaled	Engineering	Velocity and Momentum Decay Characteristics of a Submerged Viscoplastic Non-Newtonian Jet	\$4,500	
Professor	Jarrett	Jeremiah	Biology	Reciprocal selection for defensive and offensive plasticity between a barnacle prey and two species of predatory snail.	\$4,500	
Associate Professor	Kara-Soteriou	Julia	Reading and Language Arts	The Integration of Literacy and Technology in Elementary Schools: A focus on Classroom and Computer Lab Instruction	\$4,500	
Professor	King	Thomas	Biomolecular Sciences	What is the Molecular Basis of the Mouse Woolly (wly) Mutation?	\$4,500	
Professor	Shen	Xiaoping	Geography	Spatial Analysis of lung Cancer Mortality and Industrial Pollution in China	\$4,500	
Professor	Siporin	Rachel	Art	Color Reduction Relief Prints and Paintings for Solo Exhibitions	\$3,998	
Professor	Wolff	Robert	History	Slavery and the Slave Trade in New England	\$4,000	
Professor	Gotchev	Ivan	Mathematical Sciences	Continuous Extensions of Functions Defined on Subsets of Products	\$2,375	
Professor	LeMaire	Peter	Physics and Earth Sciences	Electrical transport and thermal studies of Nsutite	\$4,000	
Professor	Martin	Kathy	Biomolecular Sciences	Mutations that affect plasmid partition in E. Coli	\$3,600	
Associate Professor	Mulrooney	James	Biomolecular Sciences	Regulation of Actin Dynamics during Parietal Endoderm Migration	\$4,000	

****CCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Facutly Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Nicholson	Barbara	Biology	Habitat Selection of Box Turtle Hatchlings	\$3,766	
Professor	Roman	Thomas	Mathematical Sciences	Negative Energy and Accelerating Observers	\$4,000	
Assistant Professor	Urbanski	Heather	English	Resistant Student Writers and College Composition	\$4,000	
Professor	Wiener	Daniel	Counseling and Family Therapy	Assessing Mutual Validation in Non-Clinical Couples	\$3,976	
Assistant Professor	Chang	Howook "Sean"	Geography	Exploring a New Attribute in Determining Food Quality: Safe Cookware	\$3,120	
Professor	Halkin	Sylvia	Biology	Investigation of Northern Cardinal's Use of the Physically constrained Chirr Vocal Signal	\$3,458	
Assistant Professor	Hartwig	Heidi	English	"The Modernist conversion Narrative in Graham Green's 'The End of the Affair'"	\$4,000	
Assistant Professor	King	Audra	Philosophy	From Gender to Diversity: Addressing the Challenges of Mainstreaming Justice in Development	\$2,600	
Professor	Kurkovsky	Stan	Computer Science	An Academic Integrity Policy for Computer Science	\$4,000	
Professor	Penniman	Clayton	Biology	Comprehensive Water Quality Assessment of the Piper Brook Watershed in Central Connecticut	\$4,000	
Associate Professor	Walsh	Sean	Physical Education & Human Performance	Physical Inactivity: Our Destiny?	\$3,600	
Professor	Zlatareva	Neli	Computer Science	Evaluation and Revision of Inconsistent Ontologies	\$3,840	
Professor	Iannone	Abel	Philosophy	Exploring Development: Kinds, Conceptions, Challenges, and Prospects for Improvement	\$3,750	
Professor	Laurent	Linda	Music	In Paris, Completion of a Book: the Correspondence of Two French Performing Artists, Singer Jane Bathori and Actress Andree Tainsy, with Narrative Notes and Biographical Material (Continuation)	\$3,750	
Assistant Professor	McGrath	Kate	History	The Relationship Between Anglo-Norman Kings and Battle Abbey in Twelfth-Century England	\$3,726	
Professor	Barnett	Stuart	English	"Asterix" and the Culture of Resistance	\$1,575	
Professor	Kyem	Peter	Geography	Using Mobile Phones to help with Climate Change Adaptation in Africa the Case of Ghana	\$3,225	
Associate Professor	Mahony	Mary Ann	History	Small Cacao Farmers and Brazil's Atlantic Forest	\$3,750	
Professor	Sommers	Brian	Geography	Holocaust Sites, the Eyewitness Generation, and the 'Story' of Dark Tourism	\$3,750	
Associate Professor	Saha	Krishna	Mathematical Sciences	Interval Estimation for Mean Difference in the Analysis of Extra- Dispersed Count Data	\$3,750	
Professor	Schipke	Rae	English	The Writing of the Southern Civil War Clergy	\$3,429	
Total of Recommended Awards:					\$275,605	
Current Year Allocation:					\$269,874	
Balance applied from prior year:					\$5,731	

****ECSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Associate Professor	Nsiah	Yaw	Biology	Nuclear Magnetic Resonance Structure Elucidation of Purified Pharmacoactive Compounds from Tropical Plant Extracts	\$5,000	Partnership
Associate Professor	Koza	Darrell	Physical Science	Nuclear Magnetic Resonance Structure Elucidation of Purified Pharmacoactive Compounds from Tropical Plant Extracts	\$5,000	Partnership
Associate Professor	Cousins	Alita	Psychology	Changes in Men's Mate Guarding and Women's Reactions to Mate Guarding Across the Menstrual Cycle	\$1,300	Partnership
Associate Professor	Fugere	Madeleine	Psychology	Changes in Men's Mate Guarding and Women's Reactions to Mate Guarding Across the Menstrual Cycle	\$1,300	Partnership
Professor	Davis	Marsha	Mathematics & Computer Science	Secondary Teacher Candidates' Mathematics Knowledge for Teaching Demonstrated in their Portfolios	\$1,534	Partnership
Associate Professor	Johhson	Pete	Mathematics & Computer Science	Secondary Teacher Candidates' Mathematics Knowledge for Teaching Demonstrated in their Portfolios	\$1,533	Partnership
Professor	Koirala	Hari	Education	Secondary Teacher Candidates' Mathematics Knowledge for Teaching Demonstrated in their Portfolios	\$1,533	Partnership
Professor	Koirala	Hari	Education	The Effects of Students' Computer Use on Mathematics Proficiency Levels: An Ordinal Logistic Regression Analysis	\$3,467	Partnership
Assistant Professor	Liu	Xing	Education	The Effects of Students' Computer Use on Mathematics Proficiency Levels: An Ordinal Logistic Regression Analysis	\$3,467	Partnership
Professor	Colurso	Gloria	Biology	Use of Laser-Scanning Confocal Microscopy to Characterize Beta- Amyloid Plaque Formation in the Cingulate Gyrus of Subjects with Alzheimer's Disease	\$5,000	
Associate Professor	Drzewiecki	Peter	Environmental Earth Science	Digital mapping and Geological Interpretation of les Collades de Basturs Carbonate Platform, Upper Cretaceous, Pyrenees, Spain	\$5,000	
Associate Professor	Gao	Kehan	Mathematics & Computer Science	Improving Software Defect Prediction with Feature Selection	\$3,900	
Professor	Hyatt	James	Environmental Earth Science	Using Terrestrial Laser Scanning to Map and Analyze River and Large Glacial Meltwater Erosion Forms in Franklin, CT	\$4,980	
Assistant Professor	Idjadi	Joshua	Biology	San Salvador Island Project	\$4,990	
Associate Professor	Szczys	Patricia	Biology	Molecular Study of Mating System and Population Structure of the Whiskered Tern, Chlidonias hybrid in Europe	\$5,000	
Associate Professor	Tasneem	Sarah	Mathematics & Computer Science	Simulation Based Performance Evaluation of Webserver Scheduling	\$2,500	
Professor	Bisantz	June	Visual Arts	End of an Era: Past Identity/Future Vision	\$4,535	
Professor	Boskovic	Michele	World Languages & Cultures	Annie Ernaux's Ph-autobiographical Writing	\$2,500	
Assistant Professor	Cobb	J.J.	Performing Arts	Site-Specific Theatre: The Tower	\$4,553	
Associate Professor	Donaghy	Daniel	English	The Broken Windows Theory: A Collection of Poems	\$5,000	
Professor	Hwang	Okon	Performing Arts	Musical Aspirations of Koreans in South Korea and the U.S.	\$5,000	
Professor	Liu	Qimin	Visual Arts	"Selected Contemporary American Figurative Painters" Vol. 2	\$5,000	
Associate Professor	McDonnell	Maureen	English	ASL and American Shakespeare Performance	\$5,000	
Professor	Meznar	Joan	History	Competing Virgins: Our Lady Aparecida and Our Lady of Nazareth in the Shaping of Twentieth-Century Brazil	\$5,000	
Associate Professor	Ostwald	Jamal	History	French Views of Battle in the War of the Spanish Succession	\$5,000	

****ECSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Associate Professor	Rosenberg	Lauren	English	Re-storied Narratives and the Construtcion fo New Literacy Theorists: Completion of a Book-Length Monograph	\$3,800	
Associate Professor	Torockio	Christopher	English	The Lifespan of Elephants: A Novel	\$5,000	
Assistant Professor	Bergstrom- Lynch	Cara	Sociology, Anthropolgy & Social Work	Gender and Sexuality Scripts: Lessons from Parenting and Preteen Magazines	\$3,840	
Associate Professor	Cousins	Alita	Psychology	Threat Detection in Breast Feeding and Non-breast Feeding Mothers	\$3,625	
Associate Professor	Evans	Melanie	Psychology	Racial and Ethnic Socialization Processes in African American Youth	\$5,000	
Associate Professor	Frye	David	History	Excavations at Ulpia Traiana Sarmizegetusa: A Window into Roman Frontier Strategy	\$5,000	
Associate Professor	Kenny	Mary	Sociology, Anthropology & Social Work	Migration and Social Transformation in a Brazilian Border Town	\$4,000	
Associate Professor	Leszczynski	Jennifer	Psychology	Ideas About Love and Gender Stereotypes Across the Lifespan	\$2,658	
Associate Professor	Perez	Ricardo	Sociology, Anthropology& Social Work	Tourism Development in Cuba Since the Special Period: New Trends and Future Prospects	\$5,000	
Total of Recommended Awards:					\$135,015	
Current Year Allocation:					\$125,090	
Balance Carried Over from Previous Year:					\$9,925	

****SCSU** CSU-AAUP Research Grants Program Recomendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Dickinson	Cheryl	Education	Talking through Texts: A Comprehensive Model for Literacy Development based on Strategic Reading, Writing, and Discussion at the Middle Grade Level	\$5,000	Partnership
Assistant Professor	McVerry	J. Gregory	Education	Talking through Texts: A Comprehensive Model for Literacy Development based on Strategic Reading, Writing, and Discussion at the Middle Grade Level	\$5,000	Partnership
Assistant Professor	Irwin	Julia	Psychology	Training an Audiovisual Integration of Spoken Language in Children with Autism Spectrum Disorder	\$5,000	Partnership
Assistant Professor	Preston	Jonathan	Communication Disorders	Training an Audiovisual Integration of Spoken Language in Children with Autism Spectrum Disorder	\$5,000	Partnership
Associate Professor	Eren	Ruth	Special Education & Reading	Longitudinal/Developmental Changes in Academic Profiles of Students with Autism Spectrum Disorders and Learning Disabilities	\$4,050	Partnership
Professor	Spear-Swerling	Louise	Special Education & Reading	Longitudinal/Developmental Changes in Academic Profiles of Students with Autism Spectrum Disorders and Learning Disabilities	\$4,050	Partnership
Assistant Professor	Randall	Regine	Special Education & Reading	What We Really Need to Know (and the Best Way to Find Out): Understanding the Contribution of Discrete Reading Skills to Total Reading Achievement in High School Students	\$3,770	Partnership
Professor	Taylor Roscow	Maravene	Special Education & Reading	What We Really Need to Know (and the Best Way to Find Out): Understanding the Contribution of Discrete Reading Skills to Total Reading Achievement in High School Students	\$3,770	Partnership
Professor	Achhpal	Beena	Elementary Education	A Collaborative Study to Investigate Urban Elementary Teaching Challenges	\$3,400	Partnership
Associate Professor	Fopiano	Joy	Counseling & School Psychology	A Collaborative Study to Investigate Urban Elementary Teaching Challenges	\$3,400	Partnership
Assistant Professor	Dutta	Sandip	Economics & Finance	An Empirical Examination of idiosyncratic Risk in the context of hedge funds	\$2,600	Partnership
Associate Professor	Abugri	Benjamin A.	Economics & Finance	An Empirical Examination of idiosyncratic Risk in the context of hedge funds	\$2,600	Partnership
Associate Professor	Ginicola	Misty	Counseling & School Psychology	Sexual Orientation and Religion: The Development of a Religious LGBTQ Identity Model	\$3,600	Partnership
Associate Professor	Smith	Cheri	Counseling & School Psychology	Sexual Orientation and Religion: The Development of a Religious LGBTQ Identity Model	\$3,600	Partnership
Assistant Professor	Gregory	Jess L.	Educational Leadership	Predicting pre-reading skills in ELL kindergarteners with music perception tests	\$3,734	Partnership
Assistant Professor	Raynolds	Laura	Special Education & Reading	Predicting pre-reading skills in ELL kindergarteners with music perception tests	\$3,733	Partnership
Assistant Professor	Bordner	Kelly	Psychology	Opioids and alcohol: molecular characterization of the consequences of fetal alcohol exposure	\$5,000	
Professor	Harris	Frank	Journalism	Racial Identification: The Evolving Description of Blacks in the American News Media - 1690 to 2011	\$2,500	

