Regular Meeting 10:00 a.m., Thurs., October 8, 2009
Betty Tipton Room, Student Center at
Eastern Connecticut State University, Willimantic, CT
BOARD OF TRUSTEES
for the
CONNECTICUT STATE UNIVERSITY SYSTEM
will meet in the Betty Tipton Room of the Student Center
EASTERN CONNECTICUT STATE UNIVERSITY, WILLIMANTIC, CT
REGULAR MEETING – AGENDA
Thursday, October 8, 2009 – 10:00 a.m.

1. Call to Order
2. Roll Call and Declaration of Quorum
3. Adoption of Agenda
4. Nominating Committee
   a) Election of Vice Chairman and Secretary of the Board
5. Approval of Minutes
   a) July 23, 2009 Regular Session
6. Report of Chancellor and Presidents
7. Development Committee
8. Student Life Committee
9. Academic Affairs Committee
   a) Discontinuance of MS in Social Science – CCSU
   b) Discontinuance of MS in Pedagogy and Leadership – CCSU
   c) Discontinuance of MS in Education – English & Math Options – WCSU
   d) Continue Center for Teaching Excellence & Leadership Development – CCSU
   e) Continue David T. Chase Free Enterprise Institute – ECSU
   f) Continue David Morris Roth Center for Connecticut Studies – ECSU
   g) Continue Center for Communications Disorders – SCSU
   h) Continue Center for Financial Forensics & Information Security – WCSU
   i) Continue Center for Graphics Research – WCSU
   j) Continue Weather Center – WCSU
   k) Annual Endowed Chair Reports – CSUS
   l) Admissions Requirement – CSUS
   m) Graduate Interns – CSUS
10. Audit & Risk Management Committee
11. Finance and Administration Committee
   a) Award of the Title Connecticut State University Professor – SCSU
   b) General Fund Distribution Methodology – CSUS
   c) FY2009-10 Institutional Spending Plans and Authorized Expenditure Levels
       for Mgmt/Conf Professional Personnel and SUOAF-AFSCME Administrators - CSUS
   d) Purchase of Eqpmt. Used for Research Purposes, Library Media
       and Library Books - CSUS
   e) Tuition and Fee Waiver Authorizations – CSUS
   f) Amendment to 2004 Comprehensive Campus Master Plan – SCSU
12. Executive Committee
   a) Revision to BOT Bylaws – CSUS (information only)
   b) Renaming Trustees Research Awards: Norton Mezvinsky Trustees Research Awards
13. Report of the Chairman
14. Report of Representatives to Other Bodies
15. New Business
16. Adjournment
ITEM

Request for Discontinuation of the Master of Science Program in Social Science at Central Connecticut State University.

BACKGROUND

Periodic reviews of low enrollment programs are conducted at the CSUS universities to identify programs that, because of low degree productivity and insufficient academic justification, must be considered for discontinuation. The university President makes the final recommendation upon completion of the university curriculum review procedures and provides assurances that all current students will have appropriate opportunities to graduate.

ANALYSIS

This program (DHE# 00102 and CIP450101) has been listed as “phasing out” in the list of approved academic programs at the State Department of Higher Education. The last student enrolled in the program has completed degree requirements in the spring of 2009. This resolution formalizes the termination of the program.

CHANCELLOR’S RECOMMENDATION

Approve the discontinuance of the Master of Science Program and the Certificate Program in Social Science at Central Connecticut State University.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM

Request for Discontinuation of the Master of Science Program in Pedagogy and Leadership at Central Connecticut State University.

BACKGROUND

Periodic reviews of low enrollment programs are conducted at the CSUS universities to identify programs that, because of low degree productivity and insufficient academic justification, must be considered for discontinuation. The university President makes the final recommendation upon completion of the university curriculum review procedures and provides assurances that all current students will have appropriate opportunities to graduate.

ANALYSIS

This program (DHE# 0004 and CIP130404) has been flagged as “phasing out” in the list of approved academic programs at the State Department of Higher Education on university request. There are currently no students enrolled in the program. The newly approved Master of Arts in Teaching at the university makes the program unnecessary. This resolution formalizes the termination of the program.

CHANCELLOR’S RECOMMENDATION

Approve the discontinuance of the Master of Science Program in Pedagogy and Leadership at Central Connecticut State University.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM

Request for Discontinuation of the English and Mathematics Options in the Master of Science in Education Program at Western Connecticut State University.

BACKGROUND

Periodic reviews of low enrollment programs are conducted at the CSUS universities to identify programs that, because of low degree productivity and insufficient academic justification, must be considered for discontinuation. The university President makes the final recommendation upon completion of the university curriculum review procedures and provides assurances that all current students will have appropriate opportunities to graduate.

ANALYSIS

The English and Mathematics options under the existing Master of Science in Education program are being discontinued due to the low enrollments due to the preference of students have to graduate with a Master of Arts degree in English or Mathematics from the School of Arts and Sciences. Typically, students already hold a degree in education. The university also deems that faculty resources are put in better use in support of the Master of Arts programs. All other options in the Master of Arts in Education program remain in place: Curriculum, Instructional Technology (non-certification), Reading (non-certification), and Special Education (non-certification).

CHANCELLOR’S RECOMMENDATION

Approve the discontinuance of the English and Mathematics Options in the Master of Science in Education Program Western Connecticut State University.

10/01/09 Academic Affairs Committee
10/08/09 BOARD OF TRUSTEES
ITEM
Continue the Center of Teacher Excellence and Leadership Development (CTELD) at Central Connecticut State University.

BACKGROUND
CTELD exists to “coordinate various internally funded activities and provide resources for faculty professional development in teaching and student learning as well as faculty leadership.” The Center conceives faculty/leadership development as a process that contributes to professional growth with the ultimate aim of improving teaching or leadership performance. Sustained and long-term professional development is necessary to promote real change and improve teaching and leadership.

CTELD grew out of CCSU’s grass-roots Teaching Excellence Forum (TEF) that supported faculty development and provided opportunities for personal reflection, workshops, and one-on-one mentoring for approximately ten years. Eventually, TEF’s activities grew to such a point that it exceeded its capacity to provide support for campus programs and activities on faculty and leadership development. CCSU then applied to the Board of Trustees and the Center was established in March, 2004 through BR #04-11.

ANALYSIS
CTELD has four objectives: 1) to discover and generate research-based initiatives that enhance the scholarship of teaching and learning; 2) to disseminate, present, and publish research on the scholarship of teaching and learning (SoTL); 3) to train, develop, and engage community members in professional development activities; and 4) to implement and engage in an iterative cycle of planning, instruction, and assessment in regards to teaching and student learning and to leadership.

CCSU’s most recent strategic plan includes professional development as one of its objectives, making the need for the Center even more explicit. The objective, “increase the number of faculty who participate annually in campus-based professional development activities focused on student learning outcomes,” is found under the first of the Strategic Plan’s seven goals: to promote student learning. CTELD is responsible for scheduling and publicizing professional development activities for CCSU. It does so by 1) inviting external speakers to campus; 2) having CCSU faculty make presentations on teaching and learning; 3) supporting faculty to study and apply best practices to their courses; 4) providing stipends to faculty and supporting them to attend conferences; 5) sustaining the book club; and 6) purchasing resources that serve the campus community.

CTELD received a total of $56,919 over the past five years. Of that total, 39% went to fund external speakers; 24% was spent on faculty stipends and for faculty attendance/travel to conferences on teaching and learning; 14% was spent on resources that served the campus community; 12% supported small groups of faculty who worked together to apply best practices to their classrooms; 9% was used to support internal faculty development sessions; and 2% supported book club activities.

For assessment purposes, CTELD calculates the number of attendees for each of its sessions. Evaluations are conducted for external speakers. On-going contact is sustained with faculty engaged in studying their classroom practices and applying methodologies to the courses they are teaching.
CHANCELLOR’S RECOMMENDATION

Approve the continuation of The Center for Teaching Excellence and Leadership Development at Central Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the David T. Chase Free Enterprise Institute at Eastern Connecticut State University.

BACKGROUND
The David T. Chase Free Enterprise Institute was established in 1985 at Eastern Connecticut State University and has served as the primary venue for lectures, seminars, workshops, student research projects and other activities focused on the enterprise and entrepreneurship in the economy. The Institute is funded by an annual grant from Chase Enterprises; no university funds are used to support the Institute’s operations.

The Institute plays an important role in the University’s intention to provide teaching, research and public service for an interactive business community. There is an annual Distinguished Lecture Series that brings nationally recognized policy and business leaders to lecture on economic and business issues. In addition to the Lecture Series, the Institute also supports the Distinguished Business Executive in Residence presentations and the Chase Medallion for a business professional exemplifying ethical personal and professional success.

ANALYSIS
The Institute functions under the direction of a faculty member, with administrative support. The Institute plays an important role in the University’s intention to provide teaching, research and public service for an interactive business community; and faculty and students benefit from the networking provided by the functioning of the lecture series and the Executive in Residence Program. The following is a list of the Chase Institute speakers and Distinguished Business Professors for the past 5 years:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Honorable Governor Mark R. Warner</td>
<td>Governor</td>
<td>Commonwealth of Virginia</td>
</tr>
<tr>
<td>The Honorable Stuart W. Holliday</td>
<td>U.S. Ambassador and Alternate U.S. Representative</td>
<td>United Nations for Special Political Affairs</td>
</tr>
<tr>
<td>Mr. Robert P. Stiller</td>
<td>President and CEO</td>
<td>Green Mountain Coffee Roasters, Inc.</td>
</tr>
<tr>
<td>Mr. Julius Walls, Jr.</td>
<td>President and CEO</td>
<td>Greystone Bakery Experience</td>
</tr>
<tr>
<td>The Honorable April H. Foley</td>
<td>Vice President</td>
<td>United States Export-Import Trade</td>
</tr>
<tr>
<td>Mr. Thomas A. Tanury</td>
<td>Chairman</td>
<td>Tanury Industries</td>
</tr>
<tr>
<td>Ms. Jennifer A. Hillman</td>
<td>Commissioner</td>
<td>International Trade Commission</td>
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<tr>
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<td>Commissioner</td>
<td>U.S. International Trade Commission</td>
</tr>
<tr>
<td>Mr. George A. Weiss*</td>
<td>president</td>
<td>George A. Weiss Associates, Inc.</td>
</tr>
<tr>
<td>The Honorable Hal Stratton</td>
<td>Chairman</td>
<td>U.S. Project Safety Commission</td>
</tr>
<tr>
<td>Ambassador Charles S. Shapiro</td>
<td>Principal Deputy Assistant Secretary</td>
<td>U.S. Department of State</td>
</tr>
<tr>
<td>The Honorable James J. O’Connell, Jr.</td>
<td>Deputy Chief of Staff</td>
<td>Antitrust Division of the U.S. Attorney General</td>
</tr>
<tr>
<td>Dr. Katherine Baicker</td>
<td>Member</td>
<td>President’s Council of Economic Advisors</td>
</tr>
<tr>
<td>The Honorable Christine M. Griffin</td>
<td>Commissioner</td>
<td>U.S. Equal Employment Opportunity Commission</td>
</tr>
<tr>
<td>The Honorable Robert I. Cusick</td>
<td>Director</td>
<td>U.S. Office of Government Ethics</td>
</tr>
<tr>
<td>The Honorable Pamela Jones Harbour</td>
<td>Commissioner</td>
<td>U.S. Federal Trade Commission</td>
</tr>
<tr>
<td>Mr. Charles Steedman</td>
<td>Vice President</td>
<td>Fenway Enterprises and Broadcast Services</td>
</tr>
</tbody>
</table>
CHANCELLOR’S RECOMMENDATION

Approve the continuation of the David T Chase Free Enterprise Institute at Eastern Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University.

BACKGROUND
The Center for Connecticut Studies was established in 1986 (BR# 86-167) to encourage quality instruction and research on Connecticut’s history, culture and Genealogy.

ANALYSIS
The non-circulating collection developed by the Center includes primary and secondary materials on all aspects of the State’s development. The strength of the collection focuses on Windham, Tolland and New London counties. A program of seminars, conferences, plays, public lectures and workshops promotes the Center’s collection and activities.

Principal Accomplishments (In relation to original intent))

I. Publications:

II. Projects, Programs, Workshops and Symposium, 2004-2009
Workshop, Connecticut Newspapers, Spring 2007 (with EASTCONN)
Organized and conducted a workshop on the use and interpretation of Connecticut newspapers for intermediate and secondary teachers.

Symposium, “Witches Among Us,” 2007 (with CT Landmarks Society)
Planned, developed and executed a program on Connecticut witchcraft. The participants included the best known scholars on the topic including John P. Demos, (Yale University) and Richard Godbeer (University of Miami). A special panel discussed witchcraft images in Children’s literature.

Warner-Palmer House, East Haddam, CT Summer, 2008
At the request of Jared Edwards, Chair, Connecticut Historic Preservation Council and the Connecticut Landmarks Society, conducted an historical evaluation of the Warner-Palmer House, a colonial homestead in East Haddam.

Norwich 9 -- April, 2008
An original play researched, written and performed by Eastern Connecticut State University staff and students to celebrate the Bicentennial birth of Abraham Lincoln.

Church Farm -- Interview and lecture presentation April-May 2009
Research on Church Farm, Ashford, CT and Oral History Interview with Dorothy Jane Church Zaring and Joseph Zaring, followed by a lecture, “The Women of Church Farm,” which was part of a celebration of the past and future of Church Farm.

Windham - Eastern Collaboration: Town Records, Spring 2009 -

At the request of the selectmen of Windham Tara Hurt, Eastern Archivist and the Director toured Town Hall to view the condition of local town records. We discussed feasibility of working with the town to preserve the records.

