

BOARD OF REGENTS FOR HIGHER EDUCATION

AGENDA – REGULAR MEETING

10:00 a.m., Thursday, November 15, 2012

Ballroom, 3rd Floor, Adanti Student Center

[Southern Connecticut State University, New Haven, CT](#)

- 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. Philip E. Austin**
- 5. Dr. Jewel Mullen, Commissioner of CT Dept. of Public Health & Ex-Officio BOR Member**
- 6. Approval of Minutes**
- 7. Consent Calendar**
 - a) **Academic Program Approval** – Accreditation of a BA in Musical Theater (Western CSU)
 - b) **Academic Program Approval** – Accreditation of an AS in Railroad Engineering Technology with an Option in Signaling and Communications (Gateway CC)
 - c) **Institutional Accreditation** of the University of Connecticut
 - d) **Continuation** of the Center for Multicultural Research and Education at Central Connecticut State University
 - e) **Continuation** of the Henry C. Lee Institute for the Study of Crime and Justice at Central Connecticut State University
 - f) **Continuation** of the Institute for Municipal and Regional Policy at Central Connecticut State University
 - g) **Continuation** of the Center for Coastal and Marine Studies at Southern Connecticut State University
 - h) **Continuation of the Center for Excellence in Mathematics and Science at Southern Connecticut State University**
 - i) **Continuation** of the Center for Business Research at Western Connecticut State University
 - j) **Endowed Chairs Report**
- 8. Academic & Student Affairs Committee – Dr. Merle Harris, Committee Chair**
- 9. Finance & Administration Committee – Gary Holloway, Committee Chair**
- 10. Audit Committee – Craig Lappen, Committee Chair**
- 11. Updates**
 - a) Special Committee on Administration
 - b) Special Committee on Strategic Planning
- 12. Executive Committee – Lewis Robinson, Chair**

13. Revision to Bylaws

a) Action – *additional Standing Committee regarding administrative/personnel matters*

14. Faculty Advisory Committee - Stephen Adair, Chair; J. Thomas Failla, Vice-Chair

15. Executive Session

16. Adjourn

(Open Forums will begin after meeting adjourns.)

Students

Faculty and Staff

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

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

The program was considered by the statewide Advisory Committee for Accreditation (ACA) on November 1, 2012, and a recommendation for licensure was forwarded to the Board of Regents.

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

11/01/12 – Advisory Committee on Accreditation

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

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

The program was considered by the statewide Advisory Committee for Accreditation (ACA) on November 1, 2012, and a recommendation for licensure was forwarded to the Board of Regents.

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

11/01/12 – Advisory Committee on Accreditation

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

11/15/12 – Board of Regents

ITEM

Institutional Accreditation of the University of Connecticut

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

The University of Connecticut was last accredited by the Board of Governors for Higher Education in December 2007, and recently submitted its fifth-year interim report to the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor. NEASC accepted the report. A review of the documents provided by the College and by NEASC indicates there is no cause not to rely on the evaluation provided by NEASC.

RATIONALE

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

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

Areas for follow-up included:

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

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

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

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

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

justice agency staff, 10 invited speaking engagements, and twice being asked to testify to subcommittees of the Connecticut General Assembly); and the extensive collaboration ISCJ staff has had with criminal justice agencies and programs (work with 18 different agencies, having ISCJ faculty invited to be on the Board of Directors for non-profit agencies, and the creation of a “college police academy” with the West Hartford Police Department.

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

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

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

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

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

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

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

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

President Papazian has recommended that the authorization for the Center for Coastal and Marine Studies be continued. The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

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

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

Another CEMS goal is to systemically increase the number of women and members of underrepresented minorities pursuing degrees in STEM disciplines. To that end, CEMS has established the campus-based Southern Women in Mathematics and Science, sponsored a number of outreach activities on campus, assisted in the development and implementation of a GEAR UP Project – a precollege initiative, developed a grant proposal for federally-funded college access programming and participated in the Galileo Project – a campus initiative establishing on-going, collaborative relationships between faculty in the mathematics and sciences departments and the mathematics and science supervisors in area school districts as well as the K-12 teachers.

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

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

11/15/12 – Board of Regents

ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

Background

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

President Schmotter has recommended reauthorization for the Center for Business Research. The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

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

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

research projects as business cases, global business or marketing plans, or facets of business or marketing plans.

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

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

11/15/12 – Board of Regents

ITEM

Endowed Chairs Report to the Office of Higher Education

RECOMMENDED MOTION FOR FULL BOARD

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

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

BACKGROUND

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

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

The Academic and Student Affairs Committee of the Board of Regents unanimously voted to forward the recommended motion to the full Board.

