

**MEETING OF THE
FINANCE AND ADMINISTRATION COMMITTEE**
Board of Regents for Higher Education
Hartford, Connecticut

Thursday, March 8, 2012, at 10:00 a.m.
Room 123
39 Woodland Street, Hartford, CT

Agenda

1. INFORMATION ITEMS

- A. CSUS 2020 Progress Report
- B. Spring 2013 Sabbatic Leaves – Quinebaug Valley Community College

2. ACTION ITEMS

- A. Resolution concerning Award of the Title Connecticut State University Professor to Jeffrey Trawick-Smith
- B. Resolution concerning the Use of Designated Fund Balances to Renovate the University Police Dispatch Center at Southern Connecticut State University
- C. Appointment of Erin Fitzgerald as Secretary to the Board of Regents for Higher Education
- D. Resolution concerning Approval of Transfer of Deposit of Gifts received from The Residuary Trust under the will of Alexander Jarvis to the MCC Foundation


PROJECT NAME	PROJECTED SUBSTANTIAL COMPLETION DATE	PROJECT BUDGET				PERCENTAGE OF COMPLETION	PROJECT ON SCHEDULE	REASON FOR DELAY	ACTIVITY SINCE PREVIOUS REPORT
		BUDGET	EXPENDITURES TO DATE	PROJECTED EXPENDITURES	PROJECTED VARIANCE (Budget-Projected Expenditures)				
CCSU									
Barnard Hall Roof Replacement/Entryway Improvements	8/1/2010	2,146,000	1,711,604	2,146,000		80%	N	Redesign occurred to maintain budget	X
Burritt Library HVAC Code Compliance Improvement	8/15/2011	2,182,000	129,500	2,182,000		6%	Y		
Davidson Hall Window & Door Repl. - Phase 2	TBD	317,323		317,323	\$0		Y		
General Fund Minor Capital Improvements Program (FY 09 & 11)	Ongoing	987,500	407,586	987,500	\$0	41%	Y		
General Fund HVAC Improvements - PHASE II (Design)	11/11/2011	743,000	582,079	743,000		78%	Y		
Kaiser Hall Gym & Lobby HVAC Improvements - design service only	6/1/2010	82,500	10,816	82,500		13%	N	Project Scope & Budget Under Review	
Marcus White Fire Code Improvements	6/15/2010	1,181,000	785,915	1,181,000		67%	Y		X
Security Improvements -General Fund Buildings - design service only	12/15/2010	40,500		40,500			N	CCSU reassessing the project scope and need due to changes in technology	
Window Replacement in Four General Fund Buildings		2,429,000	664,876	2,429,000		27%	Y		X
Maintenance/Salt Shed Facility	5/30/2011	2,673,850	1,174,762	2,673,850		44%	Y		
New Classroom Office Bldg. - Design & Construction	5/30/2013	37,992,000	2,799,505	37,992,000		7%	Y		
ITBD Telecom Improvements	12/1/2009	850,000	14,250	850,000		2%	Y		
ECSU									
General Fund Minor Capital Improvements Program (FY 2009 & 2011)	Ongoing	2,228,000	802,991	2,228,000		36%	Y		X
HTHW Line Replace between North Heat Plant (Phase II) & Emergency Repairs		710,548	696,709	710,548	0	98%	Y		
HTHW Line Replacement North of Student Center		705,000	298,679	705,000		42%	Y		X
Major Campus Entrances	9/15/2011	516,164	394,004	516,164		76%	Y		
Renovate 333 Prospect Street - Phase ii - Interior		552,000	18,100	552,000		3%	Y		
Soccer Field Drainage Upgrade	8/1/2010	600,000	299,141	600,000		50%	Y		
South Heat Plant Foundation Repairs	1/3/1900	660,470	225,028	660,470		34%	Y		
Low Rise Apartment Walkway & Stair Replacement		287,022		287,022					
Fine Arts Instructional Center (Design Services)		12,000,000	777,285	12,000,000		6%	Y		
New Warehouse		2,269,000	66,358	2,269,000		3%	Y		
Athletic Support Building		1,921,000	51,950	1,921,000		3%			
SCSU									
Academic Laboratory Building (New) - Design Only	11/7/2014	9,889,000	2,710,364	9,889,000		27%	Y		
Buley Library Addition & Renovations	1/1/2013	2,046,000		2,046,000			Y		
Earl Hall Mechanical & Electrical Upgrades	1/24/2011	6,530,000	348,737	6,530,000		5%	Y		
General Fund Minor Capital Improvements Program (FY 2009 & 2011)	Ongoing	1,432,845	1,017,412	1,432,845		71%	Y		X
Jennings Hall Mechanical & Electrical Upgrades	3/4/2011	6,112,000	313,437	6,112,000		5%	Y		
Moore Field House - Locker Room Renovations	1/30/2012	929,500	249,416	929,500		27%	N	Design inconsistencies	
Moore Field House - Swimming Pool Renovations	7/30/2011	839,415	809,489	839,415		96%	N	Increased Construction Scope	
Old Student Center Renovations (New School of Business)	12/15/2012	6,570,000	420,113	6,570,000		6%	Y		
Telecommunications Infrastructure Upgrades	11/1/2011	140,000	14,500	140,000		10%	Y		
Farnham Hall Renovations (Phase 2)	1/30/2011	6,849,000	5,416,479	6,849,000		79%	Y		
Wintergreen Water Infiltration Study		291,430	20,900	291,430		7%	Y		
Earl Hall Broadcast Studio Security Corridor		136,189		136,189			Y		
Admissions House Roof Replacement	9/11/2011	221,000	120,432	221,000		54%	Y		
Jess Dow Field Turf Replacement	10/11/2011	797,232	527,057	797,232		66%	Y		
WCSU									
Fine Arts Instructional Center (Design Only)	4/1/2014	12,192,000	7,594,007	12,192,000		62%	Y		
General Fund Minor Capital Improvements Program (FY 2009 & 2011)	Ongoing	2,650,000	1,024,027	2,650,000		39%	Y		X
Higgins Hall Annex - HVAC Improvements	6/30/2011	280,000	131,230	280,000		47%	y		X
Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)	9/1/2011	699,258	647,025	699,258		93%	Y		X
Network Upgrades between Midtown & Westside Campuses	7/30/2011	799,000	149,000	799,000		19%	N	Construction Close-out issues	
Steam and Hot water Utilities Infrastructure									
Central Heat Plant Improvements	TBD	1,975,000	295,419	1,975,000	0	15%	Y		
SYSTEM									
New & Replacement Equipment (FY 2009)	Ongoing	10,000,000	9,372,435	10,000,000		94%	Y		X
New & Replacement Equipment (FY 2011)	Ongoing	8,000,000	5,263,163	8,000,000		66%	Y		X
New & Replacement Equipment (FY 2012)	Ongoing	8,895,000	22,866	8,895,000		0%	Y		X
TOTALS		135,452,746	33,720,182	135,452,746					
<div><div></div><div>PROJECT SCHEDULE COLOR CODE</div><div><div></div>PROJECT IS WITHIN SCHEDULE ISSUE</div><div><div></div>MINOR PROJECT SCHEDULE ISSUE</div><div><div></div>SIGNIFICANT PROJECT SCHEDULE ISSUE</div></div>									

QUINEBAUG VALLEY COMMUNITY COLLEGE

Office of the President

MEMORANDUM

To: Dr. Robert Kennedy, Interim President, Board of Regents

From: Ross Tomlin, President, QVCC 

Date: January 25, 2012

RE: Recommendation on Sabbatical Request

Attached is a copy of the Sabbatical request from Brian Lynch, Professor at QVCC. He is requesting a half-year sabbatical for next spring term, 2013. I wholeheartedly support this request.

Brian is the leader at the college in learning assessment and has been for a very long time. He is most responsible for all the great progress that QVCC has made over the years to develop a robust and effective learning assessment process. We still have work to do and Brian is in a wonderful position to continue his work on this important topic. He also wants to share his knowledge and experience in learning assessment with other colleges and professional associations which we definitely need to do in our field.

Brian is definitely due a sabbatical and has earned this with his strong leadership and his great work in the classroom, at the college, and throughout the state community college system. Again, I do strongly support his request.

cc: Dean Amy DeSonia
Brian Lynch

Office of the President
Connecticut Board of Regents

JAN 31 2012

Connecticut Board of Regents

BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES
CONGRESS BARGAINING UNIT
APPLICATION FOR SABBATICAL LEAVE
Academic Year 2011-2102

Only those who will have completed six consecutive years of full-time service by the beginning date of a proposed sabbatical leave are eligible to apply. This application must be submitted to the President's Office by **November 1** for sabbatical leave during the 2012-2013 academic year.