Board Member: Connecticut Historic Preservation Council, Historic Preservation and Museum Division, Connecticut Commission on Culture and Tourism 1999-present

CHANCELLOR’S RECOMMENDATION
Approve the continuation of the David Morris Roth Center Eastern Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the Center for Communication Disorders at Southern Connecticut State University.

BACKGROUND
The Center for Communication Disorders was originally established by BR 77-126 and was last authorized for continuation via Board Resolution 04-59. The Center is the campus-based clinical training site for the Department of Communication Disorders at Southern Connecticut State University. The Center serves as a mandatory clinical training venue for graduate students in speech-language pathology and as a provider of comprehensive audiology and speech-language pathology services to the University and Greater New Haven community.

ANALYSIS
The Center provides an average of 4980 hours of clinical service to 420 clients per year. The center uses a sliding scale, and no one is turned away for inability to pay. Over the past 5 years, 178 graduate students have received clinical training through the Center. Client satisfaction with services is at 95 percent or better.

Although the Center’s revenues were not sufficient to cover operating costs in FY 09, reserves are sufficient to maintain current level of services. The drop in revenue is attributed to the recession. The Center plans to modify expenditures as necessary to maintain current level of services to the community.

The Center has set the following goals:
- Continue current rate and scope of audiology and speech-language pathology services provided to the University and New Haven.
- Continue to provide state-of-art clinical training venue for graduate students in speech-language pathology

President Norton has recommended the continuation of the Center.

CHANCELLOR’S RECOMMENDATION
Approve the continuation of the Center for Communication Disorders at Southern Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the Center for Financial Forensics and Information Security at Western Connecticut State University.

BACKGROUND
The Center for Financial Forensics and Information Security (BR# 05-02) was established on January 28, 2005.

ANALYSIS
The Center for Financial Forensics and Information Security has been a well-functioning, multidisciplinary academic enterprise that draws on the collective strengths and expertise of the MIS Department, the Accounting Department, and the Division of Justice and Law Administration at the Ancell School of Business, as well as a diverse advisory board, composed of industry experts. The synergy of the efforts of the academic departments and the advisory board contributed to the creation of three specialized courses in accounting, three specialized courses in Justice and Law Administration, and two seminars devoted to the prevention of financial fraud for students and area financial service professionals. The Center should be continued in light of the fulfillment of its mission, the growing sophistication and threat of financial fraud and terrorism, the contribution that the Center makes to WCSU students and their future careers, and the Obama administration’s recognition of the growing importance of cyber security. The Center is poised to meet these challenges and continuation is requested.

CHANCELLOR’S RECOMMENDATION
Approve the continuation of the Center for Financial Forensics and Information Security at Western Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the Center for Graphics Research at Western Connecticut State University.

BACKGROUND
In April 2004, the Center for Graphics Research (BR# 04-14) was established at Western Connecticut State University.

ANALYSIS
The Center for Graphics Research has been a vibrant center of activity in the university, acting as the focus for computer-based imaging research and related student/community activity and needs. The center continues to address its original mission and goals, for example, sponsoring an annual Animation Festival, addressing the needs in the community, and professionalizing students in cutting-edge research using the teacher/scholar model. There has been a great deal of growth in the needs of industry as it relates to computer-based imaging, however, and this Center has been able to address those needs that fit its mission by its readiness, flexibility and cross-disciplinary expertise. Further, because Connecticut has recruited top-level experts to the state (Greenwich), such as Blue Sky Studios, many of the Center’s initiatives have matured and developed as a result. Student interest in such areas as animation and game development has grown substantially, and the Center takes seriously its role in connecting the students and interested community with the relevant research and future needs. The Center is sound, and continuation is requested.

CHANCELLOR’S RECOMMENDATION
Approve the continuation of the Center for Graphics Research at Western Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Continue the Weather Center at Western Connecticut State University.

BACKGROUND
On February 4, 1983, the Weather Center (BR#: 83-24) was established at Western Connecticut State University. It was last approved for continuation on December 11, 2004.

ANALYSIS
The Weather Center is an important part of the academic program and public outreach mission in meteorology at Western Connecticut State University. It continues to fulfill its dual mission of academic vibrancy and client satisfaction related to operational and theoretical meteorology. The Center has a clear client base, and that client base is growing. Given the length of time the Center has existed, it has witnessed a number of changes in the ways it must negotiate and contract with clients, however, the Center is flexible in its approach and dedicated to its mission. It has, therefore, found that, while the economic downturn has had an impact on the ability of media clients to negotiate as separate entities, media parent companies are suddenly quite interested in the Center’s expertise and willingness to deliver a targeted, quality product. Meteorology students are very involved as student interns in the Center, and they leave the university with not only a strong physics-based degree, but the opportunity to learn how to deliver quality forecasting products to actual clients. This is an important part of their education. The Center continues to engage the community in public outreach. It has, for example, become a vital part of the university’s Bridges program, bringing the excitement of meteorology to the K-12 sector of our region. The university meteorology students have found the Center to be an important pulse-point for their experience here. Through their work in the Center, their web-based daily weather forecasts (The Weather People), their successes in national forecasting competitions, and their client-directed interactions, they become a significant part of the synergy between the academic world and the practical world of client needs. The Center is sound, and continuation is requested.

CHANCELLOR’S RECOMMENDATION
Approve the continuation of the Weather Center at Western Connecticut State University with a sunset date of December 31, 2014, if the Center is not recommended for continuation.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM
Annual reports of Endowed Chairs Investment Fund at the Connecticut State Universities.

EXECUTIVE SUMMARY
The Stanislaus A. Blejwas Endowed Chair in Polish and Polish American studies was inaugurated in 1997 at CCSU, thanks to the generosity of Connecticut’s Polish Americans and their friends and a matching grant of $600,000 from the state of Connecticut. The chair is named in honor of the late Dr. Stanislaus A. Blejwas, founder of CCSU’s Polish Studies Program and the first person to be designated a CSU Professor by the Connecticut State University System. It is one of only two such chairs in the country -- the other being at Harvard. In 2002, Dr. M.B. Biskupski, an eminent Polish American scholar, was appointed to the endowed chair.

The Center for Public Policy and Social research at CCSU, incorporating the William A. O’Neill Endowed Chair in Public Policy and Practical Politics, as well as the Institute for Municipal and Regional Policy, offers innovative academic, research and outreach programs which promote a greater understanding of the history, structure, processes, personnel and policies of State government, illustrate the important role of our state’s contribution to national policy and encourage active participation in local and state affairs through thoughtful citizenship and public service.

The goals of the Center for Sustainable Energy Studies at ECSU and the Endowed Chair for Sustainable Energy Study are to enable all students to understand the crucial role and impact of energy resources and energy consumption in society and to prepare students for post-graduation employment and advanced education through the study of the scientific, environmental, economic, political and social implications of energy science and energy policy.

In May, 2006, the Board of Trustees approved the establishment of the Center for Early Childhood Education at Eastern Connecticut State University, designated it as a Connecticut higher education center of excellence, and established an Endowed Chair in Early Childhood Education at Eastern Connecticut State University.

Western Connecticut State University’s Macricostas Endowed Chair in Modern Greek and Hellenic Studies was established through the generosity of the Macricostas Family Foundation. The endowed chair works closely with the Center for the Study of Culture and Values to support scholarships and lecture series. The Endowed Chair is active in both the university setting by organizing faculty seminars and with community groups by providing lectures on classical topics.

CHANCELLOR’S RECOMMENDATION
Accept these reports for the Chancellor’s submittal to the Board of Governors for Higher Education.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM

Resolution concerning required High School preparation for admission to a university in the Connecticut State University System

BACKGROUND

Through BR#09-17, the Board of Trustees adopted required high school coursework preparation for admission of first-time, first year students at the CSUS universities beginning the entering class of Fall 2017. This resolution replaces BR#09-17 to incorporate coursework in the arts into these requirements.

ANALYSIS

A growing number of research studies and reports highlight the importance of creative work and expressive endeavors in the overall intellectual and social development of youngsters. Evidence indicates that the learning experiences in the arts allows for the enrichment of the understanding of the world and relate to the ability to generate new ideas in many areas. The required discipline, concentration, sustained effort, and social engagement that are often part of endeavors in the arts are transferable to other fields of learning.

CHANCELLOR’S RECOMMENDATION

Approve the proposed replacement of resolution BR#09-17 incorporating high school course requirements in the arts for entering students at a CSUS university beginning in the Fall of 2017.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ADMISSIONS POLICY FOR FIRST-TIME FIRST-YEAR STUDENTS – CSUS

The Board of Trustees for the Connecticut State University System directs that the following minimum policy be observed at the universities that comprise the CSU System with respect to undergraduate admissions.

Under the direction of the University President and consistent with the policies of the Board of Trustees, the final decision to admit or reject shall be that of the Admissions Director and his/her designee among the professional admissions staff. Only those applicants for admissions deemed to be capable of completing a degree objective according to the standards of graduation determined by the University faculty shall be admitted.

A. Persistent and active efforts shall be made to recruit and admit a student body that possesses a diversity of talents and cultural backgrounds.

B. A policy of non-discrimination and equal opportunity for all persons regardless of race, color, religion, sex, age, national and ethnic origin or disability shall be observed in admissions decisions.

C. Admission may be offered to qualified graduates of accredited secondary schools, transfer students, home-schooled students, and holders of a General Equivalency Diploma.

D. For students seeking first-time first-year admission shortly after graduation from high school, the normal guidelines for admission shall be those outlined in the chart below. Beginning with the Fall 2017, the entering class will be required to complete the following high school curriculum, earning a “C” or better in each course:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4 years, including composition</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>4 years, including as required courses Algebra 1, Geometry and Algebra 2; a fourth year in calculus or statistics is recommended</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3 years, including two laboratory science courses</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3 years, with US History required</td>
</tr>
<tr>
<td>WORLD LANGUAGE</td>
<td>2 years, 3 years recommended (this requirement could be substituted for competency in a second language at the second-course level)</td>
</tr>
<tr>
<td>ARTS</td>
<td>1 years</td>
</tr>
</tbody>
</table>

Note: Special learning opportunities programs, particularly those run during the Summer prior to university admission, are excluded from the requirement at the discretion of the Chancellor.

E. Students who have followed appropriate innovative programs or non-traditional curricula may also be considered for admission when there is strong evidence that they are qualified for collegiate level studies.
F. An official secondary school transcript and an estimate of the applicant's rank in his/her graduating class must be submitted. A recommendation for University admission by principal, headmaster, or guidance counselor must be submitted whenever practicable.

G. Applicants for first-time first-year admission who are high school students or recent high school graduates shall be required to present results of the Scholastic Assessment Test (SAT) of the College Board (or of equivalent tests).

H. Effective with the March 2005 inauguration of the new SAT, all first-time first-year applicants will be required to submit a standardized writing sample with their admissions tests – either the compulsory writing sample incorporated in the new SAT or the optional writing sample offered by the American College Testing (ACT) program.

I. Factors which may be considered by the Director of Admissions in addition to the high school record and SAT scores include the academic competitiveness of the applicant's secondary school, motivation and maturity, extra-curricular achievements, evidence of leadership potential, special talents, and social and cultural factors.

J. In the case of applicants for first-time first-year admission who completed secondary school several years previously, the Director of Admission may consider military experience, employment, or other evidence of responsibilities successfully fulfilled.

K. Applicants for transfer admission must submit an official transcript from all other post-secondary institutions attended. Failure to disclose all institutions attended or to provide transcripts may be considered sufficient reason for refusal of admission or for dismissal after admission. The Director of Admissions may also require a transfer applicant to submit official transcripts of secondary school work and/or SAT scores.

L. The Director of Admissions may request an interview with an applicant as part of the admissions decision process.

M. The admissions process of the Connecticut State University System shall be characterized by consideration of each applicant as an individual human being with strengths and weaknesses that do not necessarily fit into a uniform mold. The admissions process shall not be reduced to a mechanistic application of rigid and impersonal cut-off points in official records.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustee
ITEM

Resolution concerning Graduate Interns in the Connecticut State University System

BACKGROUND

Students in a variety of student services-related fields have the ability to help fulfill needs at the universities as Graduate Interns. While working under this designation, graduate students can gain valuable experience in their fields and complete studies in a timely manner. The current resolution rescinds BR#92-115 to broaden the range of students who are eligible for the Graduate Intern designation. The resolution reflects the diversification of master level university programs and the expanded nature of services a modern university offers to students.

ANALYSIS

Over the 17 years since BR#92-115, the universities in the CSUS have expanded the range of graduate programs, the size of the student enrollment and the range of services that need to be provided. This resolution utilizes the term “student services”, encompassing a broader range of student-support activities than the previously used "Student Affairs" terminology. It also expands the possible disciplines fitting those services from the previous designation of “degree program related to the field Student Affairs”. This latter terminology refers to an administrative unit, rather than to the variety of functions within student services that are actually provided. The current resolution allows for a larger and richer pool of Graduate Interns at the universities, making it possible to provide for the previously approved supply of interns under BR#92-115.

CHANCELLOR’S RECOMMENDATION

Approve the resolution rescinding BR#92-115 and establishing expanded eligibility criteria for Graduate Interns.

10/01/09 Academic Affairs Committee
10/08/09 Board of Trustees
ITEM

Award of the Title Connecticut State University Professor to Joseph Solodow

BACKGROUND

In 1987, at the request of the Board of Trustees for Connecticut State University System, the title Connecticut State University Professor was created to recognize outstanding merit among the instructional 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 CSUS Chancellor, and receive approval of the Board of Trustees. CSU Professors receive a salary 10 percent higher than they would otherwise receive for their rank and years of service.

ANALYSIS

Dr. Joseph Solodow has established a reputation of being one of the country’s most prominent scholars of Latin language and literature. He has published his works in the prestigious Johns Hopkins University Press, the American Philological Association, and the University of North Carolina Press. His fourth book-length publication will appear by the end of the year in the Cambridge University Press. He has been recognized by his colleagues for his professional expertise. He has received numerous awards and honors and has been cited by President Norton for his service to Southern Connecticut State University.