RATIONALE

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

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

11/15/12 – Board of Regents

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

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

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

Public Programming

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

Activities of the Chairholder:

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

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

Publications

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

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

American Polonia and Independence Day. Article accepted for publication

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

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

Financial Reports

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

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

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

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

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

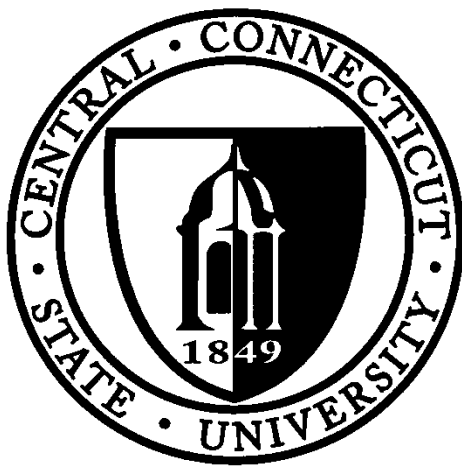
Annual Report

2011 - 2012

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

housed within the

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



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

ANNUAL REPORT 2011 - 2012

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

housed within the

Center for Public Policy and Social Research

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I. MISSION

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

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

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

II. ORGANIZATION

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

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

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

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

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

III. SELECTED ACCOMPLISHMENTS 2011 - 2012

Governor William A. O'Neill EOP Public Service Scholarships

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

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

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

O'Neill Chair Teaching Activities

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

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

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

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

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

O'Neill Chair Community Engagement Activities

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

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

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

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

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

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

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

O'Neill Chairholder's Campus Activities

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

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

Public Policy and Research Areas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IV. SELECTED GOALS FOR 2012-2013

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

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

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

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

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

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

APPENDIX A

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

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

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

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

APPENDIX B

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

**Archives Advisory Committee
August 2012**

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

Carl Antonucci
Director of Library Services
Central Connecticut State University

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

Richard Balducci
Former Speaker of the House
Connecticut General Assembly

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

Richard Foley
Former Republican Party State Chairman

Mark Jones
State Archivist
Connecticut State Library

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

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

Pauline Kezer
Former Secretary of State
State of Connecticut

David McQuade
Former Chief of Staff to Governor O'Neill

Con O'Leary
Former Senate Majority Leader
Connecticut General Assembly

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

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

Awilda Reasco
Pre-Collegiate Access Services
Central Connecticut State University

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

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

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

Center for Early Childhood Education
Eastern Connecticut State University

2011-2012 Academic Year

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

Chapters:

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

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

Book:

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

Articles:

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

Grants:

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

Research Projects:

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

Papers Presented:

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

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

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

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

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

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

Educational Consultant to the Child Family Development Resource Center:

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

Teaching, Service, and other Faculty Responsibilities:

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

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

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

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

Curriculum

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

Research

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

Green Campus

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

Administrative

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

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

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

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

A Status Report

August 24, 2012

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

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



Southern Connecticut
State University Foundation, Inc.

DOROTHY WEISBAUER GOODWIN ENDOWED CHAIR IN SPECIAL EDUCATION

As of FYE 6/30/2012

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

2011-2012 Annual Report

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

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

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

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

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

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

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

Macricostas Family Endowment Fund
Endowed Chair Report

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

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

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

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

Macricostas Family Endowment Fund
Endowed Lecture Series Report

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

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

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

ITEM

Amendment to Bylaws of Board of Regents for Higher Education – establishment of additional standing committee of the Board of Regents.

BACKGROUND

Current bylaws for the Board of Regents call for three standing committees of the Board: Academic & Student Affairs, Audit, and Finance & Administration, as well as an Executive Committee. On October 12, 2012, the BOR Chair established a Special Committee on Administration to review recent personnel matters, including: Board of Regents salary adjustments; all matters related to discussions concerning employment held with community college presidents; and future employment contracts with the President of the Board of Regents. It has been determined that a standing committee focusing solely on administrative/personnel matters would be of benefit to the Board.

In accordance with Board bylaws, this recommendation was brought before the Board on October 18, 2012 as an informational item.

RECOMMENDED MOTION

RESOLVED, that the Board of Regents for Higher Education approves the following amendment to Board Bylaws:

ARTICLE III, SECTION 2 - STANDING COMMITTEES

Standing Committees of the Board shall be the Academic & Student Affairs Committee, Audit Committee, Finance Committee and Administration Committee, and such additional committees as may be authorized by the Board Chair from time to time for purposes of efficient operation.