Name Brian Lynch Date Oct 7, 2011
Position Professor College Quinebaug Valley
Date of initial employment at the college Jan. 1994
Dates of previous leaves or other interruptions in service _____

TYPES OF SABBATICAL LEAVE REQUESTED

Select one:

☒ Half-year/full-salary ☐ Half-year/half-salary
☐ Full-year/half-salary ☐ Other (specify)

Dates of proposed sabbatical leave Jan. 2013 to June 2013
Alternative dates (if acceptable) Aug. 2012 to Jan.. 2013

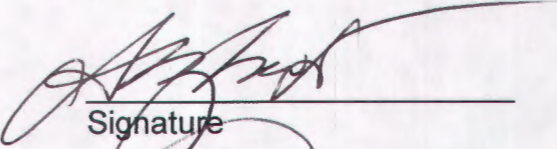
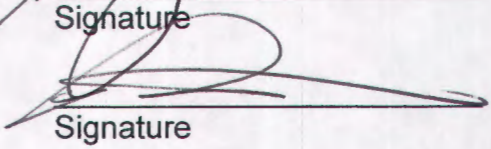
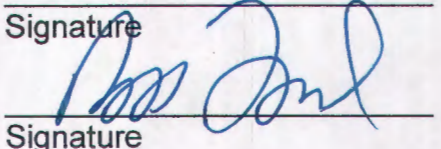
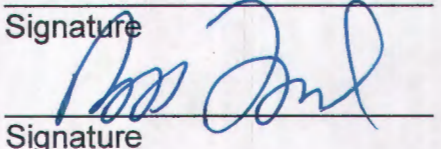
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- I. Objective of the leave. To focus intensively on what has been developed and what continues to be developed at the college as systematic, multi-faceted learning outcomes assessment. This will also involve investigation of and comparison with developments in assessment that have been under way at a number of our other Connecticut Community Colleges, as well as colleges with which I have been regularly in touch over the past six years or more. In the framework of the kinds of methodologies typical of my discipline (anthropology) I have been largely in the "participant-observer" mode in relation to learning assessment for nearly a decade (if not more); this sabbatical leave would afford me the key opportunity to step into the second phase—to be able to step back from the participant-observer role, and take the time to analyze in depth what I have observed, and to share the results with the college, the System, and other similar institutions.

- II. How will the leave contribute to your professional development?
Learning assessment has been a core commitment for me for more than a decade. During this time I have worked to find ways to help our efforts become a matter of effective, pedagogically relevant and rooted practice on an institutionally supported basis. Taking time to gather materials from years of our experience and efforts at our college, along with materials and reflections from other colleges both within and outside our system, would help me carry out both for myself as "participant observer" as well as a long-term contributor to the life of the college, a collation, assessment, and renewal of this important and ongoing commitment. It would enable me to share this work as well—through writing and further collegial networking—with other colleges, as well as with my professional associations (NEAIR, SACC, AAA, NEEAN, AAEEBL, TYCA, and Alverno College).*
- III. How will the leave benefit the college?
This would help the college through the further deepening of what we do in the name of effective learning assessment, on which we have already worked for over a decade.
- IV. One a separate page, describe in detail the activities to be undertaken during the sabbatical leave. See attached
- V. Do you expect to receive any remuneration other than your salary during the period of the leave (e.g., paid employment, retraining professional development)? If so, please describe the remuneration below.
- No X
Yes _____ If yes, please describe
- VI. In applying for this leave I understand that if granted a sabbatical I will return to the college for at least one year of service following the leave. Furthermore, I agree that within 60 days of completion of the sabbatical I will submit a written report of approximately 1,000 words detailing the accomplishments while on leave.

Signature Brian Fyock

Date 10/11/2011

RECOMMENDATION

Supervisor	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	 Signature	<u>1/24/11</u> Date
Committee	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	 Signature	<u>10/26/11</u> Date
Dean	<input type="checkbox"/> yes	<input type="checkbox"/> no	 Signature	<u> </u> Date
President	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no	 Signature	<u>1/25/12</u> Date

AK/165
9/6/96

*Explanation of Professional Association Acronyms:

AAA: American Anthropological Association
AAEEBL: Association for Authentic, Experiential, and Evidence-Based Learning
NEAIR: North East Association for Institutional Research
NEEAN: New England Educational Assessment Network
SACC: Society for Anthropology in the Community College
TYCA: Two Year College Association

Application for Sabbatical Leave

Additional Page: Details of Proposed Activities

Brian Donohue-Lynch

Submitted with Application, October, 2011

Proposed Sabbatical Activities

Toward my sabbatical time I would carry out the following:

Collating, reviewing and analyzing materials from our decade-long efforts at learning assessment

Meeting with counterparts at each of the colleges in our system where we have had assessment connections in the past six years or more to discuss their comparable efforts, successes and challenges (this would include at least the contacts already cultivated at Tunxis, Three Rivers, Norwalk, Manchester, Capital, Gateway, and Naugatuck), as well as at several other colleges outside our system (Quinsigamond, Middlesex in Mass., and a number in the mid-west through the eLumen collaborative). I would also follow up with our contacts at Alverno College, where we collaborated over three years with more than two dozen other community colleges on learning assessment.

I would also continue to review existing literature that continues to address learning assessment in some form, at the level of higher education.

Through the above efforts, I would aim to write—from a cultural anthropologist's perspective—about what we have been doing at the college, and in comparison to efforts found elsewhere in higher education, especially among community colleges. While in many venues the focus for sharing about learning assessment has been on things like "best practices," techniques, or tools, there is a serious lack in our understanding of how to grow and sustain institutionally supported efforts of learning assessment in higher education. This would be the focus of my sabbatical research and writing, the results of which I would then aim to share, locally at the college, within our System, with other colleges outside our System, and through the professional organizations in which I have participated. In these efforts, too, I would engage and include the local work already being done by the main colleagues with whom I have worked on assessment—to highlight the principles and practices through which they have already been working on models of institutionally integrated and supported learning assessment.

October 26, 2011

To: President Ross Tomlin

Cc: Dean Amy DeSonia

From: Professional Development and Sabbatical Leave Committee,
Scott DeShong (chair), Donna Albeke, Denise Walsh, Kim Rich

Subject: Sabbatical Leave Proposal of Brian Lynch

With great enthusiasm, the committee recommends funding Dr. Brian Lynch's sabbatical leave project. As Dr. Lynch notes in his application, he has developed an impressive background in the area of college-level learning measurement and assessment, while making significant contacts in the field both nationwide and across the Community-Technical College System. For many years and in various ways at QVCC—such as workshops, meetings, and numerous projects—he has demonstrated his knowledge of and insights into assessment and his commitment to its effective use. Yet while he has accomplished much as part of his primary and collateral duties and in professional development activities (which in part he has funded himself), his work would be much enhanced if he had the opportunity to concentrate entirely on it for a sustained period of time. Assessment practices, while at the forefront of educational efforts and accreditation considerations across the country, remain incompletely implemented, and as such need much more development not only in terms of implementation, but also of conceiving their full potential. The way to address this need is through focused study by committed professionals who have achieved a deep awareness of the many complex aspects of learning assessment. Given Dr. Lynch's advanced credentials in his main field and in higher education generally, as well as his demonstrated expertise in assessment and his extensive connections in the area, there is much to gain by granting him sabbatical leave to carry out such study. Not only will his work enhance QVCC's assessment efforts and those of the colleges in the System with which he has been working, as well as the assessment practices of the full System, but it promises to have an impact beyond Connecticut, to the extent of influencing assessment in higher education at a national level, through which the System would gain recognition for his contribution. Dr. Lynch's work on assessment and measurement is integral to the kinds of curricular and institutional design that support major System goals of maximizing student success and doing so with flexibility and efficiency. Thus supporting Dr. Lynch's work is an excellent use of resources. Therefore, the members of the committee strongly recommend approval of his sabbatical.

QUINEBAUG VALLEY COMMUNITY COLLEGE

Office of the President

MEMORANDUM

To: Dr. Robert Kennedy, Interim President, Board of Regents

From: Ross Tomlin, President, QVCC



Date: January 25, 2012

RE: Recommendation on Sabbatical Request

Attached is a copy of the Sabbatical request from Barbara Presson, faculty member and coordinator of the Human Services program at QVCC. She is requesting a half-year sabbatical for spring 2013. I do support the request.

I can see the advantages for Barbara to become proficient in Spanish and how that could benefit her program as well as the college. She teaches many of her courses at our Willimantic Center where 26% of our students are Hispanic. So having another faculty/staff person at the center who is fluent in Spanish would be a positive thing.

cc: Dean Amy DeSonia
Barbara Presson

Office of the President
Connecticut Board of Regents

JAN 31 2012

Connecticut Board of Regents

**BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES
CONGRESS BARGAINING UNIT
APPLICATION FOR SABBATICAL LEAVE
Academic Year 2011-2102**

Only those who will have completed six consecutive years of full-time service by the beginning date of a proposed sabbatical leave are eligible to apply. This application must be submitted to the President's Office by **November 1** for sabbatical leave during the 2012-2013 academic year.

Name Barbara Presson Date 11/14/11
Position Coordinator, Human Services College QVCC
Date of initial employment at the college 3/95
Dates of previous leaves or other interruptions in service none

TYPES OF SABBATICAL LEAVE REQUESTED

Select one:

☒ Half-year/full-salary ☐ Half-year/half-salary
☐ Full-year/half-salary ☐ Other (specify)

Dates of proposed sabbatical leave 1/13 to 5/13
Alternative dates (if acceptable) Fall 2012 to 12/2012

-
- I. Objective of the leave. **Develop fluency in Spanish language.**
- II. How will the leave contribute to your professional development? **I teach multi-cultural competency in all my courses and make it a focus in Human Services courses. I'll be in a better position to "claim" such competency myself if I can speak fluently the language of our Spanish speaking students. In addition a growing number of people in need of social services in our state, as well as many working in the human services professions, speak Spanish as their primary language. My ability to communicate with them confidently will promote my competency as a human services professional and teacher**
- III. How will the leave benefit the college? **Because of the reasons cited above, I'll better serve the College community as a fluent Spanish**

speaker. In addition, at the Willimantic campus, the becoming another bilingual staff member will help compensate for the changes in leadership at the Center, including the loss of a native Spanish speaker as Center Director. Finally, the availability of another bilingual staff member in Danielson will serve the College community as well.