The designation of CSU Professor for Dr. Solodow has been recommended by President Norton and Chancellor Carter and is in compliance with the provisions of the AAUP contract.

CHANCELLOR’S RECOMMENDATION

Approve the resolution awarding the title of CSU Professor to Southern Connecticut State University Professor Joseph Solodow should be approved.

10/01/09 Finance and Administration Committee
10/08/09 Board of Trustees
ITEM
General Fund Distribution Methodology

BACKGROUND
In FY2000, it was decided to reexamine existing CSUS funding models, which were extremely cumbersome, in light of models used by other university systems across the nation. In July of 1999, MGT of America was hired to take on this project. The result was a completely new model which not only addressed several issues raised by the universities concerning equity and stability, but also greatly simplified the distribution formula. This new model was adopted by the Board of Trustees effective July 1, 2000. The model was revised in 2005 and again in 2008 to bring more equity to certain aspects of the model, including adjusting the amount of Institutional Base Funding (IBF) to bring it closer to the true level of costs that IBF is meant to cover, and distributing System Office and Systemwide Direct costs proportionally across the four universities based on full-time-equivalent (FTE) of full time students.

ANALYSIS
One of the more problematic areas of the current distribution methodology involves the fact that the available General Fund pool after IBF, is distributed proportionally based on the sum of the prior year’s ending FTE of full-time students enrolled, with out-of-state students weighted on a 1 to 2.4 basis. The result of this method of distribution is that the amount of each university’s General Fund block grant (other than the IBF, which is a fixed amount), may vary from year to year not just due to a university’s own actions, but also as a result of actions of any of the other universities. For example, one university may have an increase in enrollment, but if the other three universities’ enrollment increases are proportionally greater, the first university could receive a lower General Fund allocation. This type of variability makes it extremely difficult for a university to develop a budget; furthermore, it encourages growth in enrollment for the sole purpose of receiving additional funding rather than as part of a holistic strategy, and it penalizes a university that may choose to hold its enrollment flat for strategic purposes. This flaw is more keenly felt during difficult fiscal conditions such as are currently existing, as it is crucial that each university tightly manage their limited funds. The proposed revisions address these concerns; they also move the IBF level up slightly, and include a technical change involving the distribution of General Fund fringe benefits, so that they will be distributed more equitably across the universities. Highlights of the proposed revisions are as follows:

1. Currently, each institution is provided with a variable cost block grant proportionally based on the sum of the prior year’s FTE of full-time students enrolled, with out-of-state students weighted on a 1 to 2.4 basis. The split of in-state versus out-of-state students has been based on budgeted numbers rather than actual in-state and out-of-state enrollment, due to the unavailability of timely actual enrollment splits. However, actual in-state and out-of state FTE is now routinely available in a timely
2. In order to minimize the variability of the General Fund block grant funding to each university, the proportions used to distribute the variable cost portion of the block grant will be frozen at the FY2009 level of FTE of full-time students enrolled, with out-of-state students weighted on a 1 to 2.4 basis. These enrollment numbers will be based on the average of fall and spring third-week enrollment figures, including the calculation of in-state and out-of-state students. Any university whose annual adjusted FTE of full-time student enrollment, calculated as described above, exceeds their FY09 adjusted FTE of full-time student enrollment number in a subsequent year will not receive any additional General Fund dollars; however, they will retain the additional tuition and fee revenue generated as a result of this increased enrollment. Conversely, if a university’s annual adjusted FTE of full-time student enrollment number in any year is less than their FY09 adjusted FTE of full-time student enrollment number by .5% or greater, that university will be assessed a proportional reduction in their amount of variable General Fund equal based on the reduced enrollment number.

3. In FY2008, the IBF was reset to $5,580,656 in FY2009, and was scheduled to increase to $6,000,000 in FY2010. These levels, while an improvement, still do not reflect the true level of IBF. In an effort to move toward a more realistic level of IBF, it is recommended that the IBF be reset at $6,500,000 in FY2010.

4. Currently, the Fringe Benefit block grant is distributed formulaically as part of the overall block grant, with no fringe assigned to specifically-funded items that may be identified within the overall block grant. The only exception is the Waterbury program, which in the past has been assigned specific fringe benefit dollars. In order to promote equity and consistency, it is proposed that this specific assignment of fringe benefit dollars no longer occur, and all General Fund fringe benefit funding be distributed formulaically as part of the overall block grant.

Finally, it is proposed that the revised distribution methodology be implemented effective immediately, and that the distribution methodology be reviewed biennially beginning in FY2012.

CHANCELLOR'S RECOMMENDATION

Approve the revisions to the General Fund distribution methodology, to be effective immediately.

10/1/09 Finance and Administration Committee
10/8/09 Board of Trustees
ITEM

BACKGROUND
Pursuant to the provisions of Section 10a-89(a) of the Connecticut General Statutes, the Board of Trustees shall “…subject to state-wide policy and guidelines established by the Board of Governors of Higher Education,...(1) Make rules for the government of the Connecticut State University system and shall determine the general policies of the university system, including those concerning...the expenditure of the funds of the institutions under its jurisdiction within the amounts available;...” In addition, under the provisions of Board Resolution 92-31, dated April 3, 1992, the Board of Trustees granted to the Chancellor and University Presidents authority to establish and refill positions within approved spending caps. University spending caps may be adjusted during the fiscal year upon approval of the Chancellor. System Office spending cap adjustments are contingent upon approval of the Board Chairperson. Additionally, the Universities and the System Office are required to submit proposed spending plans to the Finance and Administration Committee for their review and subsequent recommendation to the Board for its approval.

ANALYSIS
The proposed FY2009-10 educational and general, auxiliary services and self-supporting spending levels for the Universities, the System Office, and Systemwide Direct were reviewed by the Finance and Administration Committee and other members of the Board during discussions with the Chancellor and his staff, and the Presidents of the Universities and their staffs on June 11, 2009. The discussions covered a number of issues of concern to each University and the System Office, as well as issues relating to the educational and fiscal viability of our Universities. Brief highlights of the major issues are discussed in the following paragraphs.

System Spending Projections
Overall, FY2009-10 spending projections for the System (including the four Universities, System Office, and Systemwide Direct, excluding grants, intra/inter agency, and bond funds) reflect an increase of 3.4% over estimated FY2008-09 expenditures, and 0.8% over budgeted FY2008-09 expenditures. These increases are primarily in All Other Expenses, most notably utilities, services, food service contracts (offset by food service revenue) and insurance, reflecting additional expenses at the University level. Common to the universities, System Office and Systemwide Direct are the salary and fringe benefits increases that contributed to a lesser extent when considering the savings expected from the salary freeze, furlough savings, the impact of the Retirement Incentive Program and limited rehiring of positions.

The Spending Plan presented to the Board of Trustees contains the CSUS General Fund appropriation enumerated in Public Act 09-3, reflecting the final State budget for FY10, as well as a subsequent adjustment reflecting CSUS’S share of Statewide reductions for Management personnel costs and contract costs; and also reflects the recommended revised General Fund Distribution Methodology.
Student Enrollments

For FY2009-10, full-time undergraduate enrollment is projected to increase by 1.7% Systemwide, with Central projecting flat enrollment while Eastern, Southern, and Western are expecting continued growth (of 1.0%, 2.0%, and 5.0%, respectively). CSUS has experienced growth in its full-time undergraduate enrollment of 41.9% since FY97; additionally, FTE is up 47.8% since FY96. While welcome, this growth increases the need for additional faculty and student services, including counseling, in order to meet the requirements of today’s students and maintain the high quality educational experience that our students and the public have come to expect. However, funding reductions, the Retirement Incentive Program, the current hiring freeze, and the other impacts of the economic downturn including reduced interest income, continue to put pressure on our Universities’ ability to respond to these needs.

Central Connecticut State University

Central projects educational and general, auxiliary services and self-supporting expenditures of $173.7 million for FY2009-10, $4.3 million or 2.5% greater than FY2008-09 estimate, and $1.0 million or 0.6% higher than FY2008-09 budget. The $4.3 million increase can be attributed mainly to All Other Expenses, reflecting higher utility expenses, insurance and services expense. Salary and increased fringe benefits also contributed, but to a lesser extent when considering the savings expected from the salary freeze, furlough savings, Retirement Incentive Program and limited rehiring of positions.

For FY2009-10, Central is projecting an addition to funds of $75,000.

Eastern Connecticut State University

Eastern’s educational and general, auxiliary services and self-supporting expenditures are projected to be $97.2 million for FY2009-10, $2.2 million or 2.3% higher than FY2008-09 estimate, and $2.1 million or 2.2% higher than FY2008-09 budget. The $2.2 million increase is primarily due to an increase in All Other Expenses including utilities, the new residence hall Cable TV service (offset by housing revenues), services and food service expense. Salary and increased fringe benefits also contributed, but to a lesser extent when considering the savings expected from the salary freeze, furlough savings, Retirement Incentive Program and limited rehiring of positions.

Eastern projects an addition to funds of $104,416 for FY2009-10, representing the final portion of the retroactive reimbursement transfer from Systemwide funds.

Southern Connecticut State University

Southern projects educational and general, auxiliary services and self-supporting expenditures of $173.6 million for FY2009-10. This is an increase of approximately $4.5 million or 2.7% over FY2008-09 estimate, but $0.8 million or 0.5% below FY2008-09 budget. The $4.5 million increase is primarily attributable to Other Operating Expense reflecting increased utilities, services, food services and insurance. Salary and increased fringe benefits also contributed, but to a lesser extent when considering the savings expected from the salary freeze, furlough savings, Retirement Incentive Program and limited rehiring of positions.

Southern is projecting an addition to funds of $20,219 in FY2009-10.
Western Connecticut State University

Western projects educational and general, auxiliary service and self-supporting expenditures of $102.0 million for FY2009-10, an increase of $7.2 million or 7.6% over FY2008-09 estimate and $2.9 million or 2.9% over FY2008-09 budget. The $7.2 million increase is due to salary increases and increased fringe benefit expense as the university will require additional faculty to support the growth in student population, with some offsetting savings from the salary freeze, furlough days, Retirement Incentive Plan and limited rehiring of positions. Increases in Other Operating Expenses reflect higher costs for utilities, food service expenses and insurance.

Western is projecting to break even in FY2009-10.

System Office and Systemwide Direct

The FY10 budget reflects a change in the reporting of telecommunications activity. Previously, internal CSUS telecommunications activity was reported as revenue to the telecommunications area and an expense at the four universities and the System Office, and then offset with a consolidating adjustment to avoid overstatement of either revenues or expenses on a Consolidated System basis. Now this same activity is reported in the telecommunications area as an offset (reduction) to other expense, which eliminates the need for a consolidating adjustment. The comments below address the change in operating expenses before the telecommunications adjustment.

This year we have continued to identify operating areas and initiatives for which expenses are being incurred in the System Office, but are actually for the direct benefit of the Universities. This refinement provides a more accurate picture of expenditure trends within the System Office and expenses incurred on behalf of the universities within Systemwide Direct.

System Office

The System Office is comprised of operations that are traditionally identified with the management of a university system and include the Chancellor’s Office, Board Affairs, Academic Affairs, Human Resources and Labor Relations, Institutional Research, Finance and Administration, and Public Affairs.

Overall, the total budget for System Office has decreased by 1.6% or $110,833 versus the FY09 budget. All areas within the System Office have been closely examined to determine if their current structures and operations fit the needs of CSUS going forward. We also recognize that we must live within our limited means. Therefore, individual unit budgets have been closely scrutinized and tightly controlled to ensure that limited dollars are maximized to the greatest benefit of the System.

Enhancing Public Awareness of the Connecticut State University System

If Connecticut is to thrive in the future, its citizens must value higher education, and recognize the importance of higher education’s role in providing a vital economy and vibrant society, in concert with all levels across the education continuum and the state’s workforce needs. Enhancing public awareness of CSUS – and the significant role that CSUS plays in Connecticut’s future well-being – continues to be an important activity in this effort.
During the year, initiatives included use of marketing initiatives and earned media to provide information to the public highlighting the role of the CSUS and the four universities in educating Connecticut students and the impact of CSUS alumni on the state’s economic well-being and quality of life. This was achieved even as spending reductions were achieved, through the quarterly publication “Universe” which included a greater emphasis on economic impact issues and community connections; introduction of an electronic newsletter (impaCT) highlighting CSUS programs, students and alumni; revisions and additions to the system website, including sections focusing on business and community partnerships; participation with Connecticut Public Television and state agency partners in programming related to the state’s economy and education; publication of a history of the CSUS in observance of the system’s 25th anniversary, and coordination of material and presentations for legislators and the public at CSUS Day at the State Capitol.

The FY 2010 operating expense budget for the Public Affairs unit, which encompasses the awareness enhancing endeavors, is proposed to be $221,372 which is a reduction of 26.0% from the FY2009 budget. The reduction in operating budget reflects the limited use of printed material and advertising reflecting continuing efforts to meet the request by the Governor to limit all printing and outside services. Among the projects to be undertaken are continued activities to provide salient information about CSUS to the general public and business and organization leaders utilizing a range of methods, including focused marketing and greater use of electronic delivery systems, designed to provide and direct state residents to information about the impact of CSUS everywhere in Connecticut in the context of education’s fundamental role in Connecticut’s long-term fiscal vitality.

Other System Office Activities

We are proposing to continue several key activities within the Institutional Research area, including a Graduate survey, the National Survey of Student Engagement, Voluntary System of Accountability, National Student Clearinghouse data services, and the NASH/Education Trust Access and Success Initiative, including an Access to Success Conference.