- **Academic & Student Affairs** is charged with oversight of student affairs and system academic policy including, but not limited to, program approval, academic standards and transfer policy.
- **Audit Committee** is charged with oversight of external audits of all system functions including individual campus audits.
- **Finance Committee** is charged with oversight of all systemwide fiscal, ~~administrative~~ and facility matters including, but not limited to, budget development, tuition, ~~personnel policy~~, allocation of state general funds and capital budget.
- **Administration Committee** is charged with oversight of all systemwide administrative and personnel policy matters.

10/18/12 Board of Regents meeting; on agenda for *information only*

11/15/12 Board of Regents meeting; on agenda for *action*

Faculty Advisory Committee
Agenda and Recommendations for The Board of Regents for Higher Education
November 15, 2012

- 1. Brief review of TAP framework, core competencies, and learning outcomes – the work of the TAP Steering Committee and Subcommittees.** Plan is endorsed by the FAC.

- 2. Recommendation to the BOR regarding the campus role in ratifying the TAP framework.**

The Faculty Advisory Committee recommends that each ConnSCU institution vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures.

- 3. Request for resources for curriculum development for TAP GenEd framework.**

At many of the institutions, and especially at the community colleges, meeting the requirements of the General Education TAP framework will require significant curricula changes, the design of new courses, and adapting some current courses to embed competencies within them. Additional resources for summer curriculum grants, faculty development support, and reassigned time would be valuable and perhaps essential to realize the required changes.

- 4. FAC recommends that the TAP Steering Committee become a standing committee of ConnSCU.**

A detailed proposal regarding the responsibilities, processes, authority, terms of service, and committee structure will be forthcoming. The FAC believes the TAP Steering Committee (whose charge currently ends in May) needs to become a standing committee to continue to review and revise the learning outcomes and core competencies, to review data and monitor processes in the TAP implementation, to review and adjudicate curricula matters relative to TAP implementation, and to insure consistency across the institutions in the interpretation of the General Education framework, the development of the major pathways, and the design of an interactive web resource for transfer students.

- 5. FAC recommends developing distinct strategic plans for Connecticut's Community College, for Connecticut State Universities, and for Charter Oak using a process that is described and endorsed in the BOR minutes from December 2011.**

The following recommendation has been sent to the faculty governing bodies of the 17 ConnSCU institutions: "The Faculty Advisory Committee recommends that faculty governing bodies review closely the strategic plan being initiated by the BOR. On 9/25/12, the BOR passed a resolution defining a mission, vision and goals for the system (see starting on page 4 with the corresponding attachment: http://www.ctregents.org/images/uploads/BOR_092512_MINUTES.pdf). In the coming months, the BOR intends to develop measurement metrics and strategic action steps to realize these goals. In general, the Faculty Advisory Committee acknowledges the importance of the five goals described in the BOR's strategic planning document, but believes this list is insufficient to advance public education in Connecticut. In an effort to create one vision and one set of goals for Connecticut State Universities, Connecticut's Community Colleges, and Charter Oak State College, we believe all

institutions will be underserved. We encourage the BOR to develop distinct missions (as required by PA 11-48 section 230) and vision statements with corresponding goals, metrics, and strategic actions for each type of public higher education institution. Further, the FAC encourages the BOR to adopt the processes outlined in a BOR powerpoint from December 2011 (see http://www.ctregents.org/images/uploads/BOR_Minutes_122011_w_Attch_A.pdf) to consult with faculty and other stakeholders in developing separate mission statements and respective strategic plans that are coordinated across the ConnSCU system.”

6. As the representative group for the thousands of faculty across the ConnSCU system, the Faculty Advisory Committee requests that it be able to participate meaningfully in the selection of a new President of the Board of Regents.

Specifically, the FAC requests that a community college member of the FAC (or a FAC designee) and a state university member of the FAC (or a FAC designee) be appointed to the search committee. In addition, the FAC would like the opportunity to review the credentials and interview the finalists, so that the FAC can make a recommendation to its designated members on the search committee.

If this described level of participation is not acceptable or inconsistent with the search process, then we request an opportunity to review the search process and discuss and identify appropriate mechanisms for FAC participation.

This request was previously sent to Chairman Robinson a few weeks ago.

7. Brief review of faculty participation in responding to PA 12-40, which will require significant changes in the offerings that all 17 institutions can provide for students that are not college ready.

8. The FAC recommends that the Board adopt the following three priorities that can be used as guidelines and objectives in crafting strategies to address the requirements of the bill.

