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

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

Agenda

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

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

<table>
<thead>
<tr>
<th>PROJECT NAME</th>
<th>PROJECT SUBSTANTIAL COMPLETION DATE</th>
<th>BUDGET</th>
<th>EXPENDITURES TO DATE</th>
<th>PROJECTED EXPENDITURES</th>
<th>PROJECTED VARIANCE (Budget - Projected Expenditures)</th>
<th>PERCENTAGE OF COMPLETION</th>
<th>PROJECT IN SCHEDULE</th>
<th>REASON FOR DELAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSUS</strong></td>
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<tr>
<td>CCSU Barnard Hall Roof Replacement/Entryway Improvements</td>
<td>8/1/2010</td>
<td>2,146,000</td>
<td>1,711,604</td>
<td>2,146,000</td>
<td>0%</td>
<td>N</td>
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<td>Redesign occurred to maintain budget</td>
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<td>Burritt Library HVAC Code Compliance Improvement</td>
<td>8/1/2010</td>
<td>2,182,000</td>
<td>186,204</td>
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<td>Davidson Hall Windows &amp; Door Repl. - Phase 2</td>
<td>TBD</td>
<td>317,322</td>
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<tr>
<td>Gillette UNICOM Improvements - Period 2 Redesign</td>
<td>12/15/2010</td>
<td>40,000</td>
<td>40,000</td>
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<td>Kaiser Hall Gym &amp; Lobby HVAC Improvements - design service only</td>
<td>6/1/2010</td>
<td>82,500</td>
<td>10,816</td>
<td>82,500</td>
<td>13%</td>
<td>N</td>
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<td>Project Scope &amp; Budget Under Review</td>
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<td>Marcus White Fire Code Improvements</td>
<td>6/15/2010</td>
<td>1,181,000</td>
<td>785,915</td>
<td>1,181,000</td>
<td>67%</td>
<td>Y</td>
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<td>Security Improvements - General Fund Buildings - design service only</td>
<td>12/15/2010</td>
<td>40,500</td>
<td>40,500</td>
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<td>Window Replacement in Four General Fund Buildings</td>
<td>2,429,000</td>
<td>664,876</td>
<td>2,429,000</td>
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<td>Y</td>
<td></td>
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<td><strong>ECSU</strong></td>
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<td>ECSU General Fund Minor Capital Improvements Program (FY 2009 &amp; 2011) Ongoing</td>
<td>2,228,000</td>
<td>802,991</td>
<td>2,228,000</td>
<td>36%</td>
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<td>HTHW Line Replace between North Heat Plant (Phase II) &amp; Emergency Repairs</td>
<td>710,548</td>
<td>696,709</td>
<td>710,548</td>
<td>0%</td>
<td>98%</td>
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<td>HTHW Line Replacement North of Student Center</td>
<td>705,000</td>
<td>298,679</td>
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<td>Major Campus Entrances</td>
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<td>394,044</td>
<td>516,164</td>
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<td>Renovate 333 Prospect Street - Phase ii - Interior</td>
<td>552,000</td>
<td>18,100</td>
<td>552,000</td>
<td>3%</td>
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<td>Security Improvements - General Fund Buildings - design service only</td>
<td>2,857,242</td>
<td>297,022</td>
<td>2,857,242</td>
<td>10%</td>
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<td><strong>SCSU</strong></td>
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<td>SCSU Academic Laboratory Building (New) - Design Only</td>
<td>11/7/2014</td>
<td>9,889,000</td>
<td>2,710,002</td>
<td>9,889,000</td>
<td>27%</td>
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<td>Buley Library Addition &amp; Renovations</td>
<td>1/1/2013</td>
<td>2,046,000</td>
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<td>Earl Hall Mechanical &amp; Electrical Upgrades</td>
<td>1/24/2011</td>
<td>6,530,000</td>
<td>348,737</td>
<td>6,530,000</td>
<td>5%</td>
<td>Y</td>
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<td>Higgins Hall Annex - HVAC Improvements</td>
<td>6/30/2011</td>
<td>280,000</td>
<td>131,230</td>
<td>280,000</td>
<td>47%</td>
<td>Y</td>
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<td>Higgins Hall Annex - Two New Lecture Halls (Classroom Re-configuration)</td>
<td>9/1/2011</td>
<td>699,258</td>
<td>647,025</td>
<td>699,258</td>
<td>93%</td>
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<td>Network Upgrades between Midtown &amp; Westside Campuses</td>
<td>7/30/2011</td>
<td>799,000</td>
<td>149,000</td>
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<td>19%</td>
<td>N</td>
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<td>Construction Close-out issues</td>
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<td><strong>SYSTEM</strong></td>
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<td>New &amp; Replacement Equipment (FY 2009) Ongoing</td>
<td>10,000,000</td>
<td>9,372,435</td>
<td>10,000,000</td>
<td>94%</td>
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<td>New &amp; Replacement Equipment (FY 2011) Ongoing</td>
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<td>5,263,163</td>
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<td>66%</td>
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<td>New &amp; Replacement Equipment (FY 2012) Ongoing</td>
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<td><strong>TOTALS</strong></td>
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</table>