IV. One a separate page, describe in detail the activities to be undertaken during the sabbatical leave. **I have explored several Spanish language immersion programs. My plan is to enroll in such a program in Mexico or South America. Thus I will not only develop Spanish fluency, but I will return to my responsibilities on campus with additional language skills as well as enhanced cultural awareness. I will put these enhanced capabilities to work in my course teaching load, in recruitment, in advisement, and in retention efforts.**

V. Do you expect to receive any remuneration other than your salary during the period of the leave (e.g., paid employment, retraining professional development)? If so, please describe the remuneration below.

No _____

Yes X If yes, please describe. **I would like to apply for professional development funding to help pay for the courses I will take. However, I have saved the funds I'll require, so will be able to undertake the education without such funds if need be.**

VI. In applying for this leave I understand that if granted a sabbatical I will return to the college for at least one year of service following the leave. Furthermore, I agree that within 60 days of completion of the sabbatical I will submit a written report of approximately 1,000 words detailing the accomplishments while on leave.

Signature Barbara Presson

Date 11/14/11*

**** I am forwarding this application electronically to meet the application deadline. I will submit a hand-signed copy on 11/15/11 as well.***

RECOMMENDATION

Supervisor yes no _____

Committee

☒ yes

Dean

☒ yes

President

☒ yes

Signature

____ no

Signature

____ no

Signature

____ no

Signature

Date

12/13/11

Date

11/15/11

Date

1/25/12

Date

AK/165
9/6/96

STAFF REPORT**FINANCE AND ADMINISTRATION COMMITTEE**

ITEM

Award of the Title Connecticut State University Professor to Jeffrey Trawick-Smith

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that Eastern Connecticut State University Professor Jeffrey-Trawick Smith be, and hereby is, awarded the title of Connecticut State University Professor effective March 15, 2012.

BACKGROUND

In 1987, at the request of the Board of Trustees for Connecticut State University, the title Connecticut State University Professor was created to recognize outstanding merit among the teaching faculty in the System. Each university is limited to three such designated scholars at any time. To attain the designation, a faculty member must be nominated through a committee procedure which is advisory to the University President, receive the recommendations of the University President and BOR President, and receive approval of the Board of Regents. CSU Professors receive a salary 10 percent higher than they would otherwise receive for their rank and years of service.

ANALYSIS

Dr. Jeffrey Trawick-Smith is a prolific writer, scholar, and a lecturer, with over a dozen books or book chapters, numerous articles in professional journals, and over 100 local, regional, national, and international presentations in the field of Early Childhood Education. He has been recognized by his colleagues for his professional expertise. He has received numerous awards and honors and has been cited by President Nuñez for his service to Eastern Connecticut State University.

The designation of CSU Professor for Dr. Trawick-Smith has been recommended by Presidents Kennedy and Nuñez and is in compliance with the provisions of the AAUP contract.



STATE OF CONNECTICUT
BOARD OF REGENTS
FOR HIGHER EDUCATION

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

Robert A. Kennedy
President's Office

February 16, 2012

Elsa Nuñez, President
Eastern Connecticut State University
83 Windham Street
Willimantic, CT 06226

Dear President Nuñez:

I am in receipt of your letter dated February 7, 2012, where in you recommend Dr. Jeffrey Trawick-Smith, Professor in the Education Department, for designation as a Connecticut State University Professor.

I concur with your recommendation thereof and will be placing this matter as an action item on the agenda for the March 8, 2012 meeting of the Finance & Administration Committee and as an information item on the March 2nd agenda of the Academic and Student Affairs Committee meeting. Subject to favorable action at the committee level, this matter would then move to the agenda of the full Board of Regents at their March 19, 2012 regularly scheduled meeting

Sincerely,

Robert A. Kennedy
Interim President
Connecticut State Colleges & Universities

RAK:jsn

Cc: Michael Meotti, Finance & Administration Committee
Louise Feroe, Academic & Student Affairs Committee
Erin Fitzgerald, Associate to the Board of Regents



EASTERN CONNECTICUT STATE UNIVERSITY

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

Office of the President

February 7, 2012

Dr. Louise H. Feroe
Interim Vice President for Connecticut State Universities
39 Woodland Street
Hartford, CT 06105-2337

RE: CSU Professor

Dear Dr. Feroe:

This spring semester the CSU Professorship Advisory Committee at Eastern Connecticut State University received several nominations of faculty for the title of CSU Professor. From those nominations the committee recommends Professor Jeffrey Trawick-Smith of the Education Department for this honor. Based on Professor Trawick-Smith's distinguished career, I believe he substantively fulfills the requirements for the position of CSU Professor, and I am pleased to endorse the committee's recommendation.

Dr. Jeffrey Trawick-Smith's expertise in the areas of education, early childhood development and multicultural diversity uniquely qualify him as a leader in his field. A member of the faculty at Eastern since 1982, Professor Trawick-Smith's work in early childhood education is well-known both nationally and internationally. His exceptional achievements have been recognized at Eastern with the Distinguished Professorship Award in 1998 and the Phyllis Waite Endowed Chair in 2008 and nationally through a number of awards including, most recently, *Outstanding Research Article in Early Childhood Teacher Education for 2011*, awarded by the National Association of Early Childhood Teacher Educators and Taylor and Francis Publishers. Dr. Trawick-Smith's scholarship has generated widespread visibility for Eastern Connecticut State University as a center of excellence for research in early childhood education.

Dr. Trawick-Smith has published extensively in his field. To date he has published five books, one of which, *Early Childhood Development: A Multicultural Perspective* is in its sixth edition and is used widely in universities in the U.S. and abroad. He currently has a manuscript for a new book, *Young Children's Play: Development, Diversity, and Classroom Practice*, under review with Merrill Publications. Besides these books, Dr. Trawick-Smith has published eleven chapters and 27 articles in refereed journals including *Early Education and Development*, *Early Childhood Research Quarterly*, *Journal of Early Childhood Teacher Education*, and *Journal for Research in Childhood Education*.



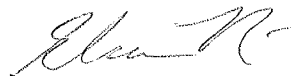
Dr. Louise H. Feroe
February 7, 2012
Page 2

Dr. Trawick-Smith's influence extends beyond the scholarly arena. He conceived, wrote, and was featured in a E-Clip video entitled "The Importance of Play," that received a 2001 Telly Award, a national award for outstanding video, television, and film productions. Dr. Trawick-Smith is a well sought out presenter at professional conferences while, as a consultant to Eastern's Child and Family Development Resource Center and Center for Early Childhood Education, he also participates in programming for local parents and early childhood educators. His teaching is exemplary, with one of his most impressive practices being to involve his students in his research. His recent award-winning paper was co-authored with a student and he involves several students in research each semester.

Dr. Trawick-Smith's research has been funded by a range of government and private agencies and foundations. To date, he has brought in a total of \$5,561,700 in grant funds to the university. He has received a grant from the Spencer Foundation, four grants from United Technologies, and a grant from the U.S. Department of Defense to develop a technology-based training program for child development centers of the U.S. Navy. These awards have helped Eastern to implement creative programs in early childhood education that have received national and international recognitions.

Based on his exemplary teaching, his many accomplishments, his extensive service to early childhood education, to Eastern and to his department, Professor Trawick-Smith clearly represents the professional excellence that the title of CSU Professor represents. I highly recommend Professor Trawick-Smith to the Board of Regents for consideration for the title of CSU Professor.

Sincerely,



Elsa M. Núñez
President

EMN/cld

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

CURRICULUM VITAE

Jeffrey Trawick-Smith

Center for Early Childhood Education
Education Department
Eastern Connecticut State University
Willimantic, Connecticut 06226-2295

Phone: (860) 465-5232
email: trawick@easternct.edu

Educational Background

Ed.D.	Indiana University	1978
	Major:	Early Childhood Education
	Minor:	Sociology
	Dissertation: <i>An Analysis of the Dramatic Play Behavior of Young Children in Early Educational Programs.</i>	
M.A.	University of Louisville	1974
	Concentration:	Elementary Education with Kindergarten Endorsement
B.A.	Vanderbilt University	1972
	Major:	Economics
	Concentration:	African-American Studies

Professional Experience

1982-Present Eastern Connecticut State University:

Phyllis Waite Endowed Chair in Early Childhood Education (2008-present)

Full Professor (1991-present), Associate Professor (1984-1991), Assistant Professor (1982-84), Tenured (1984), Education Department

Chair, Education Department (1992-1993, 1989-1991)

Coordinator, Early Childhood Education Unit (1991-2001; 2005-2008; 2010 to present)

Educational Coordinator, Child and Family Development Resource Center, ECSU (2006-present)

1979-82	Temple Early Childhood Education Center, Louisville, Kentucky, Director/Lead Preschool Teacher
1980-82	Indiana University Southeast, Adjunct Instructor in Education, Division of Education
1978-80	Indiana University Southeast, Assistant Professor, Division of Education
1977-78	Indiana University, Associate Instructor, School of Education
1977	Indiana University and Singer Foundation, Grant Project Director/ Instructor, Child Care Careers Program
1977	Indiana University/Purdue University at Indianapolis, Instructor, Division of Education
1974-75	University of Minnesota Child Care Center, University of Minnesota, Child Care Teacher
1972-74	Louisville, Kentucky Public Schools, Elementary/Kindergarten Teacher (kindergarten, 1973-74; first and second grade, 1972-73)

Awards and Honors

2011	2011 Telly Award (national award for outstanding video, television, and film productions) for writing/appearing in "The Importance of Play," for the Center for Early Childhood Education, ECSU (Denise Matthews, producer).
2010	Outstanding Research Article for 2010, <i>Journal of Early Childhood Teacher Education</i> and Taylor and Francis Publishers, presented in Orlando, Florida, 2011.
2004	CSU Professor (The highest award presented to a faculty member within the Connecticut State University system for outstanding scholarship and national recognition in one's field.)
1998	Distinguished Professor (The highest award presented to a faculty member at Eastern Connecticut State University for excellence in scholarship.)