- Revision of all developmental programs should aim to increase both the percentage of students and the absolute number of students who successfully complete the entry-level, credit-bearing courses in composition, reading, and mathematics.
- In a state with the largest achievement gap, the public higher education system in Connecticut must strive to maintain opportunities for all students seeking to cross the divide. As such, Connecticut’s Community Colleges must maintain their long-standing commitment to open access.
- Whenever possible, efforts and plans to reform developmental education should be guided by accurate data and sound research.

TAP Recommended Implementation Plan

February 15, 2013

All 17 institutions will have voted on ratification.

Assuming ratification:

Spring 2013

Each Community College will have determined how the 6 credits in Section B will be designated.

Community Colleges begin course revisions to align with competencies.

CSU and COSC begin assessing how/where in their current general education curricula the competencies are addressed. If competencies are not addressed, begin revisions.

CSUs and COSC begin the articulation process for each of the 12 CC TAP packages.

Pathways for majors begin to be developed.

Fall 2013

Liberal Arts & Sciences programs at the CCs move through governance for revision to align with the framework.

Agree on assessment plans for common core competencies.

Continued course and program revisions; movement through CC governance process.

Spring 2014

CSUs and COSC begins full articulation based on the courses that each of the CCs have ushered through governance as part of the designated transfer degree.

Summer 2014

Create and mount state-wide interactive transfer website.

Fall 2014

At a minimum, LAS degrees are implemented.

Spring 2015

Begin periodic program review.

Begin assessment of impact on transfer patterns.

**Reply to ConnSCU Faculty regarding Transfer and Articulation Policy (TAP) Commentary
from TAP Steering Committee (SC)**

November 12, 2012

Dear Faculty,

Thank-you for the thoughtful comments you raised during the Commentary period. In this correspondence, we would like to address some of the more common issues that were raised in the commentaries as well as provide you with the parameters under which we operated in developing the TAP Framework and Learning Outcomes.

The commentaries were broad, rather than focused in nature. In other words, there was no one issue that stood out as having been mentioned by a majority of institutions. Further, many commentaries represented differing opinions regarding the same issue. For example, some stated that the Framework should not provide six open credits and should specifically designate those six credits in Section A and eliminate Section B while others stated the opposite: that all designated credits should be embedded, eliminating Section A. In general, we noted that the commentators grappled with many of the same issues that the Steering Committee grappled with during our many hours of discussion. During our October 26 meeting, which lasted nearly 5 hours, we came to the conclusion that to change one area of the Framework to please one constituent would make another constituent unhappy. We therefore attempt in this document to answer some of the more common issues that arose so that you might see our thought processes, but decided that making major changes to the Framework at this time would result in a zero sum gain in terms of satisfied faculty. The Framework represents a compromise position of the varying viewpoints.

The TAP Framework, with several minor changes, is now being forwarded to the campuses for ratification. At its 10/26/12 meeting the Steering Committee approved the following motion with a vote of 16 in favor and one abstention. The Steering Committee has set a date of February 15 for all campuses to reply with the outcome of their ratification.

The TAP Core Competencies Steering Committee moves that each ConnSCU institution vote to ratify the TAP framework, competencies, and learning outcomes using established curriculum governance procedures. The results will be presented to the Board of Regents.

Parameters

The document that guided our mission was the Connecticut State Colleges and Universities Transfer and Articulation Policy Implementation Plan written by the TAP Coordinating Council (comprised of BOR Vice Presidents of the state universities and the community colleges, BOR Faculty Advisory Committee and a representative group of ConnSCU chief academic officers). We suggest reading the Implementation Plan for detailed information that will be referenced throughout this document. Operating under the guidelines of the Implementation Plan limited our flexibility in a number of areas since it delineated the parameters of the competency areas and other issues. Given that the law, as well as the Implementation Plan contained a number of ambiguities, the SC spent many hours interpreting and debating these issues.

Composition of Committees and hours spent

There were nine committees in total, a Steering Committee (SC) comprised of one member of each of the 17 ConnSCU universities/colleges and eight Core Competency Subcommittees, each comprised of eight members with five from the four-year institutions and three from community colleges (64 members). At various times, committee members (and others) pointed out that either the Steering Committee was unbalanced (with stronger voting power being given to the community colleges) or that the Subcommittees were unbalanced (with stronger voting power being given to the four-year institutions). Given the stronger CC representation at the SC level and the stronger 4-year representation at the subcommittee level, we feel that a balance was achieved; we also believe that, although each constituent represented the interests of his/her facility, the committees as a whole worked cooperatively for positive outcomes that balance the needs of all institutions and serve students.

The SC met a total of 12 times over the summer. Collective meeting/preparation/travel time for the 17 members is estimated at approximately 1500 hours while collective meeting/preparation/travel time for the subcommittees is estimated at approximately 1300 hours.