Systemwide Direct

Systemwide Direct has been expanded to include the operations that directly support the needs of the universities as well as some operating expenses that are managed and paid for at a System level to maximize our purchasing power.

The overall expenses contained in the FY 2010 budget for Systemwide Direct of $11,597,265 represent a decrease of $803,672 or 6.5% from the FY 2009 budget.

Information Technology

By far, expenditures for Information Technology represent the majority of the Systemwide Direct budget – 80% of the FY 2010 budget. The CSU System strives with its technology to provide students, faculty and staff with the tools and infrastructure needed to learn anytime, anywhere while providing security, efficiency, and cost effectiveness.

Expenditures for Information Technology (including Telecommunications Operations) have decreased from year to year on a budget-to-budget basis by $357,984 or 3.7%. This decline reflects a reduction in Personal Services of $413,136 while operating expenses increased $55,152 or 0.9% from the FY 2009 budget. The majority of the hardware and software maintenance and
licensing activities budgeted in Information Technology (IT) is for Systemwide use. As in the past, the majority of the operating budget continues to support existing services.

The overall technology strategy for the Connecticut State University System is based on a collaborative-distributed model. In such a model, the five entities of the CSU System work closely to take advantage of various technologies and resources, while valuing and supporting the mission of each of the CSUS Universities and the System Office.

During FY2009, Information Technology focused on developing systems architecture and strategies to support the collaborative-distributed model for systemwide implementation of I.T. projects. The first I.T. Disaster Recovery Plan was developed and resources were allocated to initiate activities to move the plan forward. Phase 1 will be the establishment of a safe site at SafeHarbor in Springfield, Massachusetts. To support the move toward a collaborative-distributed model for Enterprise Resource Planning purposes, the Council on Information Technology developed and approved the new Banner hardware architecture model and the appropriate projects were initiated in order to implement Phase I of this overall effort across CSUS. This upgrade will also keep CSUS compliant with modules that support Financial Aid and other regulatory requirements.

In terms of applications, the learning management system – Vista – that is hosted by the System Office in direct support of the Universities’ academic programs was enhanced with features and capacity to support actual and anticipated growth. These upgrades and changes were made with collaboration and involvement of the Universities.

Since security was a major focus for the I.T. team at the System Office, staff resources were allocated to focus on server improvements, operational inventory controls, and process improvements. The new server virtualization project was designed to include necessary security aspects and improvements from the ground up. Several new proposals were also approved such as a KVM Upgrade project to improve our response time in case of emergency and a DNS Upgrade project to improve our management of IP addresses. These projects will be implemented contingent on funding. Nonetheless, the internal research provided the I.T. team an opportunity to better understand the interrelationship and impact of systems.

Within the Telecommunications area, for the PBX and voice mail systems, additional security measures were put in place during FY09 to increase the frequency of reviews of the system login accounts. This work was in conjunction with the Universities since 98% of Telecommunications voice service utilization happens there.

During FY09, Data Center environmental issues were carefully studied and projects have been initiated to improve the server room environmental (e.g. cooling and capacity). Data Center facility vulnerabilities were documented, and short-term improvements were identified.

During FY09, process level controls included the following: Adoption and implementation of an Incident Handling process; development and publication of a Disaster Recovery Plan; initiation of the IT Strategic Plan; and development of change management rules for firewalls.

For the Applications area, organizational controls were emphasized that focused on segregation of duties both at the role and responsibility level as well as the Banner access level. Additionally, procedures were implemented to grant data access to individuals, to create administrative accounts to run scheduled jobs, and to link data from multiple databases for reporting. Also, the technical team separated the production and test environments for Banner auxiliary applications
(Consolidated Data Store (CDST), institutional research repository, vendor offset, CoreCT interface, et al.). A project that was critical for these and other operational activities was the implementation of Oracle 10g with associated security improvements.

Data Confidentiality enhancements were also noteworthy. The applications group reorganized the CDST into three separate database instances (CDST, CSUSAPP and VTRACK) to separate sensitive information collected from the Universities into a read-only database. System Office I.T. staff decommissioned DSST to reduce the number of social security numbers being stored at the System Office.

Improved monitoring of Vista was put in place to enhance Application and Data Availability. System Office currently monitors 270 different performance measurements to ensure that the system performs to its highest capacity. No significant outages occurred this fiscal year due to equipment failure under the control of the System Office. This is an improvement to previous years’ experience.

Notwithstanding the operational efforts that have improved operations and security, the future model of CSUS I.T. collaborative-distributed strategy is taking shape in order to support the Universities’ missions through university computing. Two technologies – virtual machine (VM) technology and cloud technology - are likely to shape the future of I.T. within the CSU System so the team is very cognizant of this direction and carefully reviews all activities.

VM technology is already well implemented across all industries and cloud technology is finding roots in various industries, including higher education. These two technologies - virtualization and cloud computing - will continue to gain ground as computers, networks, and other devices continue to get faster. As virtualization matures, most applications, though not all, will run on virtual systems rather than dedicated servers. Therefore, anything that can be done from a server-based application can be accomplished through a university-based farm of servers, thus offering virtual services to that university. This environment will offer high levels of availability even to applications that are not written to reside in a cluster. The second new trend, which is likely to have a greater impact on the IT community, including higher education, is cloud computing. With cloud computing, applications that are currently desktop-based will be run from a collection of servers out on a network (“the cloud”) by utilizing a thin client appliance with a browser. These appliances offer a longer life cycle, cost less and utilize less electricity, and potentially decrease the total cost of ownership.

Both virtualization and cloud computing, along with other developments, will drive the demand for fast, extremely reliable networks, rock solid server areas, good technical services and application support, while reducing the need for desktop support. In future years, when these technologies are implemented, the limited IT staff resources within CSUS that are currently in place would then be utilized for high-level technical support.

Other Systemwide Direct Activities

In addition to the projects discussed above, we are proposing to continue other initiatives for the benefit of the Universities and the System. The projects include a) funding for software maintenance and fees used exclusively by CSUS University libraries; b) continuation of the contract compliance unit; c) continued engagement of a government relations firm, to assist in raising CSUS’s profile in Washington D.C., including assisting the System in increasing its current level of federal funding and grant opportunities for academic, instructional and research activities; d) development and publication of Connecticut Review; e) development of
performance measures and assessment Systemwide; f) funding for the purchase of software and training for three key projects: Transfer and Articulation, Time Keeping, and Change Management; g) support for activities recommended by the Systemwide Committee on the Arts and support for academic priorities, including Math Alignment and Transition, Pre-K through 16, Key Workforce Priorities, and Science Projects; h) legal counsel for grievance matters raised at the arbitration level; i) Systemwide academic conferences; and j) continuation of the outstanding faculty teaching and research awards. These initiatives total $1,087,178, a decrease of $69,614 or 6.0% from FY2008-09 budget.

Summary

The spending plan proposals have been reviewed by the Finance and Administration Committee and other members of the Board in consultation with the University Presidents and their staffs and the Chancellor and his staff. The spending plan proposals reflect the allocation of resources toward the achievement of institutional strategic plan goals. Three Universities are projecting small additions to funds for the year.

The proposals for the System Office and for Systemwide Direct reflect the continuation of the implementation of a limited number of key initiatives, while ensuring that the activities funded will enhance the progress of CSUS and the Universities.

CHANCELLOR’S RECOMMENDATION

The proposed FY2009-10 Institutional Spending Plans and Authorized Expenditure Levels for Management and Confidential Professional Personnel and SUOAF-AFSCME Administrators be approved.

100109 Finance & Administration Committee
100809 BOT
ITEM

The purchase of equipment used for research purposes, library media and library books for the Connecticut State University System.

BACKGROUND

Section 10a-151a(a) of the Connecticut General Statutes provides that the Board of Trustees shall designate annually an amount to be spent by each campus for the purchase of research equipment, library media and library books. Section 10a-151a(b) of the CGS provides that the Chancellor of the Connecticut State University System shall report annually to the Board of Trustees the amounts expended for research equipment, library media and library books.

ANALYSIS

In FY2007-08, the Connecticut State University System expended $5,621,457, $390,179 or 6.7% lower than budget for the purchase of library media and library books. For FY2008-09, the universities budgeted $6,697,077 and project to spend $6,435,409. This represents an increase of $813,952 or 14.5% from the FY2007-08 level. For FY2009-10 expenditures are budgeted at $6,541,057, an increase of $105,648 or 1.6% over FY2008-09 projected expenditures.

For FY2007-08, purchases of equipment for research purposes totaled $53,169 for the Connecticut State University System. Projected research equipment expenditures for FY2008-09 and FY2009-10 are $57,025 and $59,000 respectively.

- For FY2007-08, Central’s library purchases amounted to $1,672,148, $299,852 or 15.2% lower than budgeted. For FY2008-09, Central projects library purchases to be below the budgeted level of $2,093,700 by $174,700 or 8.3%. For FY2009-10, it is projected that library expenditures of $2,015,000 will increase $96,000 or 5.0% above the prior year. Central spent $7,015 in FY2007-08 for research equipment and expects to spend $9,518 and $10,000 in FY2008-09 and FY2009-10 respectively.

- For FY2007-08, Eastern’s library purchases amounted to $882,899, $93,227 or 10.0% lower than budgeted. For FY2008-09, Eastern projects library purchases of $1,004,317 to be $30,434 or 2.9% below the prior year. For FY2009-10, Eastern is budgeting $979,210, a decrease of $25,107 or 2.5% below the FY2008-09 estimate. In the area of research equipment, Eastern spent $46,154 in FY2007-08 and is projecting $47,507 for FY2008-09 and $49,000 for FY2009-10.

- For FY2007-08, Southern’s library purchases amounted to $2,312,267, $107,757 or 5.1% above the budgeted amount. For FY2008-09, Southern projects library purchases to remain at the budgeted level of $2,204,510, $107,757 or 4.7% lower than prior year; and for FY2009-10, Southern is budgeting $2,094,510, $110,000 or 5.0% below the FY2009 level. In the area of research equipment, Southern reported no expenditures for FY2007-08, and estimates no expenditures in FY2008-09 and FY2009-10.

- For FY2007-08, Western’s library expenditures amounted to $754,143, $104,857 or 13.8% lower than budgeted. FY2008-09 expenditures of $957,955 are expected to be within 0.1% of their budget and $203,812 or 27.0% above the prior year. For FY2009-10, Western is increasing their budget by $101,045 or 10.5% to $1,059,000. In the area of research equipment, Western estimates no expenditures in FY2007-08, FY2008-09 or FY2009-10.
Systemwide Direct Library related expenses were budgeted at $405,116 in FY2008-09 and are projected to be $349,627, $55,489 or 13.7% below budget. For FY2009-10 a budget of $393,337, a $43,710 or 12.5% increase from the FY2008-09 projection, has been requested.

CHANCELLOR’S RECOMMENDATION

Approval of projected expenditures for the purchase of equipment used for research purposes, library media, library books and periodicals for the four universities for fiscal year 2010.
ITEM
Tuition and Fee Waiver Authorizations

BACKGROUND
The Board pursuant to its statutory authority - Section 10a-99 of the Connecticut General Statutes (CGS) - “…shall fix fees for tuition and shall fix fees for such other purposes as the board deems necessary at the university…” Tuition and fee waivers are provided to qualified students under certain conditions. Certain tuition waivers are reflected in Section 10a-99 of the CGS. Other tuition and fee waivers are authorized by Board action.

ANALYSIS
In June of 2009, the Board of Trustees approved the conversion of course fee charges for part-time students attending in the fall and spring semesters from an Extension Fee model to a Tuition and General University Fee model (BR #09-46). This action was taken in order to promote clarity and simplicity within CSUS’s student rate structure. It was not the intent of the Board to eliminate any currently existing waiver benefits as a result of this conversion. Therefore, in order to maintain all currently existing waiver benefits, a revision to certain existing waiver language needs to occur.

This action amends two existing Board resolutions to modify the waiver language so that Board waivers granted under the previous rate structure are maintained at their existing levels.

CHANCELLOR’S RECOMMENDATION
Approve the amendment of BRs #98-10 and #92-115 to modify the waiver language as listed in the Attachment to the accompanying Board Resolution.
ITEM

Amendment to the 2004 Comprehensive Campus Master Plan update for Southern Connecticut State University

BACKGROUND

The Board of Trustees develops and systematically updates Comprehensive Campus Master Plans for the four universities. On January 30, 2004, the Board of Trustees approved the Comprehensive Campus Master Plan update for Southern Connecticut State University.

Connecticut State Statutes require that planned actions on projects that are funded by the state in whole or part must undergo an Environmental Impact Evaluation (EIE). The purpose of the EIE is to ensure that state agencies consider environmental factors when deciding whether to take an action that may significantly affect the environment. The agency must examine the direct, indirect, and cumulative environmental consequences of the proposed action, and any reasonable alternatives to it. The EIE major environmental concerns reviewed include vehicular traffic, flood plain management, noise, impacts on public water supply systems, effects on natural land resources and formations, use of pesticides or toxic or hazardous materials, substantial esthetic or visual effects, and concerns the general public may bring forth. CSUS conducts an EIE for each BOT approved Master Plan.

A number of issues surfaced in the EIE study conducted for SCSU’s 2004 Comprehensive Master Plan. As a result of the issues, a number of Master Plan modifications were determined necessary. It is important to note that failure to address these EIE issues would prevent any construction relating to the 2004 Master Plan from proceeding, which would impact the new Academic Science Building currently in design.

The planning firm who assisted CSUS with SCSU’s 2004 Comprehensive Campus Master Plan update, Symmes, Maini & McKee Associates (SMMA), assisted with re-evaluating the Master Plan concerns noted below.