****SCSU** CSU-AAUP Research Grants Program Recomendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Assistant Professor	Das	Margaret	Biology	Mapping the amino acids that facilitate receptor binding, cell invasion, and intracellular localization of Dr+ Escherichia coli	\$4,750	
Assistant Professor	Coca	Adiel	Chemistry	Development of the Polyene Cyclization Reaction	\$4,750	
Professor	Crawford	Sarah	Biology	Development of "Ex Vivo" Culture Systems that Incorporates "In Vivo" Determinants of Tumor Progression and Drug Sensitivity Parameters	\$4,500	
Professor	Okobi	Elsie	Information & Library Sciences	Creation of a digital collection and catalog of the works of Ben Enwonwu	\$4,433	
Associate Professor	Andrushko	Valerie	Anthropology	People and Weight: An Anthropological Perspective	\$3,600	
Assistant Professor	Risisky	Debra	Public Health	Satisfaction with Hospital and Crisis Services among Victims of Sexual Violence	\$4,500	
Professor	Abe	JoAnn	Psychology	Personality characteristics, linguistic styles, and successful online learning	\$4,500	
Assistant Professor	Taylor	Derek	Communcation	Immersive Experiences in Landscape Filmmaking	\$4,500	
Assistant Professor	Yang	Chulguen (Charlie)	Management/MIS	The Effects of Mindfulness Practices on the Cultivation of Emotional Awareness and Moral Reasoning Skills	\$4,250	
Associate Professor	Edgington	Nicholas	Biology	Characterization of Molecular Pathways that Regulate the N/C ratio	\$4,250	
Assistant Professor	Weinbaum	Jonathan	Biology	Late Triassic Paleontology Field Work and Collections Research	\$4,250	
Assistant Professor	Karatjas	Andrew	Chemistry	Synthesis of Horsfiline and Coereluscine	\$4,250	
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	\$4,250	
Associate Professor	Chrissidis	Nikolaos	History	Religion and Society in Greek Port Communities of the Black Sea Region	\$4,250	
Professor	Thompson	Michele	History	Carriers of Hope, the Children Used by in Vaccinators in Portuguese East and Southeast Asia.	\$4,000	
Professor	Breslin	Vincent	Science Education & Environmental Studies	Sediment Metal Contamination in the Lower Connecticut River Estuary	\$4,000	
Professor	Serchuk	Camille	Art	Putting Zacharie de Celers on the Map	\$4,000	
Associate Professor	Slomba	Jeff	Art	Floating Home - new sculptures based on the dominion of commerce and ecology in the Long Island Sound	\$3,200	
Assistant Professor	Silady	Rebecca	Biology	Identification of Genes involved in Plant Embryogenesis	\$4,000	
Associate Professor	Schmitt	Elena	World Languages & Literature	The effect of time distribution on student attainment in foreign language classes	\$4,000	
Professor	Vaters-Carr	Rachael	Art	Transition and aftermath as a metaphor of survivorship	\$4,000	
Professor	Judd	Steven	History	Ibn 'Asākir's Ta'rīkh madīnat Dimashq: Opportunities and Challenges	\$4,000	

****SCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Lavin	Terrence	Art	Research of the Collections of Historic Scientific Instrumentation at the Royal Observatory and National Maritime Museum in London	\$3,596	
Professor	Petto	Christine	History	The Lion and the Lily: Map and Atlant Production in the Early Modern England and France	\$3,750	
Professor	Marsoobian	Armen	Philosophy	Memories of a Lost Home: Photography and the Story of an Armenian Family in Anatolia, 1888-1922	\$3,750	
Associate Professor	Unson	Christine	Public Health	Comparative Studies in Encore Careers and Ageism in the United States and New Zealand: Employer Perspectives	\$3,750	
Professor	Rogers	Michael	Anthropology	Prehistoric Transition: Origins of the Acheulian Tool Industry at Gona, Afar, Ethiopia	\$3,750	
Professor	Shipley	Vivian	English	To complete a 9th book of poetry, Archaeology of Days, by researching and writing new poetry to add balance to core poems about how the lives of women and men from 1800 to mid 1900 were shaped by economic circumstances	\$3,750	
Professor	Johnson	Brian	English	A Poet-Painter Portfolio	\$3,731	
Professor	Dripchak	Valerie	Social Work	A Study Comparing Dialectical Behavior Therapy-Informed Program vs. A Dialectical-Adherent Program for Adolescents	\$2,512	
Professor	Coron	Cynthia	Earth Sciences	Archival lake/spring deposits of the Coe Limestone: A potential record for hydrovolcanic forcing of climate change	\$3,735	
Professor	Parrish	Tim	English	Archival Research and Drafting of FEAR AND WHAT FOLLOWS, A Memoir	\$3,135	
Associate Professor	Ellis	Scott	English	Hawthorne, Science, and Technology	\$2,288	
Professor	Guagliumi	Arthur	Art	Scandinavian Craft Culture	\$3,750	
Professor	Liu	Yan	Information & Library Science	Mobile Services in Connecticut Public and Academic Libraries	\$3,750	
Professor	Vancour	Michele	Public Health	Establisishing Best Practices in Lactation Support Initiatives in Higher Education	\$3,750	
Professor	Ogbaa	Kalu	English	Carrying my Father's Torch: A Memoir	\$3,000	
Professor	Pettigrew	David	Philosophy	Witnessing Genocide in Bosnia: Pathways to Justive: A book manuscript	\$3,750	
Associate Professor	Flynn	Deborah	Public Health	Evaluation of a "Drop-in" Support Center for Student Veterans	\$3,750	
Professor	Irving	Jonathan	Music	Through the Eyes of the Lens: Mussorgsky's Pictures at an Exhibition for piano-solo - A new multi-media interpretation	\$3,750	
Professor	Gemme	Terese	Music	Creating and Documenting Cross Mobile Platform Structured Digital Story Applications	\$2,100	
Associate Professor	Abd El-Raouf	Amal	Computer Science	Software Maintenance - Software Longevity	\$3,750	
Professor	Garvey	Sheila	Theater	A Blizzard on Marblehead Neck: an operatic production documentation	\$3,371	
Professor	Jacobs	John	Psychology	Self-Evaluation at Fifty: Measuring Well-being and its Predictors	\$3,000	

****SCSU** CSU-AAUP Research Grants Program Recomendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Larocco	Steve	English	An Anatomy of Forgiveness	\$3,750	
Professor	Manzella	Joseph	Anthropology	Locating Transcendence: South Asian influenced spiritual communities in California	\$3,750	
Assistant Professor	Adams	Gregory	Sociology	Urban Identities in an Emerging Economy: The Case of Sofia Bulgaria	\$3,750	
Professor	DeJarnette	Glenda	Communication Disorders	African American Pragmatic Language Development and Disorders Phase I: Identification of Research and Research Gaps	\$3,750	
Professor	Workman	Robert	Computer Science	Creating and Documenting Cross Mobile Platform Structured Digital Story Applications	\$3,225	
Professor	Metaxas	Virginia	History	Women, War and Medicine in the Near East in the Early Twentieth Century	\$1,875	
Associate Professor	Burke	Karen	Media Studies	Baby Boomers: Activism and Media Fifty Years On	\$2,269	
Associate Professor	Madlock Gatison	Annette	Communication	The pink and The Black Project Phase II: Family and Friends Perceptions of African American Women Breast Cancer Survivors	\$2,268	
Total of Recommended Awards:					\$262,145	
Current Year Allocation:					\$253,016	
Balance Carried Over from Previous Year:					\$9,129	

****WCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Professor	Astrup	Margaret	Music	Opera CD recording of Little Red Riding Hood by Seymour Barab	\$5,000	
Associate Professor	Bakhtiarova	Galina	World Languages	From the Caribbean to the Iberian Peninsula and beyond: exploring gender, ethnicity and transatlantic migrations through songs, film and narrative	\$5,000	
Professor	Boily	T. Patrice	Biology	Role of voluntary motor activity to the development of stress-induced hyperthermia	\$5,000	
Associate Professor	Boyle	James	Physics, Astronomy & Meteorology	Development of an ocean surface heat flow sensor	\$5,000	
Assistant Professor	Connally	Neeta	Biology	Identifying barriers to tick-borne disease prevention	\$5,000	
Professor	Dawson	Dennis	Physics, Astronomy & Meteorology	Observations of timing variations for exoplanets during stellar transits	\$4,200	
Professor	Dye	Frank	Biology	Looking at cell behavior modified by interactions with other cell types, in other words co-culture	\$5,000	
Assistant Professor	Eckstein	Jessica	Communication	Determining the services provided by agencies dealing with domestic violence victims	\$4,090	
Associate Professor	Flanagan	Robin	Psychology	Grounded cognition in the formal and informal classroom	\$3,000	
Associate Professor	Gyure	Ruth	Biology	Pyrosequencing of community DNA from soil and epilithic biofilms	\$4,950	
Professor	Hagan	Edward	Writing	Researching the Vietnam War: Phong Dinh Province	\$5,000	
Professor	Hirshfield	Louis Russell	Music	The Chamber Music of Piet Swerts--A Compact Disc Recording	\$5,000	
Associate Professor	Kain	George	Justice and Law Administration	Capital Punishment: understanding the attitudes and opinions of law enforcement officers	\$5,000	
Professor	May	Martha	History	"Forsake Not Your Mother's Teaching: The of Maternal Faith in the Childhoods of Presidents Herbert Hoover and Dwight D. Eisenhower."	\$3,726	
Professor	Mullaney	Charles	Justice and Law Administration	Can Ireland be reunified?	\$3,850	
Associate Professor	Nolan	Michael	History	Verdun: The Uses of a Battle in France and Germany	\$5,000	
Professor	Owoye	Oluwole	Social Sciences/ Economics	The Role of Leadership in Economic Growth and Development: a comparative analysis of Nigeria and South Korea	\$5,000	

****WCSU** CSU-AAUP Research Grants Program Recommendations - Spring 2012 Competition**

Faculty Rank	LastName	FirstName	Department	Project Title	Amount Funded	
Associate Professor	Pinou	Theodora	Biology	Developing a process for determining the growth rate in turtles under laboratory conditions	\$5,000	
Professor	Qi	Shouhua	English	The Bronte Sisters in Other Wor(l)ds	\$5,000	
Assistant Professor	Roberts	Anne	Chemistry	Characterization of a HAD phosphatase from Helicobacter pylori	\$1,200	
Assistant Professor	Ryan	Patrick	Writing	Isaiah's Prophecies and Christopher Marlowe's Tragic Vision	\$2,500	
Associate Professor	Skar	S. Alba	World Languages	Bolivian Culture in Translation	\$5,000	
Associate Professor	Standish	Alexander	Social Sciences	Education in a Global Age	\$4,500	
Total of Recommended Awards:					\$102,016	
Current Year Allocation:					\$139,742	
Balance reserved for next year's competition:					-\$37,726	

ITEM

AY 2012-13 Tuition and Fees for Charter Oak State College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, the proposed AY 2012-2013 tuition and fees for Charter Oak State College are hereby approved.

BACKGROUND

Charter Oak State College has requested an increase in its course and college fees for FY 2013, as follows:

	<u>AY 2012 Rate</u>	<u>Recommended AY 2013 Rate</u>
Course Fee (Resident) per credit	236	245
Course Fee (Nonresident) per credit	310	322
College Fee (Resident) per semester	165	171
College Fee (Nonresident) per semester	205	213

The requested increases are each less than 3.9%. Revenues generated by these fees account for 97% of COSC's total fee revenue. The course fee is a per credit fee for all courses offered at the college. The college fee is paid every semester by students matriculated at the college, regardless if they are taking courses.

ANALYSIS

The Course Fee is a per credit hour charge to students for instructional programs.