Designated vs. Embedded – This was an issue that was debated for many hours of SC meeting time. Although several colleagues wished to have a greater number of competencies embedded rather than addressed in designated courses, the majority believed that designation of courses was essential in terms of better articulation across institutions, greater ease in assessing the framework and facilitation of transferability for all students.

Foreign Language (World Languages) – Some commentators express concern that foreign language was not included in the Framework. Because the TAP Implementation Plan did not include foreign language as a competency area it was not included. All of the Connecticut State Universities have a foreign language requirement as part of their core curricula and transfer students will continue to be required to meet the requirement. In some cases a foreign language will be required as a part of a designated transfer degree as is currently the case.

Social Science Courses – Concern was expressed regarding under-representation of the social sciences and about the lack of a designated behavioral science course. It was not possible in the 30 credit limit to include adequate or equal representation of all discipline areas. Under Section B of the Framework a CCC may opt to include an additional social science course (perhaps a designated behavioral science). All transfer students will complete an additional 12 to 18 general education credits at the senior institution. Each of the CSUs and COSC will make public the additional courses that will be required to complete the general education requirements at that institution. Since all five of the institutions require a behavioral science we know that study of a behavioral science will be included in the plan of study.

Rigor of Framework – Some commentaries asked whether two science or two writing courses may be too rigorous; they pointed out that this is not universally required now by all CCs or all four year institutions. Others praised the rigor of the Framework. The SC decided that it was important to design a pedagogically-sound program that would result in students acquiring the knowledge and skills that would most benefit them in the future and not utilize the “least common denominator” approach in which a lesser level was selected simply because not all institutions are currently providing the higher level. It is important to recognize that all ConnSCU students are expected to achieve the competencies. While a particular CSU might not require the exact course designations, the outcomes will still need to be taught, learned and assessed.

Flexibility of Curriculum – Several commentaries raised concern regarding the future of campus individuality and whether this might be lost under the TAP Framework. Under TAP, the freedom to design the curriculum for each campus will remain under the purview of that campus. Given that the Competency Areas are all outcome-based, there is a great deal of flexibility in the courses that might be utilized to meet the learning outcomes. For example, courses in anthropology, history, geography, philosophy, English, etc. could be proposed in the Historical Competency Area if they are designed to assess the learning outcomes.

Swirl Students – Faculty had particular concern about the impact on swirl students (those students who take courses at multiple institutions before graduating). Initially the charge to the SC was specifically to develop a framework for students who were *completing* a designated transfer degree, with no consideration of swirl students. The Steering Committee felt very strongly about the need to provide swirl students opportunities for taking courses across the ConnSCU system. The SC has been assured that the BOR will maintain an equivalency bank of courses hosted on the web site where students may find course-taking opportunities. In many cases courses that are vetted for inclusion in the Framework will be included in the bank and will be available for swirl students. In some cases there will be courses included in the Framework that do not represent equivalent requirements at the CSU of choice (e.g., a CC may select a course in oral communication in Section B and plan to transfer to a CSU that does not have a designated oral communication requirement). Consequently, those graduating from a designated transfer program will receive an equivalency that may not be earned by taking a course in isolation.

Outcomes – Some commentators expressed concern about the number of outcomes and complexity of outcomes that are present for some of the competency areas. The outcomes were developed by the subcommittees which were comprised of content area experts, and reviewed by the Steering Committee. The feedback was forwarded to the subcommittees for review and reconsideration. Very little was changed as a result of this process as the subcommittees felt that the outcomes set an appropriately rigorous standard. As with all elements of the TAP, as we move through implementation and assessment the outcomes will likely evolve.

Assessment – A number of questions were raised regarding assessment. Per the Implementation Plan, each institution will be responsible for its own assessment. Rubrics that correspond with the learning outcomes will be provided by the Subcommittees; however, institutions may select alternative methods of assessment. There are many ways to accomplish this: the timeframe, frequency, and type of assessment will be up to the individual institutions to decide. There may also be a system-wide initiative that will facilitate collaboration among the institutions.

Current Articulation Agreements – Some inquired about whether current articulation agreements that are working for transfer students would need to be replaced with the TAP. The instructions to the Steering Committee from the Core Committee were that Public Act No. 12-31 requires a common general education core for all designated transfer degrees and the development of system wide pathways to majors. The purpose is to create a more cohesive system of public higher education in Connecticut. The expectation is that all designated transfer degree programs will include the 30 credit Framework. However, the Core Committee has assured us that there will be a method for specific transfer pathways (e.g., College of Technology) to make a case for being exempt from the TAP.