ANALYSIS

Concerns regarding the 2004 Comprehensive Master Plan were reviewed consistent with the Master Plan’s target year 2015 data and subsequent updates to that data. It should be noted that none of these revisions impact the CSUS 2020 program as approved by the Board of Trustees on February 28, 2008. In addition, the entire 2004 Comprehensive Master Plan as amended will be reexamined prior to SCSU’s next Comprehensive Campus Master Plan update to ensure that any other issues that may be identified will be taken into consideration during that update.

Environmental Impact Evaluation

Special Academic Housing units were planned at the south campus adjacent to Fitch Street, to replace the existing north campus Town Houses. However, the EIE study identified that the planned location of the Special Academic Housing units is within a one-hundred year flood plain. Constructing residential life facilities in a flood plain is possible but not desired. The 2009 Master Plan Amendment eliminates the Special Academic Housing as a project and retains the use of the existing north campus Town Houses. Modifications to the north campus Town Houses will be addressed in a future Master Plan.
During the EIE study, strong community opposition surfaced against the Lyman Center Parking Garage and the Ella Grasso Parking Garage. Major community concerns included the increased vehicular traffic created on Crescent Street from both garages and compromised views from the City of New Haven’s Beaver Park, looking back at the campus. As a result, the Lyman Center Garage will be relocated from the south campus to the east campus, behind the existing Fitch Street, Davis Hall Parking Garage. The 2004 Comprehensive Master Plan had the new Health and Human Services Building sited at this location. Alleviating the building site overlap, the 2009 Master Plan Amendment relocates the new Health and Human Services Building to the west side of campus between the Peltz Gymnasium, Jennings Hall and the new Science/Classroom Building. The Ella Grasso Garage is deleted from the 2009 Master Plan Amendment. Further study of campus parking needs will be conducted under a future Master Plan study.

**Residential Life**

Consistent with the 2004 Comprehensive Master Plan, major residential life building modifications will occur at Farnham, Wilkinson, Chase, Hickerson, and Neff Halls, consisting of mechanical/electrical improvements, code upgrades and general cosmetic upgrades. The 2004 comprehensive Master Plan also identified a new residence hall to be constructed prior to the start of these renovations, which would be used for swing space, allowing for systematic individual temporary construction closures of the five residential life facilities while maintaining current campus bed counts. However, size and cost data for the new facility were not available at the time of the 2004 Master Plan approval. This information is included as part of the 2009 Amendment. The new residential life facility will have a capacity of 350 beds and gross square footage of 115,494; and will cost approximately $53.9 million, which will be funded through CHEFA. When the new facility and renovated facilities are complete, the campus housing capacity will be increased to 2,962 beds.

**CHANCELLOR’S RECOMMENDATION**

Approve the amendment to the 2004 Comprehensive Campus Master Plan update for Southern Connecticut State University
ITEM

Amendment to Board of Trustees Bylaws

BACKGROUND

As required by the existing Bylaws of the Board of Trustees for the Connecticut State University System Bylaws, any amendments thereto must be introduced to the full Board for review at a regularly scheduled meeting and approved by the Board at the next regularly scheduled meeting. The following revisions thereto are being proposed:

ARTICLE II. ORGANIZATION OF THE BOARD OF TRUSTEES
SECTION 1– MEETINGS OF THE BOARD OF TRUSTEES
A. REGULAR MEETINGS

Regular meetings of the Board shall be held in accordance with a schedule established and approved yearly by the Board. Said schedule shall include a minimum of eight meetings during the calendar year including one meeting at each of the four universities during the course of the academic year. The decision to cancel a meeting for lack of business shall be made by the Chair in consultation with the Chancellor.

ARTICLE IV. PRESIDENTIAL/CHANCELLOR SEARCH COMMITTEE UNIVERSITY ADVISORY COMMITTEE
SECTION 1 – APPOINTING AUTHORITY

Connecticut General Statutes 10a-89(a) authorize the Board of Trustees to appoint the chief executive officer (President) universities under its jurisdiction and the executive secretary Chancellor of the CSU System.

RECOMMENDATION

Accept the revisions noted above to the Board of Trustees Bylaws for inclusion on the October 8, 2009, agenda as an information item and, pending review and no objections thereto, place the proposed amendment on the agenda for November 13, 2009, meeting of the Board of Trustees for the Connecticut State University System for acceptance by the Board.
ITEM

Resolution renaming the Trustees Research Awards to the Norton Mezvinsky Trustees Research Awards

BACKGROUND

The Trustees Research Awards were established by Board resolution 06-06 to in recognition of the outstanding and highly promising scholarly activities in research and creative work by junior faculty in the CSUS. Professor Mezvinsky has been an outstanding researcher, teacher, faculty leader and influential scholar, and was the driving force generating the Trustees Research Awards.

CHANCELLOR’S RECOMMENDATION

Approve the recommendation to rename the Trustees Research Awards to the Norton Mezvinsky Trustees Research Awards.

10/1/09 Executive Committee
10/08/09 Board of Trustees
CALL TO ORDER

Following the Board roll call, Chairman McHugh called the meeting to order at 9:00 a.m., declaring a quorum present.

* Participation via teleconference
ADOPTION OF AGENDA

Chairman McHugh requested a motion to adopt the agenda as presented. Vice Chairman Krapek moved, seconded by Trustee Balducci to add a Resolution Awarding the title of Chairman Emeritus to Lawrence D. McHugh to the Executive Committee Section of the Agenda. Following distribution of the subject resolution, Trustee Pugliese moved to adopt the agenda as revised; with a second by Trustee Doyle; the agenda as revised was adopted.

OATH OF OFFICE – NEW STUDENT TRUSTEE

Chairman McHugh administered the oath of office to Alex Rodriguez, the new student trustee elected by the students from Central Connecticut State University, and welcomed him to the Board. Trustee Rodriguez indicated he was honored and humbled to be serving on the Board of Trustees and hoped to successfully bring the students’ perspective to the Board’s deliberations.

APPROVAL OF MINUTES

Chairman McHugh requested a motion to accept the Minutes of the June 11, 2009 Regular Session meeting; Trustee Balducci moved; Trustee John Sholtis seconded; motion unanimously passed.

CHANCELLOR’S REPORT

Chancellor Carter noted he would keep his remarks brief due to the significance of the meeting, that being the final meeting over which Chairman McHugh would preside.

Chancellor Carter indicated the presidents would be providing their assessment reports in compliance with the Board’s 2005 resolution, mandating annual reports on university enhancements to education opportunities.

PRESIDENTS REPORTS

The university presidents each provided to trustees an overview of the executive summary of their assessment reports (refer to Attachment A, which is hereby incorporated and made a part of these minutes).
AUDIT SUBCOMMITTEE

Trustee Messina reported that the Audit Subcommittee met on July 17th with PricewaterhouseCoopers, the independent auditors for the CSU System, on the status of an Information Security Diagnostic Review taking place at Southern Connecticut State University. This work was initiated to address certain IT security concerns at Southern and the results of the review will be presented to the Audit Committee later in the current calendar year.

Trustee Messina also noted that PwC provided an update on their interim field work for the FY2009 Financial Audit. PwC reported that all findings from fiscal 2008 appear to be satisfied, subject to further testing at year-end. Preliminary testing revealed no matters of significance, although the audit will not be finished until year-end testing is complete. The IT reviews at the three other universities are also progressing, and in general PwC expressed satisfaction regarding the areas they have reviewed to date.

The Committee also reviewed the Internal Audit plan for FY2010 presented by Mitch Knight, the System’s Internal Auditor. The Audit Plan concentrates on a number of risk factors and selects those areas for audit that are deemed to be higher risk. After review, the Audit Committee approved the FY 2010 Internal Audit Plan.

Following Subcommittee Chairman Messina’s report, Chairman McHugh congratulated Trustee Messina and the members of the Subcommittee for their efforts and noted that he believed the formation of the Audit & Risk Management Committee will continue the excellent work that the Subcommittee started.

FINANCE AND ADMINISTRATION COMMITTEE

Trustee Krapek reported that the Finance and Administration Committee met on Friday, July 17, and had one action item to bring before the Board: a Resolution concerning the Postponement of Retroactive Funding to Central Connecticut State University.

Trustee Krapek noted that in November of 2006, the Board of Trustees approved a plan to retroactively reimburse Central, Eastern, and Southern for funding lost during FYs 1996-2000 as a result of the phase-in of a funding distribution model in use during that time (BR #06-80). The funding to be reimbursed amounted to approximately $3.27 million for Central, approximately $4.27 million for Eastern, and almost $420,000 for Southern. Retroactive reimbursement to both Eastern and Southern has now been completed in full. Retroactive reimbursement to Central is due to begin in FY2011 and continue until FY2015.
Trustee Krapek went on to note that there has been a major decline in the fiscal circumstances of the State, due to the severe recession being experienced worldwide. The Governor and the Legislature are currently working to put together a balanced budget for the FY 09-11, in the face of a projected deficit of over $8 billion. While it is unclear what the level of funding will be for CSUS at the end of this process, it is clear that the coming biennium will be difficult. Trustee Krapek stated that, thanks to the Chancellor and the University Presidents, CSUS had already taken major steps to constrain hiring and spending over the past year, and would continue to do so.

Trustee Krapek indicated that while it was the Board’s intention to complete this retroactive reimbursement when economic circumstances permit, given this uncertain environment, and the importance of conserving our funds to order to be able to ensure every university’s fiscal health during the upcoming biennium and beyond, the action before the Board delays the retroactive reimbursement to Central until such time as the Board of Trustees determines it should be reinstated.

Trustee Krapek moved the resolution; Trustee Pugliese seconded and the resolution below concerning Postponement of Retroactive Funding to Central Connecticut State University was unanimously approved.

WHEREAS, In November of 2006 the Board of Trustees approved via BR #06-80 a plan to reimburse Central, Eastern, and Southern Connecticut State Universities for the funding it would have received had distribution methodologies that were phased in from FYs 1996 to 2000 been implemented immediately, and

WHEREAS, Retroactive reimbursement to both Eastern and Southern have been completed in full, and

WHEREAS, Retroactive reimbursement to Central is due to begin in FY2011 and continue until FY2015, and

WHEREAS, Since the passage of the retroactive reimbursement plan there has been a major economic downturn, adversely affecting the fiscal circumstances of the State and CSUS, and

WHEREAS, It is the intention of the Board of Trustees to provide the retroactive reimbursement to Central when economic circumstances permit, therefore be it

RESOLVED, That the retroactive reimbursement to Central is delayed until such time as the Board of Trustees determines it should be reinstated.
Trustee Krapek added that the action item regarding the General Fund Distribution Methodology was moved to a discussion item, and a full discussion of the concept took place within committee. It is expected that the item would be brought forward for action at the next regularly scheduled committee meeting. In addition, the action item concerning an amendment to the SCSU 2004 Master Plan was tabled. The Committee also reviewed the write-off of uncollectible accounts for FY2009, received the monthly CSUS 2020 Project Status report, heard a report on the final claim settlement regarding construction of the Adanti Student Center at SCSU, and was provided with a description of new security procedures that will be taking place at the System Office.

EXECUTIVE COMMITTEE

The Chairman reported that the Executive Committee met on July 17th and had two action items to bring before the Board.

Revision to Board Bylaws. Chairman McHugh noted that the Board’s existing Bylaws call for the following “Standing Committees of the Board: Academic Affairs, Development, Finance and Administration, and Student Life.” There also exists an Audit Subcommittee of the Executive Committee.

Because of the extreme importance of the function which it performs, it has been determined that the Audit Subcommittee of the Executive Committee should be recognized as a Standing Committee of the Board of Trustees.

The Chairman further noted that it is recognized that it is the responsibility of the Board to ensure that there are procedures in place to safeguard CSUS assets and identify, evaluate, prevent and or protect against a wide range of risks that may threaten the System's mission and institutional goals. It is therefore recommended that in migrating from a subcommittee to a full standing committee, the Committee shall be known as the Audit & Risk Management Committee of the Board of Trustees.

In addition to the previously identified responsibilities held by the Audit Subcommittee, the Audit & Risk Management Committee responsibilities will also include identifying and evaluating risk exposures and implementing loss prevention measures by the System from a policy perspective, and making recommendations to the Board directing the Chancellor with regard to the enhancement of risk management. The Chairman requested a motion to approve and adopt the revised Bylaws of the Board of Trustees as noted within the proposed
resolution below. Trustee Balducci so moved; seconded by Trustee Rosa, and the following resolution was unanimously approved

WHEREAS, The Board of Trustees for the Connecticut State University System has enacted bylaws to govern its operation; and

WHEREAS, The existing Bylaws of the Board of Trustees for the Connecticut State University System state that the “Standing Committees of the Board shall be the Academic Affairs Committee, Development Committee, Finance and Administration Committee, and Student Life Committee;” and

WHEREAS, There currently exists an Audit Subcommittee of the Executive Committee of the Board; and

WHEREAS, The Chancellor has recommended and the Executive Committee of the Board concurs that the critical role of the Audit Subcommittee necessitates its functioning as a Standing Committee of the Board; and

WHEREAS, It is recognized that it is the responsibility of the Board of Trustees of the Connecticut State University System ("CSUS") to ensure that there are procedures in place to safeguard CSUS assets and identify, evaluate, prevent and or protect against a wide range of risks that may threaten the System's mission and institutional goals, and.

WHEREAS, The Board of Trustees is aware that the purpose of risk management is to identify, understand, prevent and/or protect against such risks, including, but not limited to, those which may exist in the areas of finance, operations, compliance, and life safety; and

WHEREAS, In migrating from a subcommittee to a full standing committee, the Committee shall henceforth be known as the Audit & Risk Management Committee of the Board of Trustees.