Publications

Books:

Trawick-Smith, J. (prospectus in review). *Young children's play: Development, diversity, and classroom practice*. Columbus, OH: Merrill.

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

(2010). *Early childhood development: A multicultural perspective, 5th edition*. Columbus, Ohio: Merrill.

(2006). *Early childhood development: A multicultural perspective, 4th edition*. Columbus, Ohio: Merrill.

(2002). *Early childhood development: A multicultural perspective, 3rd edition*. Columbus, Ohio: Merrill.

(1999). *Early childhood development: A multicultural perspective, 2nd edition*. Columbus, Ohio: Merrill.

(1996). *Early childhood development: A multicultural perspective, 1st edition*. Columbus, Ohio: Merrill.

Trawick-Smith, J. (1994). *Interactions in the classroom: Facilitating play in the early years*. Columbus, Ohio: Merrill.

Trawick-Smith, J. (Ed.) (1990). *Child care: Raising the standards*. Bloomington, IN.: Phi Delta Kappa.

Trawick-Smith, J. (Ed.) (1989). *Kindergarten: Programs and practices*. Bloomington, IN.: Phi Delta Kappa.

Trawick-Smith, J. (Ed.) (1989). *Preschool programs*. Bloomington, IN: Phi Delta Kappa.

Chapters:

Trawick-Smith, J. (2011). 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 Research in Early Education*. New York: Guilford.

Trawick-Smith, J. (2011). Teacher-child interactions to promote learning in preschool: Implications for teacher preparation and professional development. *Reflexión e investigación: Revista editorial del Congreso por una Educación de Calidad, Numero 4*. Cartagena, Colombia: Fundacion por una Educacion de Calidad.

- Trawick-Smith, J. (2011). Play and the curriculum. In Frost, J., Reifel, S., & Wortham, S. (Eds.) *Play and child development, 4th edition*. Columbus, Ohio: Merrill
- Trawick-Smith, J. (2005). Social play in school. In Fromberg, D. & Bergen, D. (Eds.) *Play from birth to 12*. New York: Garland Press.
- Trawick-Smith, J. (2004). Play, curriculum, and national learning standards . In Frost, J., Reifel, S., & Wortham, S. (Eds.) *Play and child development, 2nd edition*. Columbus, Ohio: Merrill.
- Barbuto, L.M., Swaminathan, S., Trawick-Smith, J., & Wright, J.L. (2003). The role of the teacher in scaffolding children's interactions in a technological environment: How a technology project is transforming preschool teacher practices in urban schools. In Wright, J., McDougal, A., Murnane, J., & Lowe, J. (Eds.). *Young children and learning technologies* (pp. 13-20). Melbourne, Australia: Australian Computer Society, Inc.
- Trawick-Smith, J. (2000). Play and teaching in the early childhood classroom: Four approaches. In Frost, J., Reifel, S., & Wortham, S. (Eds.) *Play and child development*. Columbus, Ohio: Merrill.
- Trawick-Smith, J. (1997). School-based play and social interactions. In Fromberg, D. & Bergen, D. (Eds.) *Play from birth to 12: Contexts, perspectives, meanings*. New York: Garland Press.
- Andrews, L. & Trawick-Smith, J. (1995). An ecological model for violence prevention: Risk factors, protective factors, and goals for intervention. In Hampton, R., Gullotta, T.P., & Newberger, E. (Eds.), *When anger governs: Preventing violence in America*, Newbury Park, CA: Sage.
- Trawick-Smith, J. (1989). Play is not learning. In J. Trawick-Smith (Ed.), *Preschool programs*, Bloomington, IN.: Phi Delta Kappa, 1989.
- Trawick-Smith, J. & Thompson, R. (1987). Play-based strategies for preparing young children for hospitalization. In McCracken, J.B. (Ed.), *Reducing stress in young children's lives*, Washington, D.C.: NAEYC.

Articles (Refereed Journals):

- Trawick-Smith, J. (2010). Drawing back the lens on play: A frame analysis of young children's play in Puerto Rico. *Early Education and Development*. 21, 1–32.
- Trawick-Smith, J., Russell, H., & Swaminathan, S. (2010). Measuring the effects of toys on the cognitive, creative, and social play behaviors of preschool children. *Early Child*

Development and Care, 181, 909-927.

- Trawick-Smith, J., Dzuirgot, T. (2010). "Good-fit" teacher-child play interactions and subsequent autonomous play in preschool. *Early Childhood Research Quarterly*, 26, 110-123.
- Trawick-Smith, J., & Dzuirgot, T. (2010). Untangling teacher-child play interactions: Do teacher education and experience influence "good-fit" responses to children's play? *Journal of Early Childhood Teacher Education*, 31, 1-24.
- Trawick-Smith, J. (2010). Can classroom play ease the transition to a new culture?: Applying research on young children from Puerto Rico. *Diaspora, Indigenous, and Minority Education*, 4: 1-11.
- Trawick-Smith, J. & Picard, T. (2004). Literacy play: Is it really play anymore? *Childhood Education*, 79, 229-231.
- Trawick-Smith, J. (2003). The play frame and the "Fictional Dream:" The bi-directional relationship between metaplay and story writing. *Advances in Early Education and Day Care*, 11, 337-353.
- Trawick-Smith, J. (1998). A qualitative analysis of metaplay in the preschool years. *Early Childhood Research Quarterly*, 14, 433-452.
- Trawick-Smith (1998). Why play training works: A integrated model for play intervention. *Journal for Research in Childhood Education*, 12, 117-129.
- Lisi, P. & Trawick-Smith, J. (1997). Measuring the impact of Project Impact: A curriculum transformation program. *Multicultural Review*, 6, (4), 214-237.
- Trawick-Smith, J. & Lambert, L. (1995). The unique challenges of the family child care provider: Implications for professional development. *Young Children*, 50, 27-36.
- Trawick-Smith, J. (1994). Authentic dialogue with children: A sociolinguistic perspective on language learning. *Dimensions of Early Childhood*, 22, 9-16.
- Trawick-Smith, J. & Lisi, P. (1994). Infusing multicultural perspectives in an early childhood development course: Effects on the knowledge and attitudes of inservice teachers. *Journal of Early Childhood Teacher Education*, 15, 8-23.
- Trawick-Smith, J. (1992). A descriptive study of spatial arrangement in a family day care home. *Child and Youth Care Forum*, 21 (4) 356-397.

- Trawick-Smith, J. (1992). A descriptive study of persuasive preschool children: How they get others to do what they want. *Early Childhood Research Quarterly*, 7 (1), 95-114.
- Trawick-Smith, J. (1992). The physical classroom environment: How it affects young children's play and development. *Dimensions of Early Childhood*, 20, (2), 19-30.
- Trawick-Smith, J. (1991). The significance of toddler pretend play in child care. *Early Child Development and Care*, 68, 11-18
- Trawick-Smith, J. (1990). Give and take: How young children persuade their peers. *Dimensions of Early Childhood*, 19, 14-23.
- Trawick-Smith, J. (1990). Effects of realistic vs. non-realistic play materials on young children's symbolic transformation of objects. *Journal of Research in Childhood Education*, 5, 27-36.
- Trawick-Smith, J. (1989). Play is not learning: A critical review of the literature, *Child and Youth Care Quarterly*, 18 (3), 119-142.
- Trawick-Smith, J.(1988). Some mysteries about children's language learning. *Day Care and Early Education*, 16, 36-44.
- Trawick-Smith, J.(1988). Let's say you're the baby, okay.?: The play leadership and following behaviors of young children. *Young Children*, 43, 44-56.
- Trawick-Smith, J. (1988). A school-based program for preparing young children for hospitalization: Handbook and preliminary findings. *ERIC Document #ED 282 628*.
- Trawick-Smith, J. (1987) An instrument to measure the dramatic play behavior of young children: Coding guide and reliability and validity study. *ERIC Document #ED 286 654*, 1987.
- Trawick-Smith, J. (1985). Developing the dramatic play enrichment program. *Dimensions of Early Childhood*, 13, 7-15
- Trawick-Smith, J. (1985). Planning a comprehensive staff development program. *Day Care And Early Education*, 12, 52-59.
- Trawick-Smith, J. and Thompson, R.H. (1984). Preparing young children for hospitalization. *Young Children* 39, 49-54.

Book Reviews:

Trawick-Smith, J. (2010). Review of Kushner, D. (Ed.) (2008). *From Children to Red Hatters: Diverse Images and Issues of Play, Play and culture studies*, vol. 8. *American Journal of Play*, 3.

Trawick-Smith, J. (2010) Review of Lillemyr, O. F. (2009). *Taking play seriously: Children and play in early childhood education—an exciting challenge*. *American Journal of Play*, 4.

Web-Based Publications (Non-Refereed)

Trawick-Smith, J., Robert, D., Gruenberg, A., & DeLapp, J. (2011). *The effects of physical and outdoor play on young children's development: An annotated bibliography*. (Annotated bibliography for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted on Head Start/Body Start web site.)

Trawick-Smith, J., Robert, D., Gruenberg, A., & DeLapp, J. (2011). *The physical play and motor development of young children: A review of literature and implications for practice*. (Review of research for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted Head Start/Body Start web site.)

Trawick-Smith, J., & DeLapp, J. (2011). *Moving with feeling: Nurturing preschool children's emotional health through active play*. (Research brief for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted Head Start/Body Start web site.)