The Steering Committee and the Sub-Committees have worked diligently, collaboratively, and with integrity in an effort to develop a plan that will meet the needs of our students and diverse campuses. The gathering of data over time will be an important component in refining all components of the Framework and Learning Outcomes. We present them to you as living documents and processes that will require ongoing faculty-oversight as we perfect them over the years.

Sincerely,

For the ConnSCU TAP Steering Committee,

Lauren Doninger and Deborah Weiss – Co-chairs

Framework for Community College Designated Transfer Degree Program Requirements

Section A – (24-25 credits) Designated Competencies

- 2 courses in Written Communication (6 credits)
- 1 course in Scientific Reasoning and 1 course in Scientific Knowledge and Understanding; at least 1 of these courses must include a lab (6-7 credits)
- 1 course in Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra) (3 credits)
- 1 course in Historical Knowledge/Understanding (3 credits)
- 1 course in Social Phenomena Knowledge/Understanding (3 credits)
- 1 course in Aesthetic Dimensions (3 credits)

Section B – (6 credits) Designated Competencies - 2 courses (to be decided at the local level) selected from among the following with no more than 1 course in each competency area:

- Quantitative Reasoning (with a prerequisite of or placement level above intermediate algebra)
- Historical Knowledge/Understanding
- Social Phenomena Knowledge/Understanding
- Aesthetic Dimensions
- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section C – (0 credits) Embedded Competencies – Any competency area below that has not been addressed in Section B, must have all of its outcomes embedded in the curriculum and must be included in assessment. How these outcomes are embedded will be determined at the local level.

- Oral Communication
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking

Section D – (0 credits) Embedded Competencies - Must be embedded

- Written Communication (in addition to the designated courses in Section A)
- Ethical Dimensions (embedded only)

Explanatory information for the TAP Framework

The diversity found in the unique general education cores of the ConnSCU institutions is valued; therefore a homogeneous common design is not required. This framework leaves significant latitude to the discretion of faculty at the local level. Below are guidelines to assist in understanding the proposed framework:

I. Background and terminology

- a. Competency Areas** – The competency areas transcend traditional department designation. For example, it is conceivable that a course that meets the learning outcomes for the Historical Knowledge and Understanding competency may be a course in history, anthropology, political science, etc., as designated by each institution. There are 11 competency areas as follow:

| Competency Areas | Credits | Section A All must be Designated | Section B 2 must be designated | Section C Must be Embedded (unless Designated in Section B) | Section D Must be embedded |
|--|---------|-------------------------------------|-----------------------------------|--|-------------------------------|
| 1. Written Communication | (6) | X | | | X |
| 2. Oral Communication | (0-3) | | X | X | |
| 3. Scientific Reasoning | (6-7) | X | | | |
| 4. Scientific Knowledge and Understanding One course must include a lab | | X | | | |
| 5. Quantitative Reasoning | (3-6) | X | X | | |
| 6. Critical Analysis/Logical Thinking | (0-3) | | X | X | |
| 7. Continuing Learning/Information Literacy | (0-3) | | X | X | |
| 8. Historical Knowledge/Understanding | (3-6) | X | X | | |
| 9. Social Phenomena Knowledge/Understanding | (3-6) | X | X | | |
| 10. Appreciation of Aesthetic Dimensions of Humankind | (3-6) | X | X | | |
| 11. Appreciation of Ethical Dimensions of Humankind | (0) | | | | X |

- b. Learning Outcomes** – Each competency area has a goal and measurable learning outcomes (separate documentation). Rubrics are being developed to guide institutions in assessment.
- c. Designated Competency course** – A course that assesses all of the learning outcomes for a competency area (Sections A and B).
- d. Embedded Competencies/courses** – An embedded competency area is one that is addressed within a course without being the primary focus of the course. An embedded competency course will include at least one learning outcome (but may include as many as all learning outcomes) for a competency area. All of the learning outcomes of an embedded competency must be met; this means that they will typically be spread over more than 1 course. Redundancy of learning outcomes in multiple courses across the curriculum is encouraged in order to improve student learning through multiple exposures to material.