WHEREAS, In addition to the previously identified responsibilities held by the Audit Subcommittee, the Audit & Risk Management Committee responsibilities will also include identifying and evaluating risk exposures and implementing loss prevention measures by the System from a policy perspective, and making recommendations to the Board directing the Chancellor with regard to the enhancement of risk management, now therefore be it

RESOLVED, That the Board of Trustees approves the following revisions to its Bylaws, effective immediately upon passage:

ARTICLE III. COMMITTEES AND REPRESENTATIVES OF THE BOARD

SECTION 1 - EXECUTIVE COMMITTEE
The Executive Committee shall consist of the Chair of the Board, officers of the Board, the Standing Committee Chairs, and, at the discretion of the Board Chair, two (2) Members-at-Large appointed by the Chair of the Board.

The Executive Committee may transact business on behalf of the Board during the interim between regular meetings of the Board, and any actions taken shall be confirmed by the full Board at its next regularly-scheduled meeting.

SECTION 2 - STANDING COMMITTEES

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

Resolution on the Policy for the Establishment of Endowed Chairs

Chairman McHugh stated that the proposed policy contained two revisions to the existing policy: #1) requiring that a national search be conducted when filling an endowed chair; and #2) the stipulation that an individual may not simultaneously hold an endowed chair and the title of CSU Professor. Request a motion approving the policy for the Establishment of Endowed Chairs. The Chairman requested a motion to approve and adopt the revised Policy for the Establishment of Endowed Chairs as noted within the proposed resolution below. Trustee Doyle so moved; seconded by Trustee Sholtis, and the following resolution was unanimously approved.

WHEREAS, Under the provisions of Section 10a-20a of the Connecticut General Statutes, the Board of Governors for Higher Education may establish and administer an Endowed Chair Investment Fund, and

WHEREAS, Section 10a-20a also provides that the Board of Trustees for the Connecticut State University System may submit a grant application, shall select candidates to fill the endowed chair, shall develop a budget for expenditures associated with the endowed chair, and shall submit annual reports to the Board of Governors concerning endowed chair expenditures, and

WHEREAS, Establishment of an endowed chair expresses a major programmatic commitment and fund-raising effort by the University; enhances the stature and visibility of the University and the CSU system; and provides benefits to the entire University community and the State of Connecticut by creating a mechanism to engage a distinguished individual in a prestigious, nationally recognized role, now, therefore, be it...
RESOLVED, The Board of Trustees adopts the following requirements for the establishment of endowed chairs in the Connecticut State University System:

Submission of Grant Application for Matching Funds

Applications for establishment of endowed chairs are accepted by the Board of Governors on October first and April first in each year funds are available, indicating that matching nonstate contributions in the amount of at least $500,000 to support an endowed chair in a specific academic discipline have been raised. The proposed endowed chair must be established in a center of excellence as defined in Section 10a-25h, subsection b of the general statutes.

Applications for submission to the Board of Governors on April 1 must be received by the Board of Trustees, Academic Affairs Committee for review in its January meeting; applications for submission on October 1 must be received for review in July.

Selection of Candidates

The selection and appointment of the person occupying an endowed chair shall be made in accordance with University personnel policies, Affirmative Action objectives, and the terms of the CSU-AAUP contract. Appointment to the endowed chair may be for a fixed term, for up to two years, to secure a person with extraordinary expertise for a short duration; by regular, tenure track appointment; or by permanent assignments with tenure granted as a condition of appointment. A national search must be conducted to fill an endowed chair position. The candidate may not simultaneously hold the title of CSU Professor. The President of the university shall submit the name of the appointee, along with details of the term and type of appointment and evidence of appropriate credentials, to the CSUS Chancellor. The CSUS Chancellor, following review and subject to concurrence therewith, shall submit the recommendation to the Board of Trustees University System Board of Trustees for approval.

Endowed Chair Budget

A proposed budget for expenditures associated with the endowed chair shall be submitted at the time the appointment recommendation is made to the Board of Trustees.

Annual Reports

Annual reports on the endowed chair, including the previous year’s fiscal report and budget projections for the coming year shall be submitted annually to the Board of Trustees in October for transmittal to the Board of Governors.

and be it further,

RESOLVED, That an endowed chair established by a university with non-matching funds shall follow the same procedures with the exception of the portion pertaining to the
submission of a grant application and transmittal of an annual report to the Board of Governors.

And be it further,

RESOLVED, That this resolution rescinds BR#99-46.

Chairman McHugh reported that while not an action item for the Board’s consideration, he wished to share that the Committee accepted Chancellor Carter’s 08-09 Annual Report and approved the Chancellor’s evaluation for the same period. The committee also received and approved the Chancellor’s Letter of Priority for 2009-2010, a copy of which was placed within Board members’ folders. Chairman McHugh noted that the Chancellor’s performance was excellent, and that he appreciated the input received from members of the Executive Committee. He commended the Chancellor for the staff he has assembled noting the level of professional was second to none.

The Executive Committee also received an update from the Chancellor following up with Board Resolution 09-18, calling for a 10% reduction in management and confidential staff by July 1, 2010, and detailing compliance therewith.

Note: Chairman McHugh’s wife, Patricia McHugh, granddaughter, Chelsea, and assistant, Joan Wood, joined the meeting.

Resolution Awarding the Title of Chairman Emeritus to Lawrence D. McHugh

The Vice Chairman requested a motion to approve the proposed resolution below. Trustee Pugliese so moved; seconded by Trustee Messina, and the following resolution was unanimously approved

Whereas, Lawrence D. McHugh has served on the Board of Trustees for the Connecticut State University System selflessly, honorably and with distinction from 1983 through 2009, and

Whereas, Lawrence D. McHugh was named Chairman of the Board of Trustees for the Connecticut State University System in 1995 after being appointed to the board in 1983 by Governor William O’Neill, and reappointed by Governor Lowell Weicker, Governor John Rowland and Governor M. Jodi Rell, and

Whereas, On July 16, 2009, Chairman McHugh was appointed by Governor M. Jodi Rell to serve as Chairman of the Board of Trustees for the University of Connecticut, effective July 24, 2009, and
Whereas, Chairman McHugh’s unparalleled involvement and skillful leadership has defined Connecticut’s largest public university system for a quarter century, spurring its transformation, growth, development, and earning him the esteem of colleagues and the respect and admiration of individuals across Connecticut and beyond, and

Whereas, Chairman McHugh’s unwavering and uncompromising devotion to students, faculty and staff has contributed significantly to the advancement of academic offerings, increased enrollment and the upgrade of facilities and infrastructure; now therefore be it

Resolved, That the Board of Trustees for the Connecticut State University System extends its deepest appreciation, heartfelt thanks and best wishes to Chairman McHugh at this time and for years to come; and be it further

Resolved, That the Board of Trustees for the Connecticut State University System hereby confers upon Lawrence D. McHugh the title, Chairman Emeritus of the Board of Trustees for the Connecticut State University System, with all the privileges pertaining thereto, effective July 24, 2009.

Following presentation of the framed resolution, Trustee Doyle offered remarks, which he directed be included in the meeting minutes:

Looking around this room today, there is only one Trustee remaining from that day 16 years ago when I first joined the Board. That Trustee is Larry McHugh, who already had 10 years of service before I arrived.

If Board seniority were a horse race, I’d be running 10 lengths behind.

Larry and I have a few other things in common besides being Trustees. We are both CSU graduates. We both were teachers early in our careers and we both taught in Middletown. We both have the same color hair and we both are descendents of a race of people renowned for their amicable spirit and aversion to argument.

But you, Larry, have been our Chairman--our leader. In your time as Chair you have organized our efforts and focused our direction. But you did much more than simply make the trains run on time. You were driven by a fierce determination that this University System was to excel in its mission of providing accessible higher education to Connecticut residents. And by excel, you clearly stated that you meant, “Second to No One”.

To paraphrase those immortal words published on an Easter Sunday morning in 1916: “Connecticut State University through you has summoned her children to her flag”.

We have heard your summons, Mr. Chairman, and the best way to honor the leadership you have given us is for that summons to continue to ring in our ears as we carry on your work here at CSU.

You can expect, I assure you, that your leadership will continue to live here at your university system.
Trustee Pugliese then presented a plaque commemorating the Chairman’s years of service to the Board, noting that the Chairman often refers to himself as “the old Coach” and while that was a true descriptor, Trustee Pugliese felt that “mentor” was more accurate. Every trustee on the Board has had the benefit of receiving Chairman McHugh’s committed mentoring. He indicated he knew every Trustee present, as well as the Chancellor, Presidents, and staff, all were appreciative of the Chairman’s tireless efforts and respected him a great deal.

Trustees Messina and Balducci presented the Chairman with an academic chair affixed with the seal of the Connecticut State University System, with Trustee Messina thanking the Chairman for his service to the Board. Trustee Balducci noted that he has known the Chairman longer than anyone, going back to their college days. He stated that the Chairman was a tremendous competitor and fought constantly for the interests of the Connecticut State University System.

Chancellor Carter, on behalf of the presidents, Board, faculty and staff and, most importantly, the students, thanked the Chairman for his mentorship, his leadership, his counsel, his friendship and his never-ending source of energy. He noted that he first met the Chairman when arriving as President of ECSU. The Chancellor thanked Mrs. McHugh and grand-daughter Chelsea for their selflessness in sharing the Chairman with the System. He concluded by remarking that although he was leaving physically, his spirit and the legacy the Chairman has left behind would touch generations that are yet to be born.

Vice chairman Krapek announced the establishment of the Lawrence and Patricia McHugh Foundation Scholarship and presented the Chairman with his old gavel to take with him when he begins his service at the University of Connecticut. Vice chairman Krapek remarked that Chairman McHugh was courageous, sensitive, bold, caring, loving, patriotic, fearless, and a tireless visionary; a loyal friend who is both mentally and physically tough; inspiring and passionate.

CHAIRMAN’S REPORT

Chairman McHugh presented incoming Chairman Krapek with a gavel for his use at future Board meetings. The Chairman accepted the tributes paid to him indicating that he was honored the Governor asked him to take on the Chairmanship of the Board of Trustees for the University of Connecticut. He added that he would not have been able to consider accepting the position, were he not absolutely convinced and assured of the strength of the leadership team, in the system office, the universities and within the Board. He remarked that he was extremely
proud of the advances the System has made, not only in academics and facilities, but in the efforts to increase diversity within the faculty, staff and student body. He commended the university presidents, both those present and those in the past, as well as the current and past members of the Board. He indicated that Chancellor Carter has been an unbelievable friend and a wonderful leader, and someone whom he considers a brother. He reiterated his appreciation for the day’s tributes and indicated that the CSUS Board will be a part of him forever.

Chairman McHugh announced that the next regularly scheduled meeting of the full Board was scheduled for 10:00 a.m. on Thursday, October 8, 2009 at Eastern Connecticut State University in Willimantic.

Trustee Pugliese moved to adjourn; Trustee Sholtis seconded the motion and the meeting was adjourned at 10:02 a.m.

Respectfully submitted,

Theresa J. Eberhard-Asch, Secretary
INSTITUTIONAL LEVEL ASSESSMENT

- Academic Assessment Policy
  A formal policy for academic assessment was approved by the Faculty Senate in April 2008, which establishes faculty responsibility for determining and assessing student learning; an annual reporting cycle, including how results are used for improvement; and peer review of assessment activities by an elected Academic Assessment Committee.

- Responses to New England Association of Schools and Colleges (NEASC)
  The NEASC Commission on Higher Education reaffirmed CCSU’s regional accreditation on April 7, 2009. NEASC found the University to be “substantially in compliance with the Standards for Accreditation.” The Commission requested follow-up reports on development of the institution’s systematic and broad-based program of student learning assessment and development of a systematic and periodic review of all academic programs.
  - Since the NEASC site visit in October 2008, the submission rate of degree program assessment reports has increased from 70% to 85%.
  - A draft of a program review process that will include review of student learning outcomes as well as other important metrics has already been approved by the Provost’s Council and will be submitted to the Faculty Senate in fall 2009 for approval.

ASSESSMENT IN DEGREE PROGRAMS

- Feedback from Academic Assessment Committee
  The newly elected Academic Assessment Committee reviewed assessment reports from 74 degree programs and provided formal written feedback to all of them directed at improving learning outcomes, measurement practices, analysis, use of findings and general education assessment.
• Quality Indicators for Degree Program Assessment Reports
  Baseline quality indicators for reports were established; a majority of reviewers rated principal aspects of these reports as follows:
  - Learning outcomes: 65% were developed; 35% were developing
  - Findings/measurements: 33% were developed; 42% were developing
  - Analysis of findings: 14% were developed; 45% were developing
  - Use of results: 16% were developed; 38% were developing
  - General education assessment: 23% were developed; 55% were developing

ASSESSMENT ACROSS PROGRAMS
Student learning at the institutional level largely comprises assessment of general education competencies and universal programs, such as the First-Year Experience.

• General Education
  General education competencies were refined in 2008-09, and two outcomes were added in the areas of social equity and justice and civic responsibility.
  - The Collegiate Learning Assessment was administered in 2007-08 and 2008-09 to measure critical thinking, problem solving, analytical reasoning, and writing skills. Results indicate that first-year students and seniors score at expected levels based upon their entering characteristics.
  - Results from the National Survey of Student Engagement indicate that CCSU students report levels of intellectual and personal development comparable to students at peer institutions. Critical thinking and use of computing technology are generally rated highest among CCSU students, while contributing the welfare of the community is rated lowest. The University has begun initiatives to increase community engagement in coursework and co-curricular activities.
  - Local assessment projects continue to produce results that are used to improve general education competencies.