Trawick-Smith, J., & DeLapp, J. (2011). *Why they're called "toddlers:" Walking in the first two years of life*. (Research brief for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted on Head Start/Body Start web site.)

Trawick-Smith, J., & DeLapp, J. (2011). *Learning to move; moving to learn: Integrating movement into the everyday curriculum*. (Research brief for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted Head Start/Body Start web site.)

Trawick-Smith, J., & DeLapp, J. (2011). *Not too little, not too much, but just right: How much guidance to give on the preschool playground?* (Research brief for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted on the Head Start/Body Start web site.)

Trawick-Smith, J., & DeLapp, J. (2011). *Think before you leap: How active play supports thinking and learning in infants and toddlers*. (Research brief for Head Start/Body Start National Center for Physical Development and Outdoor Play, Reston, VA, posted on the Head Start/Body Start web site.)

Trawick-Smith, J. (2009). *Science in support of play: The case for play-based preschool programs*. (White paper for the Center for Early Childhood Education) Retrieved from <http://www.easternct.edu/cece/documents/TheCaseforPlayinPreschool.pdf>

Trawick-Smith, J. (2009). *Does culture matter in young children's play? Implications of research on preschoolers from Puerto Rico*. (Research brief for the Center for Early Childhood Education) Retrieved from http://www.easternct.edu/cece/documents/DrawingBacktheLensonPlay_001.pdf

Media Programs

Trawick-Smith, J. (2009). Author, presenter, *Play*, podcast for the Center for Early Childhood Education Podcast Series on Early Childhood Education.

Trawick-Smith, J. (2009). Host, Center for Early Childhood Education Podcast Series on Early Childhood Education. (Denise Matthews, producer).

Trawick-Smith, J. (2007). Author, presenter, *Guiding Young Children's Behavior*, CD training package developed for U.S. Navy child development centers.

Bredenkamp, S. & Trawick-Smith, J. (2005). Presenter, *Show B: Child Guidance*, Winning Teams: Nurturing the Young Learner, National live broadcast for RISE Learning Solutions, Cincinnati, Ohio.

Daniel, J. & Trawick-Smith, J. (2002). Presenter, *Session 11: Playing*. National live television broadcast for Heads Up Reading, National Head Start Program, Cincinnati, OH.

Trawick-Smith, J. (1995). Author, presenter, *The Aggressive Child: New Solutions in Early Childhood Education* (6 week course for Head Start providers, utilizing videotapes and Internet support).

Trawick-Smith, J. (1995). Co-author with C. Schecter & E.A. Aschenbrenner, *The Anti-Bias Curriculum* (6 week course for Head Start providers, utilizing videotapes and Internet support).

Trawick-Smith, J. (1994). Co-author, guest presenter with C. Schecter, *Violence Prevention in Early Childhood Education* (6 week course for Head Start providers with broadcasts and Internet support).

Grants

\$1,184,000. (under review). (with Sudha Swaminathan and Julia DeLapp). *Developing a teacher-child mathematics discourse intervention to promote the mathematics learning of*

preschool children living in low income urban neighborhood. Institute of Education Science, U.S. Department of Education.

\$40,000. (2010) (with Sudha Swaminathan and Xing Liu). *The relationship of teacher-child interactions in preschool play to young children's ability in mathematics.* Spencer Foundation research grant.

\$15,000. (2010) (with Darren Robert, Julia DeLapp, and Ann Gruenberg) *Effects of physical and outdoor play on young children's development.* Head Start/Body Start grant to write review of literature, annotated bibliography, and research briefs on play and development.

\$975,000 (2004) (with Sudha Swaminathan, Patricia Kleine, and Constance Green) U.S. Department of Defense grant to develop a technology-based training program for child development centers of the U.S. Navy.

\$150,000 (2003) (with Sudha Swaminathan and Patricia Kleine) United Technologies Corporation Grant to Integrate Technology in Preschools in Hartford, CT.

\$150,000 (2002) (with Sudha Swaminathan and Patricia Kleine) United Technologies Corporation Grant to Integrate Technology in Preschools in Hartford, CT.

\$200,000 (2001) (with Sudha Swaminathan and Patricia Kleine) United Technologies Corporation Grant to Integrate Technology in Preschools in Hartford, CT.

\$175,000 (2000) (with Sudha Swaminathan and Patricia Kleine), United Technologies Corporation Grant to Integrate Technology in Preschools in Hartford, CT.

\$3,900,000 (1993), U.S. Department of Education Grant in Early Childhood Education and Violence Counseling.

\$2,000 (1997) (with June Wright), CSU Curriculum Development Grant to Conduct Research/Develop Curriculum in Puerto Rico.

\$3,700 (1995), CSU Research Grant to Study Outcomes of a Technology-Based Violence Prevention Program

\$3,000 (1991), CSU Research Grant to Study Spatial Arrangement in Family Child Care Homes.

\$3,000 (1988), CSU Research Grant to Study Peer Persuasion of Preschool Children.

Total Grant Funding: \$5,561,700

National Boards and Committees

Nationally Elected Board Member, Secretary, Executive Committee member, Board of Directors, National Association of Early Childhood Teacher Educators, 1996-1998, 1998-2000, 2000-2002, 2002-2004, 2006-2009.

Chair, Search Committee, Editor of *Journal of Early Childhood Teacher Education*

Chair, Researchnets

Chair, Dissertation Awards Committee

Member, Editorial Board

Member, Nominating Committee

Member, Publications Committee

Member, Conferences Steering Committee

Nationally Elected Executive Committee Member, Child Development/Early Education Special Interest Group of the American Educational Research Association, 1999-2001.

Chair, Dissertation Awards Committee

Chair, Nominating Committee

Editorial/Review Work

Editorial Board Member, Reviewer, *Journal of Early Childhood Teacher Education*

Reviewer, *Early Childhood Research Quarterly*

Reviewer, *Journal of Research in Childhood Education*

Reviewer, *Social Development*

Reviewer, Book Manuscripts, Teachers College Press

Reviewer, Book Manuscripts, Routledge Falmer Publishers

Reviewer, Book Manuscripts, Delmar Publishers

Reviewer, Book Manuscripts, State University of New York Press

Reviewer, Book Manuscripts, Merrill Publishing

Reviewer, Paper proposals for the Early Childhood/Child Development SIG of the American Educational Research Association

Reviewer, Paper proposals for the National Association of Early Childhood Teacher Educators

National Consultantships

Consultant/reviewer, U.S. Department of Education, Early Childhood Educator Professional Development Grant Program

Consultant/reviewer, U.S. Department of Education, Early Childhood Education and Violence Counseling Grant Program

Consultant, United Illuminating Corporation, Eesmarts Early Childhood Energy Curriculum.

Consultant, State of Massachusetts Higher Education Council, Doctoral Program Review Panel

Consultant, National Testing Service, Early Childhood Education Division, development consultant for early childhood education content test.

Consultant, American Academy of Pediatrics and American Public Health Association, Day Care Standards Project

National and International Papers

Trawick-Smith, J. & Swaminathan, S. (2012). *The contributions of teacher-child play interactions in preschool to young children's mathematical thinking*. Paper accepted for presentation 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.

Trawick-Smith, J. & Swaminathan, S. (2011, June). *Effects of teacher-child play interactions on young children's mathematical thinking*. Paper presented at the National Professional Development Institute of the National Association for the Education of Young Children, Providence, RI.

Trawick-Smith, J., Swaminathan, S., Liu, X., & Yu, H. (2011, April). *How teacher-child play interactions promote intellectual development: An analysis and empirical test of three conceptual models*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Swaminathan, S., Trawick-Smith, J., Liu, X., & Yu, H. (2011, April). *Teacher-child interactions during preschool play: Impact on children's mathematical ability*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans

Robert, D., & Trawick-Smith, J. (2011, April). *Utilizing research on preschool physical activity to create preschool movement experiences*. Poster presented at the annual meeting of the Association of Childhood Education International, New Orleans.

Trawick-Smith, J., & Marouski, A. (2010, November). *Novelty effects of play materials in preschool*. Paper presented at the Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Anaheim, CA.

Trawick-Smith, J. (2009, November). Measuring the impact of toys on social, creative, and learning behaviors of young children. Paper presented at the Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Washington, DC.

Trawick-Smith, J., Russell, H., & Swaminathan, S. (2009, June). Which toys inspire mindful play?: Using a toy rating instrument to evaluate preschool teachers' decisions about classroom play materials. Paper presented at the National Professional Development Institute of the National Association for the Education of Young Children, Charlotte, NC

Trawick-Smith, J., Gardner, P., & Klein, J. (2009, June). Purposes for playing with children: How experience and teacher education mediate in teacher's decisions to intervene in play. Paper presented at the National Professional Development Institute of the National

Association for the Education of Young Children, Charlotte, NC.

Trawick-Smith, J. (2008, November). Effects of good-fit teacher-child play interactions on young children's subsequent autonomous play. Paper presented at the Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Dallas, TX.

Trawick-Smith, J. (2008, June). Technology to Untangle Teacher-Child Play Interactions: Do teacher preparation and experience influence "good-fit" responses to children's play? Paper to be presented at the National Professional Development Institute of the National Association for the Education of Young Children, New Orleans, LA.

DeLapp, J., Matthews, D., Trawick-Smith, J. (2008, June). How Skeptics Learned to Love Technology: Ways that Video Media Can Trump Traditional Training in Child Care Training. Paper to be presented at the National Professional Development Institute of the National Association for the Education of Young Children, New Orleans, LA.

Trawick-Smith, J. (2008, March). Teacher-child play interactions in preschool: A test of Vygotsky's theory. Paper to be presented at the annual meeting of the American Educational Research Association, New York.