II. Explanation of Framework

- a. Section A – This section requires 24-25 credits (variability due to potential additional credits for science laboratory courses) of designated competency courses as outlined in the Framework.
- b. Section B – This section requires 6 credits of designated competency courses. Each CC will select 2 competency areas from among the 7. The designation of these 6 credits will be the same for all transfer degree programs from that institution. If an institution selects Oral Communication as 1 of the 2 competency areas, any course that meets the learning outcomes for that competency area will be accepted. This provides the latitude for a general oral communication course, business communication, etc.
- c. Section C - Oral Communication, Critical Analysis/Logical Thinking, and Continuing Learning/Information Literacy must either be selected in Section B or be embedded in Section C.
 - i. Example 1 – Institution selects Oral Communication and Social Phenomena in Section B. In order to satisfy Section C, Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking must be embedded.
 - ii. Example 2 - Institution selects Continuing Learning/Information Literacy and Critical Analysis/Logical Thinking in Section B. In order to satisfy Section C, Oral Communication must be embedded.
- d. Section D
 - i. Written Communication must be embedded in addition to being designated in two written communication courses in Section A. At minimum one Written Communication learning outcome must be addressed in one course.
 - ii. Ethical Dimensions may not comprise a designated course; it must be embedded. All Ethical Dimensions learning outcomes must be met.

III. Additional important information

- a. Students at all ConnSCU institutions will demonstrate competency in the foundational skills and content areas outlined by the Board of Regents (BOR) in the Transfer and Articulation Policy (TAP) Implementation Plan, based on New England Association of Schools and Colleges (NEASC) Standard 4.
- b. All CC programs that are designated as ConnSCU transfer programs will develop *one* 30 credit transfer core based on the framework that will be utilized for all its transfer degree programs.
- c. Connecticut State Universities (CSUs) and Charter Oak State College (COSC) have 42-48 credits in their general education programs. All CSUs and COSC will accept the 30 credit cores from CC designated transfer program graduates and will apply the credits to specific requirements of their general education programs (not as open electives). The remaining 12-18 credits will be outlined so that it will be clear what remains to be completed in the general education programs. Some of these courses may be completed at the CCs.
- d. This is a work in progress. There will be many challenges along the way, but it is the assumption of the Steering Committee that all are working toward a coherent system that serves students, employers, and the citizens of the state of Connecticut.

| Competency Area | Goal | ConnSCU students completing the 30 credit General Education Core will be able to: |
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| Written Communication in English | Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings. | <ol style="list-style-type: none"> Respond to Rhetorical Situations <ul style="list-style-type: none"> Identify and evaluate the specific audience and purpose in different writing situations, and adapt their writing appropriately to those situations. Develop effective prose that influences attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. Use Sources <ul style="list-style-type: none"> Locate and evaluate sources appropriate to the rhetorical situation. Read, comprehend, and summarize an argument from a complex piece of writing. Analyze, evaluate, and respond to an argument from a complex piece of writing. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. Craft Logical Arguments <ul style="list-style-type: none"> Generate a controlling idea or thesis. Provide clear and logical evidence, support, or illustration for their assertions. Choose appropriate and effective organizing methods, employing effective transitions and signposts. Apply Language Conventions <ul style="list-style-type: none"> Use diction, tone, and level of formality appropriate to audience, purpose, and situation. Apply the conventions of Standard English grammar, spelling, and mechanics. Formulate Effective Writing Strategies <ul style="list-style-type: none"> Develop flexible strategies for generating, revising, editing, and proofreading their writing. Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation. |
| Oral Communication in English | Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings. | <ol style="list-style-type: none"> Respond to Rhetorical Situations <ul style="list-style-type: none"> Identify and evaluate the specific audience and purpose in different communication situations, and adapt the communication appropriately to those situations. Develop effective messages that influence attitudes, beliefs, and actions through appropriate logical, ethical, and emotional appeals. Recognize when others do not understand the message and then manage those misunderstandings. Listen effectively by understanding, remembering, interpreting, evaluating, and responding appropriately to the speech of others. Use Sources <ul style="list-style-type: none"> Locate, evaluate, use, and acknowledge sources appropriate to the communication purpose. Synthesize and integrate others' ideas purposefully and ethically into their own communication. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas. Craft Logical Arguments <ul style="list-style-type: none"> Select an appropriate and effective medium for communicating. Provide clear and logical evidence, support, or illustration for their assertions. Choose appropriate and effective organizing methods for the message, employing effective transitions and signposts. Apply Language Conventions <ul style="list-style-type: none"> Use diction, tone, and level of formality appropriate to audience, purpose, and situation. Use pronunciation, grammar, articulation, and nonverbal behaviors appropriate for the message and designated audience. Formulate Effective Communication Strategies |