• First-Year Experience
  Participation of first-year students increased from 67% in 2007-08 to over 90% in 2008-09. Students who completed a FYE course in 2007-08 reported a greater institutional contribution to their ability to work effectively with others, write clearly and effectively, speak clearly and effectively, and analyze quantitative problems than students who did not take a FYE course.
ASSESSMENT OF EXTRA-AND CO-CURRICULAR ACTIVITIES

• Participation in Extra- and Co-Curricular Activities
Assessment of extra- and co-curricular activities indicates that students who participate in campus organizations have better perceptions of residence life staff, athletics programs, intramural recreational activities, campus pride, overall satisfaction, use of student activity fees, registration, course availability, and the campus experience.

• Student Satisfaction Inventory
The Noel-Levitz Student Satisfaction Inventory administered every other year showed that satisfaction was higher in 2008 than in 2006 on 45 out of 55 items; 30 were higher at statistically significant levels. Overall satisfaction was the item most significantly related to retention of full-time first-time students. Among first-time full-time students who were satisfied with their overall experience, the one-year retention rate was 88%, while among those who were dissatisfied with their overall experience, the one-year retention rate was 64%.

• Future Plans
While all units in Student Affairs have completed a self-assessment based on learning outcomes developed by the Council for Standards in Higher Education (CAS), future plans are to transform current occasional assessment practices into deliberately systematic processes that figure into regular decision making and planning for these programs.
Eastern Connecticut State University

Assessment of Learning for Educational Improvement at Eastern: 2008-2009

Executive Summary

Eastern has implemented assessment at various levels in Academic Year 2008-2009 resulting in a wide range of program modifications aimed at improving student learning, retention, and graduation.

Assessment and the 2008-2013 Strategic Plan

Eastern’s Strategic Plan 2008-2013 relied on extensive data collection and multivariate data analysis from which the strategic plan goals were developed. Of critical importance were “driving forces” that documented internal and environmental challenges and opportunities for change. Extensive analysis of our student population characteristics, national and local trends in population and higher education, peer institution outcomes, and the key variables that predict Eastern’s students’ success drove Eastern’s vision and mission, and the strategic plan goals and strategies.

Assessment of student success goals, especially as related to persistence and timely graduation, became central to the overall goals of the strategic plan and embedded within each of the eighteen strategies for change. Each proposal to implement the strategic plan was required to link its implementation to measures of student success, establish specific outcomes, and design a plan for assessing the efficacy of its approach. The Strategic Plan Implementation Steering Committee (SIPS), which supported the development of the strategic plan proposals through its area chairs, and became the first vetting committee for the proposals, evaluated each proposal and ranked its funding priority based on four critical factors: impact on student success, the quality of the implementation plan, the effectiveness of the assessment plan, and its support for Eastern’s overall vision and mission. All strategic plan implementation proposals required comprehensive, mission driven planning, demonstration of student success, integrated assessment, evidence-based analysis and best practice support to be approved. Strategic initiatives linked most directly to student learning outcomes include:

- Full Implementation of First Year Program and Liberal Arts Core Initiative
- Global Citizenship Initiative
- Liberal Arts Works Initiative
- Electronic Portfolio Initiative
- Community Engagement Initiative

Project Compass

Eastern received funding from Nellie Mae in 2008 – 2009 (continuing through 2010) to implement and evaluate programs and practices that will promote the success of traditionally underrepresented and underserved students. Project funds were used to identify students at risk of leaving Eastern, provide them with intensive advising, and offer them support services, in particular tutoring through a Math Achievement Center and a Writing Center. Effects of these services on student performance including GPA and retention have been evaluated and are being used to modify program offerings in 2009-2010.

New England Association of Schools and Colleges (NEASC)

In response to NEASC guidelines for reporting of learning outcomes Eastern’s annual report template for academic programs was revised in 2009. The template ensures that information is reported in a format compatible with NEASC forms and standards. See the new form and the instructions below.
Eastern’s revised Academic Department Annual Report Learning Outcomes Template

Major: _________________________________________

Assessment of Student Learning in the Major: 2008 – 2009

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Instructions for completing Academic Department Annual Report Template

Departmental Accountability Measures on Student Learning of Majors

Each department at Eastern Connecticut State University will use the following format to provide annual data on student learning and program improvements.

**Student Learning Outcomes:** List the 3–5 core or essential student learning outcomes for majors in your program(s).

**Performance criteria:** List 2-4 criteria for each learning outcome. The criteria must be measurable and must indicate the specific characteristics students should exhibit in order to demonstrate desired achievement.

**Courses or Activities:** List the names of courses or activities where students get the opportunity to demonstrate their performance.

**Assessment Methods:** What assessment methods or tools did you use to measure performance criteria? When did you use it? If a rubric was used, please attach it. It is preferred that the data is based on direct measures such as tests, writing tasks, and portfolios rather than indirect measures such as surveys and observations. Please note if your assessment methods were externally developed (e.g., GRE Major Field Test, Praxis II Content Knowledge Test) and being used by other peer institutions. Please note that the data on student learning should not be based solely on course grades assigned by an individual instructor.

**Assessment Results and Interpretation:** What percent of your majors are achieving the learning outcomes? Attach a data table showing the distribution of scores for each learning outcome or performance criterion. If you used an externally developed tests or assessment methods, provide comparison data. How did the students in your department perform compared to students in a peer institution? Did the results from this assessment meet your expectations about student learning in your department/program?

**Program Modification:** How are the assessment results being used? Please note changes that have been made as a result of using the data/evidence. Also, note any future modification you have planned.

Please use the data table in the next page to provide the information from your department/program. The table is a template and it will keep on expanding as you add in your information.
Information reported by departments using the new template indicates that most academic departments have clearly defined learning outcomes, performance criteria, and assessment measures and that about half have made related program modifications.

### Percentages of academic major programs at Eastern conducting selected assessment activities: 2008-2009

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs that have identified program-based student learning outcomes</td>
<td>100%</td>
</tr>
<tr>
<td>Programs that have clearly defined assessment measures</td>
<td>89%</td>
</tr>
<tr>
<td>Programs that have been gathering and analyzing data related to their goals for student learning outcomes</td>
<td>94%</td>
</tr>
<tr>
<td>Programs that have used evidence on learning outcomes to modify programs</td>
<td>54%</td>
</tr>
</tbody>
</table>

**Academic Program Review Process**

NEASC requirements also call for systematic review of all academic programs. Eastern’s Academic Program Review process satisfies this requirement and is used for program modification and resource allocation. On a six-year rotating cycle this process requires that each academic major program complete a self-study, undergo evaluation by external reviewers, and develop a department response to the review. The review process includes consideration of the means by which the program assesses learning outcomes and responds to findings. In 2007-2008 the Business Information Systems, Honors, Writing, and Modern and Classical Languages programs completed the review process. Based on the self-study and recommendations of external reviewers several modifications were made in the BIS program. A significant revision of the Writing Program is part way through the curriculum approval process. Modern and Classical Languages, which was affected by changes in the Liberal Arts Core, is still in the process of developing program revisions. In AY 2008-2009 the Sociology, Computer Science, and Psychology programs completed the APR process and are in various stages of responding to the external reviews.

**Voluntary System of Accountability (VSA) and Collegiate Learning Assessment (CLA)**

Partly in response to NEASC reporting requirements, Eastern is in the second year of participating in the VSA. All information required including general information about assessment has been posted. The VSA requires that one of three tests be used to measure core learning outcomes and that results be posted within four years. The Collegiate Learning Assessment (CLA) was administered at Eastern to first year students in the fall and to seniors in the spring of AY 2008-2009.
Eastern’s first year students scored in the 77th percentile for students from comparable institutions when entering academic ability is not taken into consideration. When scores are adjusted based on entering academic ability Eastern’s first year students scored above the 90th percentile in all categories and in the 99th percentile in two. All of the results were “Well above expected” based on entering academic ability. Administrators and faculty members involved with administration of the CLA at Eastern and others with expertise in testing and measurement have met to discuss the implications of the first-year student scores. Scores of senior students will be available in late summer. In 2009-2010 the CLA will be administered again to first year students and to seniors.

First Year Program and Liberal Arts Core

Over one third of each student’s coursework at Eastern and a similar portion of the university’s teaching resources are allocated to the First Year Program and Liberal Arts Core. Key elements of the First Year Program were revised in 2008-2009 based on earlier assessments of learning outcomes and the program’s effects on student performance. To ensure that a sophisticated and thorough assessment of these changes is conducted a faculty member with significant expertise in the area of testing and measurement has been contracted to develop an assessment plan for the First Year Program. The plan will be implemented beginning in 2009-2010. The same faculty member will develop a plan for assessing the learning outcomes of the Liberal Arts Core. While assessment of learning outcomes is a critical consideration in the approval of individual courses for inclusion in the LAC, there is no method in place to evaluate the impact of the complete program on student learning. The CLA will be one of several assessment methods included in the plan.

Council on Academic Standards and the Office of Student Affairs

The Division of Student Affairs has initiated new learning outcomes for 2009/2010 developed by the Council for the Advancement of Standards (CAS) and derived from the Learning Reconsidered2 model for higher education. The assessment plan for evaluating these outcomes will be in place for the 2010-2011 academic year.

Faculty development and allocation of resources to assessment

Eastern used internal and external grant funds in 2009-2010 to promote faculty expertise required for assessment and to support innovative assessment approaches in academic programs. Additional resources were allocated by the Offices of Planning and Institutional Research and Information Technology to support the data and reporting needs of faculty and administrators involved in assessment.
Assessment of Extra- and Co-Curricular Experiences

Student participation in co-curricular activities has increased steadily over the past three years. Students who participated in the FYE pilot had significantly higher rates of participation in co-curricular activities than students who did not. The participating students also tended to have statistically significantly higher scores on the series of items on the 2008 NSSE that measured Active and Collaborating Learning, Student-Faculty Interaction, and Enriching Educational Experiences.2

Other Assessments in 2008-09

- Post-program participation surveys of students’ experiences with events such as the New Student Orientation and interventions sponsored by the Drug and Alcohol Resource Center.
- Demographic data on students with respect to housing choices.
- Demographic data on graduate student yield as a result of financial aid policy/program changes.
- Post-service periodic surveys administered to clients of Disability Resource Center.
- A study of part-time students’ demographics and experiences.
- Comprehensive evaluation of student experiences with the radically transformed dining program. Those data, coupled with the use of the Dining Service Advisory Committee (which serves as a consistent focus group for validation/explanation of data from the surveys) have served as the basis for further program planning and refinement.
- SEOP and ConnCAS pre-program assessments (written and oral via interview) of each student’s current skill/attitude/motivation level, mid-program assessments of student progress toward program goals, and end-of-program assessments (paper and interview and self assessment) to determine continuation in the program/SCSU. Our retention and attrition data indicate that this kind of intensive monitoring of student learning goals and progress toward them contribute directly to the success of students in these programs.

2 Scores were converted to a scale of 0-100 for ease of comparison.
Assessment Within Degree Programs

Student Learning Outcomes in the Major

All academic departments have a faculty assessment coordinator; many departments have created standing assessment committees. All programs have identified student learning outcomes for their major, and all have identified appropriate assessment measures; 68 percent of programs have collected data, and 48 percent have completed data analyses that have resulted in changes to the curriculum or other aspects of the program.

5-Year Academic Program Review

- **Undergraduate:** A new process for the 5-year program review was approved in 2008. On a rotating basis, departments complete a self-study providing evidence of meeting 17 standards. The Program Review and Assessment Committee (PRAC), a standing faculty committee of the Undergraduate Curriculum Forum (UCF), provides peer review and support. The new process is being phased in over three years. In 2008-09, seven departments completed modified self-studies: Journalism, Communication Disorders, Biology, Nursing, Psychology, Media Studies, and Political Science.

- **Graduate:** An ongoing 5-year review process is in place with six programs having completed the cycle in 2008-09: Urban Studies, Communication Disorders, Biology, Nursing, Psychology, and Political Science. The Academic Standards Committee (ASC) of the Graduate Council provides peer review and support for this process.

Assessment Across Programs

University-wide programs — such as the First-Year Experience Program, Writing Across the Curriculum, and the new Liberal Education Program — are designed with assessment embedded into the program structure.

First-Year Experience

All students are part of learning communities and are tracked longitudinally. Information sources include a student survey at New Student Orientation; BCSSE; two self-assessments during the first semester; demographic data; and NSSE during the spring of students’ first year. Results from the 2007 pilot year and the first year of full implementation in 2008 suggest the program is effective on the basis of higher first-to-second year retention rates, a decrease of students on academic probation, higher GPAs, and an increase in the number of credits completed.

General Education Assessment

Since 2005, we have conducted trend analyses of NSSE items. The following table, for example, is a summary of seniors’ responses from 2005-2008 to the NSSE question “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?” The table is rank-ordered in percent of seniors reporting substantial impact on their learning in 16 general education areas.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME AREA</th>
<th>SENIORS RATING SCSU IMPACT AS SUBSTANTIAL1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2008 (N=497)</td>
</tr>
<tr>
<td>1 Thinking critically and analytically</td>
<td>85%</td>
</tr>
<tr>
<td>2 Acquiring a broad general education</td>
<td>84%</td>
</tr>
<tr>
<td>3 Writing clearly and effectively</td>
<td>83%</td>
</tr>
<tr>
<td>4 Using computing and information technology</td>
<td>78%</td>
</tr>
<tr>
<td>5 Working effectively with others</td>
<td>74%</td>
</tr>
<tr>
<td>6 Speaking clearly and effectively</td>
<td>75%</td>
</tr>
<tr>
<td>7 Acquiring job or work related knowledge and skills</td>
<td>72%</td>
</tr>
<tr>
<td>8 Learning effectively on your own</td>
<td>71%</td>
</tr>
<tr>
<td>9 Analyzing quantitative problems</td>
<td>69%</td>
</tr>
<tr>
<td>10 Understanding yourself</td>
<td>64%</td>
</tr>
<tr>
<td>11 Understanding people of other racial and ethnic backgrounds</td>
<td>55%</td>
</tr>
<tr>
<td>12 Solving complex real-world problems</td>
<td>54%</td>
</tr>
<tr>
<td>13 Developing a personal code of values and ethics</td>
<td>54%</td>
</tr>
<tr>
<td>14 Contributing to the welfare of your community</td>
<td>39%</td>
</tr>
<tr>
<td>15 Voting in local, state, or national elections</td>
<td>28%</td>
</tr>
<tr>
<td>16 Developing a deepened sense of spirituality</td>
<td>25%</td>
</tr>
</tbody>
</table>

As implementation of the new Liberal Education Program is being planned, a committee is working to design embedded assessments into the new program. Data from several competencies (written communication, quantitative reasoning, multilingual communication) are being analyzed this summer.