As with the course fee, the College Fee is used to defray general operational costs of COSC (technology services, library costs, personnel costs, etc). While Charter Oak State College (COSC) has been driving down other expense costs, personnel costs continue to rise. This is due to adjunct faculty and the type of retirement plan that they choose. Since the default placement has been in the SERS program if the faculty do not declare a specific plan, personal services costs are rising more significantly than had been anticipated. COSC also continues to have to put aside funds for equipment since it has not been receiving capital equipment bond funds from the state of Connecticut.

The College Fee was established in FY 2012 to replace the former annual matriculation fee. The college fee is billed to all students who are taking course or are matriculated, but have not completed their program. The fee may be deferred for two semesters. After that, the student is withdrawn from the institution.

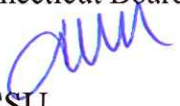
CHARTER OAK STATE COLLEGE
DRAFT FY 13 BUDGET WITH AND WITHOUT FEE INCREASES

REVENUES	With 3.9% Increase	Without 3.9% Increase	NOTES
Course Fees	7,446,098	7,155,700	(290,398) without increase
College Fee	639,537	614,595	(24,955) without increase
Other Student Fees	268,963	268,963	
State Appropriation	1,866,623	1,866,623	Reduced from 2,049,373; net impact 254,023
State Fringe Benefits	702,403	702,403	
Other Revenue	338,566	338,566	
TOTAL REVENUES	11,262,190	10,946,850	
EXPENDITURES			
Personal Services	9,192,264	9,192,264	
Other Expenses	2,046,795	2,046,795	(179,939) less than FY 12 budget
Bad Debt Expense	60,000	60,000	
Equipment	125,000	125,000	Due to absence of Capital Equipment Funds
TOTAL EXPENDITURES	11,424,059	11,424,059	
USE OF FUNDS BEFORE DESIGNATED ITEMS	(161,869)	(477,209)	
Addition to Funds	(161,869)	(477,209)	



M E M O R A N D U M

TO: Dr. Robert Kennedy
President, Connecticut Board of Regents for Higher Education

FROM: Jack Miller 
President, CCSU

DATE: April 24, 2012

SUBJECT: Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2012-13:

To Professor

Matthew Ciscel, English
Robert Dowling, English
Glynis Fitzgerald, Communication
Jessica Greenebaum, Sociology
Briann Greenfield, History
Jason Jones, English
Robin Kalder, Mathematical Sciences
Sally Lesik, Mathematical Sciences
Mary Ann Mahony, History
Viatcheslav Naoumov, Engineering
Jesse Turner, Reading and Language Arts

To Associate Professor

Mary Collins, English
Heidi Hartwig, English
Cherie King, Counseling and Family Therapy
Kate McGrath, History
Marisa Mealy, Psychology
Jason Snyder, Management Information Systems
Jeffrey Teitler, Communication
Lynda Valerie, Reading and Language Arts
Michael Voight, Physical Education and Human Performance
Wujun Wang, Design

To Assistant Professor

Sally Drew, Teacher Education

To Coach III

Jeffrey Franquet, Athletics

To Trainer III

Paul Manwaring, Athletics

The following will be granted **tenure**:

Sally Drew, Teacher Education

Heidi Hartwig, English

Mark Jackson, Biology

Shelly Jones, Mathematical Sciences

Cherie King, Counseling and Family Therapy

Chester Labedz, Management and Organization

Kate McGrath, History

Marisa Mealy, Psychology

Viatcheslav Naoumov, Engineering

Jason Snyder, Management Information Systems

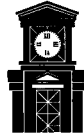
Sarah Stookey, Management and Organization

Jeffrey Teitler, Communication

Wujun Wang, Design

/sm

c: S. Weinberger



EASTERN CONNECTICUT STATE UNIVERSITY

83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5222

Office of the President

DATE: April 2, 2012

TO: Ms. Rosalie Butler
Board of Regents

FROM: Elsa M. Núñez
President

SUBJECT: RECOMMENDATIONS FOR PROMOTION AND TENURE

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May meeting. The effective date for all actions is August 27, 2012.