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| | | <ul style="list-style-type: none"> • Reflect on and explain the effectiveness of their communication choices regarding the audience, purpose, and situation. • Speak ethically by accepting responsibility for their communication practices and by communicating openly and directly. • Revise and rehearse speeches before delivery. • Work collaboratively with others, including managing discussion, tasks, and information. |
| Quantitative Reasoning | Quantitative: Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions. | <ol style="list-style-type: none"> 1. Represent mathematical and quantitative information symbolically, graphically, numerically, and verbally. 2. Apply quantitative methods to investigate routine and novel problems. This includes calculations/procedures, mathematical and/or statistical modeling, prediction, and evaluation. 3. Interpret mathematical and quantitative information and draw logical inferences from representations such as formulas, equations, graphs, tables, and schematics. 4. Evaluate the results obtained from quantitative methods for accuracy and/or reasonableness. |
| Scientific Reasoning | Scientific: Students will become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions. | <ol style="list-style-type: none"> 1. Explain the methods of scientific inquiry that lead to the acquisition of knowledge. Such methods include observations, testable hypotheses, logical inferences, experimental design, data acquisition, interpretation, and reproducible outcomes. 2. Apply scientific methods to investigate real-world phenomena, and routine and novel problems. This includes data acquisition and evaluation, and prediction. 3. Represent scientific data symbolically, graphically, numerically, and verbally. 4. Interpret scientific information and draw logical references from representations such as formulas, equations, graphs, tables, and schematics. 5. Evaluate the results obtained from scientific methods for accuracy and/or reasonableness. |
| Critical Analysis and Logical Thinking | Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes. | <ol style="list-style-type: none"> 1. Identifying arguments: Identify issues, evidence and reasoning processes; distinguish facts from opinion; recognize various types of arguments 2. Formulating arguments: Formulates good arguments, including a significant focus on inductive reasoning. 3. Analysis: Break subject matter into components and identify their interrelations to ascertain the defining features of the work and their contributions to the whole. 4. Evaluation: Identify assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference. 5. Synthesis: Draw together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion. |
| Continuing Learning/ Information Literacy | Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives. | <ol style="list-style-type: none"> 1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. 2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). 3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. 4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies. |
| Scientific Knowledge/ Understanding | Students will gain a broad base of scientific knowledge and methodologies in the | <ol style="list-style-type: none"> 1. Communicate using appropriate scientific terminology. 2. Use representations and models to communicate scientific knowledge and solve scientific problems. 3. Plan and implement data collection strategies appropriate to a particular scientific question. |

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| | natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues. | <ol style="list-style-type: none"> 4. Articulate the reasons that scientific explanations and theories are refined or replaced. 5. Evaluate the quality of scientific information on the basis of its source and the methods used to generate it. |
| Historical Knowledge/ Understanding | Students will study the interrelatedness of various realms of human experience from multiple historical perspectives. | <ol style="list-style-type: none"> 1. Identify and differentiate types of historical sources including popular, academic, primary and secondary. 2. Recognize ever-changing interpretations of history. 3. Place the development of societies in national and/or international contexts. 4. Explain the influence and agency of social circumstances, which may include race, class, gender, and others, on historical events. 5. Describe the impact of the past on subsequent events, including the present. 6. Examine the complex, dynamic, and interrelated nature of change. |
| Social Phenomena Knowledge/ Understanding | Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means. | <ol style="list-style-type: none"> 1. Explain social, organizational, political, economic, historical, or cultural elements that influence and are influenced by individuals and groups. 2. Summarize different theories and research methods used to investigate social phenomena. 3. Explain ethical issues pertaining to social contexts and phenomena. 4. Explain issues of diversity within and across cultures. 5. Apply concepts or theories of social phenomena to real world situations. (e.g., service learning, group work, clubs, organizations, civic engagement, conflict resolution, and internships). |
| Appreciation of the Aesthetic Dimensions of Humankind | Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression. | <ol style="list-style-type: none"> 1. Apply key concepts, terminology, and methodologies in the analysis of literary, performing, visual, or other arts. 2. Identify works of visual, performing, or literary art within historical, social, political, cultural, and aesthetic contexts. 3. Articulate ways in which literature, performance, the visual arts or related forms respond to and influence society and culture. 4. Actively engage with the literary, performing or visual arts or other cultural forms through experience or creative expression. 5. Articulate the ethical dimensions surrounding the creation, circulation, and interpretation of works of visual, performing, or literary art. |
| Appreciation of the Ethical Dimensions of Humankind | Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems. | <ol style="list-style-type: none"> 1. Recognize and reflect critically on ethical issues. 2. Apply appropriate concepts and terminology in identifying ethical problems and proposing and defending solutions to them. 3. Apply standards and practices of scholarship, research, and documentation to defend positions and beliefs, including reevaluating beliefs in light of unforeseen implications or new evidence. 4. Recognize the value of creative, collaborative, and innovative approaches to problem-solving, including the ability to acknowledge differing points of view. |