Writing Across the Curriculum

- Fully implemented in 2007-08
- Results of indirect assessments (student and faculty surveys) have been used to make initial revisions in the program; direct assessment of student writing with rubrics created by academic departments is planned for the 2009-2010 year.

Assessing Faculty Development

Faculty development is an integral element in the assessment process. Events planned are based on identified faculty needs and student assessment data; workshops and training are evaluated. Follow-up evaluations are conducted to gauge long-term effects of professional development activities.

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1 Percent of seniors responding “quite a bit” or “very much” to the question, “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?”
WCSU’s Assessment Plan
Assessment is an ongoing process aimed at understanding and improving student learning. In 2004-05 WCSU developed and implemented a comprehensive plan in response to the 2004 New England Association of Schools and Colleges (NEASC) reaccreditation report. The plan calls for ongoing collection, analysis and dissemination of information on student learning outcomes in every degree program. The five stages of the assessment cycle are to be reported on annually:

1. Determine program goals and objectives.
2. Gather direct and indirect evidence of student learning outcomes.
3. Interpret the evidence.
4. Make changes in curriculum and/or instruction for improvement, when necessary.
5. “Close the loop” by gathering information on the effectiveness of changes and/or by focusing on different objectives and repeating the process.

Organizational Structure and Support for Assessment
Each school has an assessment budget to support data collection and analysis. Moreover, each school has a committee with responsibilities for integrating curriculum development and assessment of student learning outcomes. Both the Assessment Committee and General Education Committee are standing committees of the University Senate, with responsibilities for advising the Provost and the Senate.

Student attainment of general education goals is measured by administration of the Measure of Academic Proficiency and Progress (MAPP) test (first-year students in November 2008 and seniors in April 2009). Student participation in activities that tend to result in learning is measured by the National Survey of Student Engagement (NSSE).

Western Connecticut State University capitalizes on its outstanding faculty and its location in the greater New York metropolitan area to create a diverse university community that—in its range of quality academic programs and in its enriching and supportive student-focused environment—is characteristic of New England’s best small private universities, but with much more affordable costs.

WCSU Vision Statement
Adopted, March, 2007
Program Review and Results

A plan for academic program review was approved by the Committee on Undergraduate Curriculum and Academic Standards in December 2007 and by the Graduate Council in April 2008. Assessment of student learning outcomes is an integral part of program review. All degree programs have assessment plans in place. As of May 30, 2009, one program had completed its review (Psychology Baccalaureate). Six programs are continuing the three-year program review cycle begun in 2008-09, and six programs are scheduled to begin the process in 2009-2010. See Appendix. In addition, accredited programs require evidence of student learning. Eleven degree programs are pursuing accreditation and nine are currently accredited. See Appendix.

Assessments Across Academic Programs

Results

Ancell School of Business

The school has begun to use SEDONA software to organize and summarize information on faculty teaching, service, experience, professional development and assessment of student learning outcomes. All departments have student learning outcomes integrated into their programs.

Example: The Marketing Department’s assessment of student skill levels determined that students needed to have a managerial writing course (WRT 210 W). The course was first offered to students in Fall 2008.

School of Arts and Sciences

Assessment of student learning outcomes is conducted using a variety of methods including pre and post testing, external reviews by experts, portfolio evaluation and standardized national tests. All departments have student learning outcomes integrated into their programs.

Example: In 2008-09 the Mathematics Department undertook a revision of the calculus sequence and a larger program revision based on the 2007-08 assessment. The Educational Testing Service (ETS) testing showed that students were weak in proof reading and writing as well as basic calculus skills. The resulting calculus revision indentified topics most important to cover in each course and revised course outlines accordingly. The broader program revision is designed to provide breadth of knowledge and proof writing skills early in the curriculum.

School of Professional Studies

All teacher education programs are in their third year of using TK20 software to achieve full compliance with the National Council for Accreditation of Teacher Education (NCATE) standards for accreditation. All departments have student learning outcomes integrated into their programs.

Example: The Social Work Department continues to meet the standards of its national accrediting body, the Council on Social Work Education (CSWE). Every other year the department surveys field agency personnel, which includes fifteen items measuring students’ functioning in the context of program objectives. Recent results indicated the need for improved communication skills. In response, course content will place additional emphasis on exploring student perspectives on the scope and nature of all types of communication.

School of Visual and Performing Arts

All departments have student learning outcomes integrated into their programs.

Example: The Music and Music Education Department maintains policies and procedures that contribute to the learning assessment of students. These policies and procedures are consistent with the National Association of Schools of Music (NASM) accreditation agency. Assessment data are collected and most recently, in Fall 2008, faculty adopted stricter standards for admission to the B.M. Jazz programs as well as the sophomore barrier assessment prior to enrollment in upper division music courses.

Assessments of Student Learning Outcomes

Division of Student Affairs

Two years ago, the Division of Student Affairs mandated that every department begin the process of self study using the standards developed by the Council for the Advancement of Standards in Higher Education (CAS). This past year, seven of the twelve departments completed the process which included creating a set of action plans focusing on measuring student learning outcomes. Each of these seven areas are now in the process of developing student learning outcome measures using the six student outcome domains based on research presented in “Learning Reconsidered 2: Implementing a Campus-Wide Focus on the Student Experience,” Richard Keeling, ed., 2006.

Example: For the 2008-2009 academic year, students in the WCSU Cooperative Education and Internship program who completed the Student Evaluation Form indentified the following learning outcomes as a result of their involvement in the co-op program: enhanced knowledge of a particular discipline (e.g. accounting, marketing, justice and law); expanded interpersonal skills (e.g. confidence, speaking ability, communications, time management); and expanded support and understanding of personal career goals. As a result, Student Affairs will continue providing the same structured co-op program as in 2008-09.
Assessment Initiatives

Results

**NEASC**
The university’s Fifth Year Interim Report to NEASC-CIHE was accepted by the Commission on Institutions of Higher Education at its meeting on November 20, 2008, and the comprehensive evaluation scheduled for Fall 2010 confirmed. The Commission’s letter to President Schmotter read, in part: “The Commission commends [WCSU] for progress made in addressing the areas of emphasis…We note with approval that WCSU has implemented an assessment plan across academic units…”

**MAPP TEST**
The Measure of Academic Proficiency and Progress (MAPP) test is a measure of college-level reading, mathematics, writing and critical thinking in the context of the humanities, social sciences, and natural sciences. It is designed to assess general education outcomes. This test was implemented this academic year in order to gain a unified picture of the effectiveness of the WCSU general education program.

**NSSE**
The National Survey of Student Engagement (NSSE) obtains, on an annual basis, information from hundreds of four-year colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. Institutions use their data to identify aspects of the undergraduate experience inside and outside the classroom that can be improved through changes in policies and procedures more consistent with good practices in undergraduate education. The Spring 2009 administration of NSSE at WCSU achieved a 23.8 percent response rate (232 of 1036 first-year students and 170 of 650 seniors responded).

**NASM**
The National Association of Schools of Music had a site team visit WCSU during the Spring 2009 academic semester. The Music Department has a comprehensive student outcomes assessment plan which received an excellent review.

**NCATE**
The visitation team for NCATE in April 2009 reviewed the standards as they are implemented in the varied departments of the School of Professional Studies and the School of Arts and Sciences and offered complimentary statements about the WCSU assessment plan.

**CCNE**
The Nursing Department received excellent comments from the Commission on Collegiate Nursing Education accreditation team for a comprehensive student outcome assessment plan and impressive results.
## Western Connecticut State University Approved Degree Programs
### Appendix

<table>
<thead>
<tr>
<th>School</th>
<th>Division/Dept.</th>
<th>Degree</th>
<th>Program</th>
<th>Status of Accreditation or Academic Program Review (APR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>Biology</td>
<td>BA/BS</td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>MA</td>
<td>Biological and Environmental Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>BS</td>
<td>Medical Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>BA/BS</td>
<td>Chemistry</td>
<td>Accredited by American Chemical Society</td>
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<td>Comm.</td>
<td>BA/BS</td>
<td>Communication</td>
<td>Continue APR in 2009-2010</td>
</tr>
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<td>CS</td>
<td>BA</td>
<td>Computer Science</td>
<td>Continue APR in 2009-2010</td>
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<td>BA/BS</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>MA</td>
<td>English</td>
<td></td>
</tr>
<tr>
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<td>Hist./NWC</td>
<td>BA/BS</td>
<td>History</td>
<td></td>
</tr>
<tr>
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<td>Hist./NWC</td>
<td>MA</td>
<td>History</td>
<td></td>
</tr>
<tr>
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<td>Math.</td>
<td>BA/BS</td>
<td>Mathematics</td>
<td>Continue APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>Math.</td>
<td>MA</td>
<td>Mathematics</td>
<td>Continue APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>PAM</td>
<td>BA/BS</td>
<td>Earth and Planetary Sciences</td>
<td>Begin APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>PAM</td>
<td>MA</td>
<td>Earth and Planetary Sciences</td>
<td>Begin APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>PAM</td>
<td>BS</td>
<td>Meteorology</td>
<td>Begin APR in 2009-2010</td>
</tr>
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<td>Psy.</td>
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<td>Psychology</td>
<td>Completed APR in May 2009</td>
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<td>Soc. Sci.</td>
<td>BA/BS</td>
<td>Anthropology/Sociology</td>
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<td>BA</td>
<td>Economics</td>
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<td>Soc. Sci.</td>
<td>BA/BS</td>
<td>Political Science</td>
<td></td>
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<td>BA/BS</td>
<td>Social Sciences</td>
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<td>WLCP</td>
<td>BA/BS</td>
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<td>WLCP</td>
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<tr>
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<td>WLL</td>
<td>BA/BS</td>
<td>Spanish</td>
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<td>American Studies</td>
<td>Complete APR in 2009-2010</td>
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<td>BA/BS</td>
<td>Contract Major (individualized study)</td>
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<tr>
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<td>AS</td>
<td>Liberal Arts</td>
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<td>JLA</td>
<td>MS</td>
<td>Justice Administration</td>
<td>Begin APR in 2009-2010</td>
</tr>
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<td>JLA</td>
<td>BS</td>
<td>Justice and Law Admin</td>
<td>Begin APR in 2009-2010</td>
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<td>Accounting</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
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<tr>
<td></td>
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<td>BBA</td>
<td>Finance</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
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<tr>
<td></td>
<td>Mgt.</td>
<td>BBA</td>
<td>Management</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
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<tr>
<td></td>
<td>MIS</td>
<td>BBA</td>
<td>Management Info Systems</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
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<tr>
<td></td>
<td>Mkt.</td>
<td>BBA</td>
<td>Marketing</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
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<tr>
<td></td>
<td>MBA</td>
<td>MHA</td>
<td>Business Administration</td>
<td>Assoc. to Advance Collegiate Schools of Business Pre-Candidacy August 2009</td>
</tr>
<tr>
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<td>Educ./EP</td>
<td>MS</td>
<td>Education</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
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<tr>
<td></td>
<td>Educ./EP</td>
<td>MAT</td>
<td>Master of Arts in Teaching</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
</tr>
<tr>
<td></td>
<td>Educ./EP</td>
<td>BS</td>
<td>Elementary Education</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
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<tr>
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<td>Educ./EP</td>
<td>BS</td>
<td>Secondary Education</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
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<tr>
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<td>HPX</td>
<td>BS</td>
<td>Health Education</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
</tr>
<tr>
<td></td>
<td>HPX</td>
<td>BS</td>
<td>Health Promotion Studies</td>
<td>New program in Spring 2009 / Licensed by the CT State Dept. of Ed. (SDE)</td>
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<td></td>
<td>Nursing</td>
<td>BS</td>
<td>Nursing</td>
<td>Comm. on Coll. Nursing Ed. Accreditation in October 2008, accreditation through 2019</td>
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<tr>
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<td>Nursing</td>
<td>MSN</td>
<td>Nursing</td>
<td>Comm. on Coll. Nursing Ed. Accreditation in October 2008, accreditation through 2019</td>
</tr>
<tr>
<td></td>
<td>SW</td>
<td>BA</td>
<td>Social Work</td>
<td>Council on Social Work Education Accreditation through 2012</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Art</td>
<td>BA</td>
<td>Art</td>
<td>Continue APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>MFA</td>
<td>Visual Arts</td>
<td>Continue APR in 2009-2010</td>
</tr>
<tr>
<td></td>
<td>Music/ME</td>
<td>BA</td>
<td>Music</td>
<td>National Assoc. of Schools of Music Site Visit in March 2009, accreditation through 2019</td>
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<tr>
<td></td>
<td>Music/ME</td>
<td>BM</td>
<td>Music (Perf., Comp., Theory)</td>
<td>National Assoc. of Schools of Music Site Visit in March 2009, accreditation through 2019</td>
</tr>
<tr>
<td></td>
<td>Music/ME</td>
<td>BS</td>
<td>Music Education</td>
<td>National Assoc. of Schools of Music Site Visit in March 2009, accreditation through 2019</td>
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<td>Theatre</td>
<td>BA</td>
<td>Theatre Arts</td>
<td>Begin APR in 2009-2010</td>
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