Newman, J., Swaminathan, S., & Trawick-Smith, J. (2008, March). Effects of Video Other-Modeling and Self-Modeling for Teaching Social/Play Behaviors of Children With Autism. Paper to be presented at the annual meeting of the American Educational Research Association, New York.

Trawick-Smith, J. (2007). A sequential analysis of teacher-child interactions in play. Invited paper presented at the Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Chicago, IL

Trawick-Smith, J. (2005, November). Teacher-child play interactions: Risks and opportunities. Invited paper presented at the Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Washington, D.C.

Swaminathan, S., Trawick-Smith, J., & Barbuto, L. (2005, April). Technology Training for Preschool Teachers: Effects on Children's Computer Competence, Longitudinal Impact on Literacy Development. Paper presented at the American Educational Research Association, Montreal.

Trawick-Smith, J. (2004, November). Can adults be trusted to play with children?: How teachers scaffold young children's symbolic play in preschool. Invited paper to be presented at the

Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Anaheim, CA.

Swaminathan, S., Barbuto, L. M., Hines, N., Piquette, K. B., Trawick-Smith, J., & Wright, J. L. (June, 2004). Digital portfolios: Powerful tools for documenting and evaluating student learning. Paper presented at the National Educational Computing Conference, New Orleans, LA.

Swaminathan, S., Barbuto, L., Trawick-Smith, J., & Wright, J. (2004, April). Technology training for preschool teachers: Study of a training model, pedagogical changes, and student learning. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Trawick-Smith, J., Swaminathan, S., Barbuto, L., & Wright, J. (2003, September). Computer play and social interactions of urban preschool children: Findings of a three year preschool technology project. Keynote address to the International Conference on Early Childhood Education and Information Technology, Savonlinna, Finland.

Barbuto, L.M., Swaminathan, S., Trawick-Smith, J., & Wright, J.L. (July, 2003) The role of the teacher in scaffolding children's interactions in a technological environment: How a technology project is transforming preschool teacher practices in urban schools. Paper presented at the International Federation for Information Processing Working Group 3.5 Open Conference, Australia.

Trawick-Smith, J. (2003, April). Primary and embedded play and play contexts of young children from Puerto Rico. Paper presented at the American Educational Research Association, Chicago.

Swaminathan, S., Barbuto, L., Trawick-Smith, J., & Wright, J. (2003, April). Enhancing preschool curriculum with technology. Paper presented at the annual meeting of the Association for Childhood Education International, Phoenix, AZ.

Swaminathan, S., Barbuto, L. M., Trawick-Smith, J., & Wright, J. L. (November, 2003). Transforming preschool education with technology: Issues and Strategies. Paper presented at the Annual Meeting of the Technology Interest Forum of the National Association for the Education of Young Children, Chicago, IL.

Trawick-Smith, J. (2002, November). Play and culture: Challenges to current classroom practice. Invited paper presented at the Annual Play Research Forum of the Association for the Study of Play, New York.

Trawick-Smith, J., Barbuto, L., Swaminathan, S., & Wright, J. (2002, November). Data, dollars, and the digital divide: How a preschool technology project transformed urban schools

from the insight out. Paper presented at the annual meeting of the National Association for Early Childhood Teacher Educators, New York.

Trawick-Smith, J. (2001, April) Play, metaplay, oral language, and emergent literacy: Interconnections among symbolic representations of young children. Paper presented at the annual meeting of the American Educational Research Association, Seattle.

Frost, J., Reifel, S., Trawick-Smith, J., & Wortham, S. (2000, November). Current issues on play and child development. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta.

Trawick-Smith, J. (2000, April). Drawing back the lens on play: A frame analysis of the play of children in Puerto Rico. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Trawick-Smith, J. (1999, April). Do parents matter? A critique of The Nurture Assumption. Invited address to the Early Childhood/Child Development Special Interest Group, American Educational Research Association, Montreal.

Trawick-Smith, J. (1998, April). Building a castle for "Queen Wonder:" An analysis of metaplay constructions in the preschool years. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Trawick-Smith, J. (1998, April). Alternative conceptions of children's play: Lessons learned from Puerto Rican children. Paper presented at the annual meeting of the American Educational Research Association, San Diego.

Trawick-Smith, J. (1997, November) Assisting Education Students in Understanding and Appreciating Cultural Diversity in Children's Play. Presentation at the annual meeting of the National Association of Early Childhood Teacher Educators, Anaheim, CA.

Trawick-Smith, J., Schecter, C., Gruenberg, A. Wright, J. (1995, November) Preventing violence through technology-based child care training. Presentation at the annual meeting of the National Association for the Education of Young Children, Washington, D.C..

Trawick-Smith, J. (1995, April). Why play training works: An integrated model of play intervention. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Trawick-Smith, J., Kendall, E., Gruenberg, A., Schecter, C., Wright, J. (1994, November). Preventing violence through early childhood teacher preparation. Presentation at the annual meeting of the National Association for the Education of Young Children, Atlanta.

- Trawick-Smith, J. & Kendall, E. (1994, November) Implications of the U.S. Department of Education Training Program in Early Childhood Education and Violence Counseling. Roundtable presented at the annual meeting of the National Association of Early Childhood Teacher Education, Atlanta.
- Raggazine, D., Stamm, L., & Trawick-Smith, J. (1994, November). "Connecticut Charts a Course:" A higher education articulation plan that works. Presentation at the annual meeting of the National Association for the Education of Young Children, Atlanta.
- Trawick-Smith, J. & Lynn Andrews. (1994, March). Primary prevention of violence: Early childhood initiatives. Invited institute, Gimbel Child and Family Scholar Symposium, New London, CT.
- Trawick-Smith, J. (1994, April). A qualitative study of young children's metaplay. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Trawick-Smith, J. (1993, April). The effects of realistic, nonrealistic, and mixed-realism play environments on young children's symbolization, verbalization, and social interactions. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Trawick-Smith, J. (1993, April). Research on children of color: A content analysis of The Early Childhood Research Quarterly. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.
- Trawick-Smith, J. (1993, March). The ebb and flow of research on young children of color: Trends since 1986. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans.
- Trawick-Smith, J. (1993, March). Chair, Historical studies in child development. Paper session at the biennial meeting of the Society for Research in Child Development, New Orleans.
- Trawick-Smith, J. (1992, November). Infusing multicultural perspectives in an early childhood development course: Effects on the knowledge and attitudes of inservice teachers. Paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators, New Orleans.
- Trawick-Smith, J. & Lisi, P. (1992). Critical attributes of an effective faculty development program: Learning from a multicultural curriculum transformation project. Paper presented at the annual meeting of the American Association for Colleges of Teacher Education, San Antonio.

- Trawick-Smith, J. (1991, November). Infusing a multicultural perspective into early childhood teacher preparation programs. Paper presented at the annual meeting of the National Association of Early Childhood Teacher Educators, Denver.
- Trawick, J. (1991, June). Social skills of persuasive preschool children: What they can teach us about social development. Paper presented at the Hartman Conference On Children and Their Families, New London, CT.
- Trawick, J. (1991, April). A descriptive study of persuasive preschool children: How they get others to do what they want. Paper Presented at the annual meeting of the American Educational Research Association, Chicago.
- Trawick-Smith, J. (1991, April). The success of persuasive initiatives of six 4-year-old boys: A function of who is persuading and who is being persuaded? Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.
- Trawick-Smith, J. (1990, April). The effects of realistic versus nonrealistic play materials on young children's symbolic transformation of objects. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, Massachusetts.
- Trawick-Smith, J. (1989, October). Sociodramatic play intervention: A constructivist view. Paper presented at the Annual Conference of the Association for Constructivist Teaching, Northampton, Massachusetts.
- Trawick-Smith, J. (1988, November). Let's say you're the baby, okay?: The play leadership and following behaviors of young children. National Association for the Education of Young Children, Anaheim, California.

Regional, State, and Local Presentations

- "A long, long time ago, people wore rags and the floor was just dirt:" Helping Preschool Children Learn About History and Geography. Presentation to the City of Hartford Child Development Center annual conference, May, 2008
- "Revitalizing preschool classrooms with technology: A success story for children, families and teachers" (with Hines, N., Piquette, K. B., Swaminathan, S., Barbuto, L. M., & Wright, J. L.) Presentation at the 11th Annual SERC Conference "Together We Will: Embrace the Use of Technology to Meet the Needs of All Young Children", Cromwell, CT, April, 2004.
- "Lessons from a preschool technology project in the United States," Seminar to graduate students of the University of Yoensuu, Savonlinna, Finland, September, 2003.

- “Facilitating positive peer relations in diverse classrooms.” Presentation at the annual meeting of the Connecticut Association for the Education of Young Children, Windham, CT, September 28, 2002.
- “Technology and young children: Report on findings of the Technology for Preschools Project.” Presentation to the Hartford, CT Readiness Council, Hartford, CT, February 4, 2002.
- “Posing intriguing problems, asking challenging questions: A constructivist perspective on child care curriculum.” Presentation to State Department of Education child care consultants, Willimantic, CT October 18, 2001.
- “No more, ‘Because I say so’: A Constructivist Perspective on Classroom Management,” (with J. Alexandrin, and D. Cerreto). Presentation at the ECSU Education Mini-Conference, “Helping Students Become Meaning Makers: Constructivism in the 21st Century Classroom,” May, 2001.
- “Overview of a Program to Integrate Technology in the Preschools of Hartford, CT,” (with S. Swaminathan). Presentation to the United Technologies Corporation College Board, March, 2001.
- “Engaging Reluctant Learners: Nurturing Positive Dispositions in the Classroom.” Presentation to Northeastern Connecticut Counselors Association, Danielson, CT, October 26, 2000.
- “Using Technology with Young Children: Opportunities and Cautions,” presentation to Hartford Public Schools preschool teachers, Hartford, CT, August, 2000.
- “An Ethnographic Study of Young Children’s Play in Puerto Rico: Emerging Hypotheses,” Presentation to teachers and administrators of Windham Preschool, Columbia, CT, May 7, 1999.
- “Facilitating Friendship and Peer Acceptance: Insulating Children from the Risk of Rejection,” Keynote Address, Annual Conference of the Plainville Family Resource Center, Plainville, CT., April 8, 1999.
- “Enhancing Social Competence in Young Children: The Project ACCESS Social Intervention Model,” Two full-day seminars for The Special Education Resource Center and the Capital Educational Resource Center, Middletown, CT., June 3 and 12, 1998.
- “Emergent Literacy in Preschool and Kindergarten,” Presentation at the Connecticut Early Childhood Education Council Annual Conference, Danielson, CT, April 1, 1998.