For Tenure:

Dr. Jeffrey Calissi, Performing Arts Department
Dr. Gregory Kane, Health & Physical Education Department
Ms. Terry Lennox, Visual Arts Department
Dr. Xing Liu, Education Department
Ms. Carol Reichardt, Library Services

For Professor:

Dr. Anthony Aidoo, Mathematics & Computer Science Department
Dr. David Pellegrini, Performing Arts Department
Dr. Mary Kenny, Sociology, Anthropology & Social Work Department
Mr. Chase Rozelle, Performing Arts Department
Dr. Miriam Chirico, English Department
Dr. David Belles, Performing Arts Department
Dr. Theresa Severance, Sociology, Anthropology & Social Work Department
Dr. Darrell Koza, Physical Science Department

For Associate Professor:

Ms. Terry Lennox, Visual Arts Department
Dr. Xing Liu, Education Department
Dr. Anita Lee, Health & Physical Education Department



For Coach III:

Mr. Justin Axel, Intercollegiate Athletics

EMN/go

c: Dr. Louise Feroe, Interim Vice President, Connecticut State Colleges and
Universities



Southern Connecticut State University

Mary A. Papazian, Ph.D.
PRESIDENT

April 13, 2012

Dr. Robert Kennedy, President
Connecticut Board of Regents for Higher Education
39 Woodland Street
Hartford, CT 06105

Dear Dr. Kennedy:

The following are my recommendations for Promotion and Tenure, which will be effective August 27, 2012:

TENURE

Astrid Eich-Krohm, Sociology
Louisa Foss, Counseling & School Psychology
Margaret Generali, Counseling & School Psychology
Jooyoun Hong, Mathematics
Julia Irwin Harris, Psychology
Jonathan O'Hara, Political Science
James Rauschenbach, Exercise Science
Derek Taylor, Communication
Chulguen Yang, Management/MIS

PROMOTION

From Assistant to Associate Professor:

Astrid Eich-Krohm, Sociology
Louisa Foss, Counseling & School Psychology
Patrick Heidkamp, Geography
Jooyoun Hong, Mathematics
Julia Irwin Harris, Psychology
Heidi Lockwood, Philosophy
Derek Taylor, Communication
Chulguen Yang, Management/MIS

Coach I:

Nathan Cole, Athletics-Baseball
Nicholas Lara, Athletics-M/W Track & Cross Country
Michael Makubika, Athletics-Men's Basketball

Dr. Kennedy
April 13, 2012
Page two

From Associate to Full Professor:

Adam Abugri, Economics and Finance
Barbara Aronson, Nursing
Deborah Carroll, Psychology
Nicole Fluhr, English
Cathryn Magno, Educational Leadership and Policy Studies
Raymond Mugno, Mathematics
Deborah Newton, Special Education/Reading
Elena Schmitt, World Languages and Literatures
Jeff Slomba, Art
David Squires, Educational Leadership and Policy Studies
Deborah Weiss, Communication Disorders

Please let me know if you have any questions.

Sincerely,



Mary A. Papazian
President

cc: S. Weinberger, ConnSCU Vice President for Human Resources
M. Kennedy, SCSU Interim Provost and Vice President for Academic Affairs
J. Bailey, SCSU Associate Vice President for Human Resources



OFFICE OF THE PRESIDENT
JAMES W. SCHMOTTER, PH.D

To: Robert A. Kennedy
President, Board of Regents for Higher Education
CEO, Connecticut State Colleges and Universities (ConnSCU)

From: James W. Schmotter

Date: April 5, 2012

Re: Promotion & Tenure Recommendations

I support and concur with Provost Jane Gate's recommendations that the following faculty members receive promotion and tenure:

Promotion to Associate Professor

JC Barone
Terrence Dwyer
Robert Eisenson
Katie Lever-Mazzuto
Heather Levy
Gabriel Lomas
Albert Owino
DL Stephenson
Emily Stevens
Yu-Fong Yen

Promotion to Professor

Marjorie Callaghan
Karen Koza
Thomas Monks
Liz Popiel

Promotion to Associate Librarian

Jennifer O'Brien
Brian Stevens

Promotion to Coach III

Heather Stone

Promotion to Coach IV

Kimberly Rybczyk

Robert A. Kennedy
April 5, 2012
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Tenure

Terrence Dwyer
Leslie Lindenauer
Gabriel Lomas
Alexander Standish
Emily Stevens
Yu-Fong Yen

c: J. Gates, Provost/VP for Academic Affairs
G. Kain, P&T Committee Chair
C. Spiridon, Assoc. VP for Human Resources