### Project Schedule Color Code

- **Significant Project Schedule Issue**
- **Minor Project Schedule Issue**
- **Project is within Schedule Issue**

**ACTIVITY SINCE PREVIOUS REPORT**

- **重大项目进度问题**
- **次要项目进度问题**
- **项目进度问题**
MEMORANDUM

To: Dr. Robert Kennedy, Interim President, Board of Regents
From: Ross Tomlin, President, QVCC
Date: January 25, 2012

RE: Recommendation on Sabbatical Request

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

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

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

cc: Dean Amy DeSonia
Brian Lynch
BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES
CONGRESS BARGAINING UNIT
APPLICATION FOR SABBATICAL LEAVE
Academic Year 2011-2012

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

**Name** __________  Brian Lynch  __________ __________ __________

**Position** __________  Professor  __________

**College** __________  Quinebaug Valley  __________

**Date of initial employment at the college** __________  Jan. 1994  __________

**Dates of previous leaves or other interruptions in service** __________

**TYPES OF SABBATICAL LEAVE REQUESTED**

Select one:

- [ ] Half-year/full-salary
- [ ] Half-year/half-salary
- [X] Full-year/half-salary
- [ ] Other (specify)

**Dates of proposed sabbatical leave** __________  Jan. 2013  __________

**Alternative dates (if acceptable)** __________  Aug. 2012  __________

**I. Objective of the leave.** To focus intensively on what has been developed and what continues to be developed at the college as systematic, multi-faceted learning outcomes assessment. This will also involve investigation of and comparison with developments in assessment that have been under way at a number of our other Connecticut Community Colleges, as well as colleges with which I have been regularly in touch over the past six years or more. In the framework of the kinds of methodologies typical of my discipline (anthropology) I have been largely in the "participant-observer" mode in relation to learning assessment for nearly a decade (if not more); this sabbatical leave would afford me the key opportunity to step into the second phase—to be able to step back from the participant-observer role, and take the time to analyze in depth what I have observed, and to share the results with the college, the System, and other similar institutions.
II. How will the leave contribute to your professional development?
Learning assessment has been a core commitment for me for more than a decade. During this time I have worked to find ways to help our efforts become a matter of effective, pedagogically relevant and rooted practice on an institutionally supported basis. Taking time to gather materials from years of our experience and efforts at our college, along with materials and reflections from other colleges both within and outside our system, would help me carry out both for myself as “participant observer” as well as a long-term contributor to the life of the college, a collation, assessment, and renewal of this important and ongoing commitment. It would enable me to share this work as well—through writing and further collegial networking—with other colleges, as well as with my professional associations (NEAIR, SACC, AAA, NEEAN, AAEEL, TYCA, and Alverno College).*

III. How will the leave benefit the college?
This would help the college through the further deepening of what we do in the name of effective learning assessment, on which we have already worked for over a decade.

IV. One a separate page, describe in detail the activities to be undertaken during the sabbatical leave. See attached

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

No X
Yes ___ If yes, please describe

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

Signature ____________________________________________ Date ____________

*Note: The asterisk indicates an attachment or reference that is not provided in the document.
AK/165
9/6/96

*Explanation of Professional Association Acronyms:

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

Toward my sabbatical time I would carry out the following:

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

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

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

Through the above efforts, I would aim to write—from a cultural anthropologist’s perspective—about what we have been doing at the college, and in comparison to efforts found elsewhere in higher education, especially among community colleges. While in many venues the focus for sharing about learning assessment has been on things like “best practices,” techniques, or tools, there is a serious lack in our understanding of how to grow and sustain institutionally supported efforts of learning assessment in higher education. This would be the focus of my sabbatical research and writing, the results of which I would then aim to share, locally at the college, within our System, with other colleges outside our System, and through the professional organizations in which I have participated. In these efforts, too, I would engage and include the local work already being done by the main colleagues with whom I have worked on assessment—to highlight the principles and practices through which they have already been working on models of institutionally integrated and supported learning assessment.
October 26, 2011