- "Promoting Social Competence in Young Children," Presentation at the Connecticut Early Childhood Education Council Annual Conference, Ashford, CT, April 9, 1997.
- "Language, Literacy, and Culture," Presentation to the Hartford Association for the Education of Young Children, Hartford, CT, April 2, 1997.
- "Social Competence and Developmentally Appropriate Practice," Presentation to Montville Public School Primary Team, Montville, CT, January 22, 1997.
- "Classroom Space, Learning Centers, and NAEYC Accreditation," Presentation to Colchester Public Schools Kindergarten Teachers, January 8, 1997.
- "Social Competence and Young Children With Special Needs," Full day in-service for Connecticut early childhood special education teachers, sponsored by RESCS and the Special Education Resource Center, Middletown, CT., November 6, 1996.
- "Emergent Literacy in Head Start Classrooms," Presentation for ACCESS Head Start teachers and staff, Willimantic, CT, May 20, 1996.
- "Professional Development and Child Care Competence," Keynote Address at the CDA state conference of Child Development Associate candidates, Middletown, CT. March 30, 1996.
- "Promoting Social Competence in Children With Special Needs, Part I, Full day session for state-wide special educators, sponsored by RESCS and the Special Education Resource Center., Waterbury, CT, March 11, 1996.
- "Promoting Social Competence in Children With Special Needs, Part II, Full day session for state-wide special educators, sponsored by RESCS and the Special Education Resource Center., Waterbury, CT, March 12, 1996.
- "Learning Styles and Models of Teaching," Full day workshop to Project IMPACT participants, New Britain, CT, February 25, 1994.
- "Teacher preparation in Early Childhood Special Education: New Initiatives at ECSU," Presentation to the State Department of Higher Education and Education deans and faculty of Connecticut, Middletown, CT, December 13, 1993.
- "Adult-Child Interactions in the Family Child Care Home," Keynote address to conference of Southeastern Connecticut Family Child Care Providers, Groton, CT, May 1, 1993

- "Models of Learning and Teaching: Applying Constructivist and Social Interactionist Perspectives in the College Classroom." Presentation at the Teaching and Learning Conference, Connecticut State University, New Britain, CT., April 23, 1993
- "Enhancing the Skills of Friendship in the Early Years, Part I," November, 1992, Presentation to the WACAP Head Start staff, Putnam, CT.
- "Enhancing the Skills of Friendship in the Early Years, Part II," February, 1993, Presentation to the WACAP Head Start staff, Putnam, CT.
- "On the Peculiar Career of the Family Day Care Provider." October, 1992, Keynote Address, Family Day Care Providers of Southeast Connecticut, annual conference, Norwich, CT.
- "Infusing Multicultural Perspectives in College Teaching," Presentation at the Eastern Connecticut State University Dinner Dialogue Series, September, 1992.
- "Models of Learning and Teaching: Applying Constructivist and Social Interactionist Perspectives in the College Classroom." Presentation at the Eastern Connecticut State University Dinner Dialogue Series, September, 1992.
- "From Worksheets to Water Play: A Roadmap for Curriculum Reform in the Primary Grades," May, 1992, Presentation to NAPE: New Adventures in Primary Education, Plainfield, CT.
- "Enhancing the Social Competence of Young Children Ages 3 to 5 Years, Part II," May, 1992, Presentation for EASTCONN Early Childhood Network Inservice, Hampton, CT.
- "Enhancing the Social Competence of Young Children Ages 3 to 5 Years, Part I, November, 1991, Presentation for EASTCONN Early Childhood Network Inservice, Hampton, CT.
- "Looking At Children's Play: A Window to Development," October, 1991, Project Learn Conference or Family Day Care Home providers.
- "Preschool Children: Development and Care." September, 1990. Keynote Address, TVCCA conference or family day care home providers.
- "Scaffolds or Shackles?: Developmental Screening and Readiness Testing," April, 1989 Annual Conference of the Connecticut Early Childhood Education Council.
- "Designing Play Space in a Child Care Center," Mansfield Day Care Center Professional Development Series.
- "Humor, Surprise and Make Believe: The Uses and Abuses of Playfulness in College Teaching," October, 1988, Center for Educational Excellence Conference.

- "The Development of Social Competence in Young Children," August, 1988, TVCCA Day Care annual conference.
- "The Toddler: Developmental Characteristics and Behavior," and "The Preschooler: Developmental Characteristics and Behavior," April, 1988, Positive Youth Development Conference, Department of Children and Youth Services.
- "Observation of Young Children's Classroom Behaviors," October, 1987, WACAP Head Start Conference.
- "Some Mysteries About Child Language Learning -- Parts 1 and 2," August, 1987, TVCCA Day Care Annual Conference.
- "Seeking A Balance Between Compliance and Autonomy in Early Childhood," April, 1987, Program, Quinebaug Valley Community College.
- "Discussing Sensitive Subjects with Young Children," May 1987, Program Quinebaug Valley Community College.
- "Preparing Young Children for Hospitalization," April, 1986, Connecticut Early Childhood Education Council Annual Conference.
- "Some Mysteries About Child Language Learning -- Parts 1 and 2, October 1986, Connecticut Association for the Education of Young Children Annual Conference.
- "Autonomy vs. Control: Balancing Psychological Needs Within Early Childhood Classrooms -- Parts 1 and 2, August, 1984, WACAP/TVCCA Head Start Conference.
- "Enriching Young Children's Sociodramatic Play," May, 1982, Louisville, Kentucky Association on Children Under Six Annual Conference.
- "Piaget and Play: A Critical Analysis," November, 1980, Kentucky Association for the Education of Young Children Memorial Study Group on the work of Jean Piaget.
- "The Two Year Old: Developmental Characteristics, Materials and Programming," October, 1980 Kentucky Association for the Education of Young Children Annual Conference.
- "Everybody Rides the Carousel: Erikson's Eight Ages," October, 1980, Indiana Association for the Education of Young Children Annual Conference.
- "Preparing Young Children for Hospitalization," With Richard Thompson, October, 1980, Indiana Association for the Education of Young Children Annual Conference.

"Promoting Language Development in Young Children: A Rationale for Creative Teaching,"
Keynote Address, March, 1980, Indiana Association for the Education of Young Children
Language Conference.

"An Analysis of the Dramatic Play Behavior of Young Children," October, 1979, Indiana
Association or the Education of Young Children Annual Conference.

Regional, State and Local Board Memberships and Consultantships

Member, State Department of Education Preschool Curriculum Guide Committee.

Designee for President Elsa Nunez, Birth to Nine Integration of Services Standing Committee,
Governors Early Childhood Education Cabinet, State of Connecticut

Member, Director's Credential Committee, Connecticut Charts a Course.

Member, Higher Education Early Childhood Articulation Committee and Review Board,
Connecticut Department of Higher Education (Initiative to develop and monitor
articulation agreements between community college early childhood programs and four
year institutions)

Special Examiner, Charter Oak State College/Connecticut State System of Higher Education,
CCAP reviews in early childhood education.

Member, State Department of Education Accreditation Visiting Teams (to evaluate Western
Connecticut State University, University of Bridgeport--committee chair)--Mitchell
College, and Yale University).

Advisory Council Member, "Connecticut Charts a Course" (Initiative to develop a state-wide
career lattice in child care jointly planned by the Connecticut State Departments of
Education, Social Services, and Health, and Wheelock College)

Member, Advisory Board, Manchester Community College, Early Childhood Education
Program.

Member, Advisory Board, Killingly, CT High School Child Development Program.

Consultant, Plainfield Public Schools "New Adventures in Primary Education" Committee

Consultant, Montville School District Primary Grades Developmentally Appropriate Practices
Team

Consultant, Colchester Public Schools Kindergarten Team

Co-Author, Windham Public Schools Position Paper on Early Childhood Education

Consultant/In-Service Presenter/Policy Council Member, Windham Area Community Action Program/ACCESS Head Start and Day Care Programs

Consultant/In-Service Presenter, Southeastern Connecticut Family Day Care Providers Association

Consultant/In-Service Presenter, TVCCA Day Care Programs

Consultant/In-Service Presenter, Windham-Willimantic Child and Family Development Center

Consultant, presenter, EASTCONN Substitute Teacher Training Program

Consultant to State Department of Education committee to develop CONTENT exam (exit exam for teacher education students)

Consultant, presenter, Quinebaug Valley Community College Stepping Stones Day Care Program

Board President, Oak Grove Montessori School Board of Directors

Board President, Community Children's Center

Board Member, Saxton B. Little Free Public Library

Member, Regional Advisory Committee III, Connecticut Department of Children and Youth Services

Member, Council Liaison to Schools, Connecticut Early Childhood Education Council Conferences

Consultant/Presenter, State of Connecticut Day Care Directors Association

Consultant/Presenter, Valley View Elementary School, Portland, Connecticut

Presenter, Mansfield Day Care Center Professional Development Program

Consultant, Lyme School District Kindergarten Reform Project

Founding Chair/Member, Windham Early Childhood Education Consortium

Member, Windham Public Schools/Eastern Connecticut State University/University of Connecticut Professional Development Collaboration

Major University Committees (Over the last 6 years at ECSU)

Chair, Search Committee for Academic Vice President of ECSU.

Co-Chair, Academic Plan Committee, Strategic Plan Implementation Initiative.

Elected Member, Faculty Workload Committee.

Member, Vertical Distinctiveness Committee, Committee on the Future of Eastern.

Member, Review Committee to Select CSU Research and Teaching Excellence Awards (CSU Professors).

Chair, Search Committee, Director of ECSU Child and Family Development Resource Center.

Member, 3 Search Committees for faculty members in Education.

Member, Planning Committee, ECSU Child and Family Development Resource Center

Member, Art Selection Committee, ECSU Child and Family Development Center

Member, Distinguished Faculty Member Selection Committee

Member, Search Committee, University Grants Officer

Member, Task Force on Institutional Support Services: Grant Preparation and Management Committee

Member, University Research Advisory Committee

Member, Sub-Committee on Research on Human Subjects and Non-Human Vertebrates

Member, University Task Force on Strategic Choices

Member, University Promotion and Tenure Committee

Member, Faculty Senate Organization Committee

Accreditation Coordinator and Principal Author of 2 Institutional Accreditation Reports to the

State Department of Education

Member, Graduate Studies Committee

Author/Co-chair, Futures Chapter, NEASC Accreditation Report Task Force

Chair/member, University Sabbatic Leave Committee

Member, Four Campus Day Care Task Force, Connecticut State University

Member, Research and Grant Writing Committee, Center for Educational Excellence,
Connecticut State University

Member, Search Committee, Day Care Training Program Positions, Eastern Connecticut State
University

Member, University-wide Library Committee, Eastern Connecticut State University

Member, Committee on Thesis Preparation Guidelines, Eastern Connecticut State University

Major Department Committees (over the last 6 years)

Chair, Education Department

Coordinator, Early Childhood Education Unit

Chair, Member, Field Experiences Committee

Chair, Member, Department Evaluation Committee

Member, Assessment Committee

Member, Committee on Admission and Retention in Education

Member, Committee on Excellence and Diversity in Education

Member, Educational Experiences Committee

Member, Professional Development Schools Committee

Member, Numerous Ad Hoc and Search Committees

Courses Taught At Eastern Connecticut State University

ECE 315	Classroom Environments in ECE I
ECE 320	Language and Literacy I
ECE 340	Classroom Environments in ECE II
ECE 440	Play and Development
ECE 500	Advanced Study of Early Childhood Development
ECE 501	Families, Community, and Culture
ECE 502	Program Models and Teaching Practices in Early Childhood Education
ECE 503	Language and Literacy Development
ECE 504	Early Childhood Curriculum
EDU 200	Child and Adolescent Development and Exceptionalities
EDU 300a	Child Development
EDU 300b	Learning and Teaching
EDU 307	Professional Experiences in Early Childhood Education
EDU 418	Preschool Curriculum
EDU 508	Introduction to Research
ECE 509	Seminar for Preservice Teachers

STAFF REPORT**FINANCE AND ADMINISTRATION COMMITTEE**

ITEM

Use of Designated Fund Balances to Renovate the University Police Dispatch Center at Southern Connecticut State University

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that the utilization of \$693,400 in unrestricted funds to renovate the Police Dispatch Center at Southern Connecticut State University ("SCSU") be, and hereby is, approved.

BACKGROUND

The designation of unrestricted fund balances for specific projects at a university is authorized by Board policy. Expenditure of funds of \$250,000 or greater requires Board approval.

In February 2010, SCSU contracted with Security Risk Management Consultants, Inc. (SRMC) to conduct an assessment of the physical security and public safety operations of the Southern campus. On May 26, 2010, SRMC issued their report detailing their observations, findings and recommendations. One of the report's findings included the recommendation that the redesigning and upgrading of the Police Dispatch Center should be a short term priority.

The Dispatch Center, located in Granoff Hall, is mission critical and the current configuration and equipment are not conducive to a professional 24/7 police operation. SCSU's FY2011 Spending Plan allocated \$900,000 for an upgrade to the Dispatch Center. Planning and design were initiated in FY2011 and \$12,820 was spent during the year for the MEP design. The remaining budget allocation of \$887,180 is currently contained in the University's Plant Fund as a designated project. The University has completed the bidding process and would like to accept the lowest bid totaling \$693,400. This would provide for the renovation, equipment and temporary relocation of the Dispatch Center while construction is occurring.

The scope of work for this project includes the development of a state of the art communications center, improvements to the front reception area for enhanced security, and the development of additional office space to accommodate increases in staffing. The front reception counter will be replaced with new millwork and a bulletproof glass wall to prevent visitors from accessing the open office area and dispatch area behind the counter. A redesign of the front counter is required to improve visibility of the main entrance for officers seated in the open office area, make provisions for persons with disabilities, and include storage and space for file cabinets. The communications center will be enhanced with two work stations equipped with computers, security monitors and other communications equipment. This equipment will enhance communication with city and state law enforcement agencies, the 911 emergency services, the university's fire

alarm system, on-campus emergency phones and security cameras. New air conditioning systems will be installed as required to address the expected additional heat gain generated from the new communications equipment. Other features of the room will include anti static floor finishes, anti glare lighting and dimming capability. New office space will be created by converting janitorial storage space into an office and developing another office by making more efficient use of corridor space. A shared open office space will be reorganized with modular furniture to accommodate an additional police officer. All renovated areas will include new floor finishes, repainted walls, new ceilings and new lighting, and relocation of fire suppression systems as required. Renovations to the first floor corridor of Granoff Hall will include removal of asbestos-containing floor tiles, new floor finishes, painting and new ceilings, additional file/storage alcoves, and evidence storage units. The basement area of Granoff Hall will be renovated to include a new equipment rack room and code upgrades to the locker rooms that include a heat, air conditioning and ventilation system (presently there is no heat, air conditioning or ventilation in the basement.)

University Police Operations will be relocated to temporary swing space in Southern's Facility Operations building and the TE-7 building while construction is taking place. This project will be designed and bid using in house staff, however, services of a mechanical, electrical and fire protection engineer will need to be provided through Department of Construction Services' on call services.

3/8/12 – Finance and Administration Committee

3/15/12 – Board of Regents

STAFF REPORT**FINANCE AND ADMINISTRATION COMMITTEE**

ITEM

The appointment of a Secretary to the Board of Regents for Higher Education

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED that Erin A Fitzgerald, Associate Director, Board Affairs, be, and hereby is, appointed Secretary of the Board of Regents for Higher Education, effective immediately.

BACKGROUND

The Bylaws of the Board of Regents for Higher Education (Section 2, Officers of the Board) provide that a member of the President's staff shall be appointed by the Board as Secretary of the Board. The Secretary shall be responsible for providing notice of meetings, maintaining the minutes and other records of the proceedings of the Board. The Secretary is authorized to attest to actions which have been approved by the Board, and shall be custodian of the corporate seal of the Board of Regents for Higher Education. In addition to functions described in the Bylaws, the Board Secretary performs such other duties as may be assigned by the Board Chair and the President of the Board of Regents.

ANALYSIS

Erin Fitzgerald is a member of the President's Executive Staff serving as the Associate Director for Board Affairs. Having served capably in this capacity and having satisfactorily performed the functions of the Board Secretary since the Board's establishment in July 2011, the Board of Regents for Higher Education appoints Erin A. Fitzgerald as the Secretary of the Board of Regents for Higher Education in compliance with Board Bylaws, Section 2, Officers of the Board of Regents.

03/08/12 – Finance & Administration Committee

03/15/12 – Board of Regents

STAFF REPORT**FINANCE AND ADMINISTRATION COMMITTEE**

ITEM

Approval of transfer of deposit of gifts received from The Residuary Trust under the will of Alexander Jarvis to the MCC Foundation for the general purposes of the college.

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED, that Manchester Community College is hereby authorized to transfer deposit of gifts from The Residuary Trust under the will of Alexander Jarvis to the MCC Foundation subject to ratification by the Board of Regents for Higher Education at their March 15, 2012 meeting and approval by the Finance Advisory Committee (FAC) at their March 8, 2012 meeting.

BACKGROUND

MCC received an unrestricted gift of \$333,333.30 from the Jarvis Trust to be used for the benefit of the college. The check was made payable to Manchester Community College per the instructions in the Will. We are also expecting another gift of \$200,000 restricted to scholarships also made payable to Manchester Community College.

The work to raise funds was done by the MCC Foundation and it is clear that the intent of the donor for these private dollars be deposited for the unrestricted benefit of the college. All donations such as this are handled through the MCC Foundation.

However, the trust attorney cannot issue a new check written to the MCC Foundation. Therefore, a resolution authorizing the transfer of the gift to the college will ensure the donor's clear and purposeful intent.

ANALYSIS

The MCC Foundation attorney recommends that the Board of Regents pass a resolution that authorizes MCC to transfer this gift to the MCC Foundation per the intent of the donor to give an unrestricted gift for the benefit of the college.

Both the Foundation attorney and attorney for the Trust agree that the intent of the gift is unrestricted for the benefit of the college. Depositing the gift in the MCC Foundation provides flexibility per the donor's intent.