To: President Ross Tomlin  
Cc: Dean Amy DeSonia  
From: Professional Development and Sabbatical Leave Committee,  
  Scott DeShong (chair), Donna Albeke, Denise Walsh, Kim Rich  
Subject: Sabbatical Leave Proposal of Brian Lynch

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

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

From: Ross Tomlin, President, QVCC

Date: January 25, 2012

RE: Recommendation on Sabbatical Request

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

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

cc: Dean Amy DeSonia
Barbara Presson
BOARD OF TRUSTEES OF COMMUNITY-TECHNICAL COLLEGES
CONGRESS BARGAINING UNIT
APPLICATION FOR SABBATICAL LEAVE
Academic Year 2011-2012

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

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

TYPES OF SABBATICAL LEAVE REQUESTED

Select one:

x Half-year/full-salary
___ Half-year/half-salary
___ Full-year/half-salary
___ Other (specify)

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

I. Objective of the leave. Develop fluency in Spanish language.

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

III. How will the leave benefit the college? Because of the reasons cited above, I'll better serve the College community as a fluent Spanish
speaker. In addition, at the Willimantic campus, the becoming another bilingual staff member will help compensate for the changes in leadership at the Center, including the loss of a native Spanish speaker as Center Director. Finally, the availability of another bilingual staff member in Danielson will serve the College community as well.

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

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

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

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

Signature  Barbara Presson  Date  11/14/11*

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

RECOMMENDATION

Supervisor  yes  no
ITEM
Award of the Title Connecticut State University Professor to Jeffrey Trawick-Smith

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

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

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

The designation of CSU Professor for Dr. Trawick-Smith has been recommended by Presidents Kennedy and Nuñez and is in compliance with the provisions of the AAUP contract.
February 16, 2012

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

Dear President Nunez:

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

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

Sincerely,

Robert A. Kennedy
Interim President
Connecticut State Colleges & Universities

RAK:jsn

Cc: Michael Meotti, Finance & Administration Committee
Louise Feroe, Academic & Student Affairs Committee
Erin Fitzgerald, Associate to the Board of Regents
February 7, 2012

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

RE: CSU Professor

Dear Dr. Feroe:

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

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

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

CSU A University of the CSU System ■ An equal opportunity institution
Dr. Louise H. Feroe  
February 7, 2012  
Page 2

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

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

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

Sincerely,

Elsa M. Núñez  
President  

EMN/cld

c: Dr. Robert Kennedy, President  
   Board of Regents for Higher Education
CURRICULUM VITAE
Jeffrey Trawick-Smith

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

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

Educational Background

Ed.D. Indiana University 1978

Major: Early Childhood Education
Minor: Sociology

Dissertation: An Analysis of the Dramatic Play Behavior of Young Children in Early Educational Programs.

M.A. University of Louisville 1974

Concentration: Elementary Education with Kindergarten Endorsement

B.A. Vanderbilt University 1972

Major: Economics
Concentration: African-American Studies

Professional Experience

1982-Present Eastern Connecticut State University:

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

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


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

Educational Coordinator, Child and Family Development Resource Center, ECSU (2006-present)
1979-82  Temple Early Childhood Education Center, Louisville, Kentucky, Director/Lead Preschool Teacher

1980-82  Indiana University Southeast, Adjunct Instructor in Education, Division of Education

1978-80  Indiana University Southeast, Assistant Professor, Division of Education

1977-78  Indiana University, Associate Instructor, School of Education

1977    Indiana University and Singer Foundation, Grant Project Director/Instructor, Child Care Careers Program

1977    Indiana University/Purdue University at Indianapolis, Instructor, Division of Education

1974-75  University of Minnesota Child Care Center, University of Minnesota, Child Care Teacher

1972-74  Louisville, Kentucky Public Schools, Elementary/Kindergarten Teacher (kindergarten, 1973-74; first and second grade, 1972-73)

Awards and Honors

2011    2011 Telly Award (national award for outstanding video, television, and film productions) for writing/appearing in “The Importance of Play,” for the Center for Early Childhood Education, ECSU (Denise Matthews, producer).


2004    CSU Professor (The highest award presented to a faculty member within the Connecticut State University system for outstanding scholarship and national recognition in one’s field.)

1998    Distinguished Professor (The highest award presented to a faculty member at Eastern Connecticut State University for excellence in scholarship.)

Books:

Publications


**Chapters:**


**Articles (Refereed Journals):**


Development and Care, 181, 909-927.


Trawick-Smith, J. (1988). Let's say you're the baby, okay?: The play leadership and following behaviors of young children. *Young Children, 43*, 44-56.


**Book Reviews:**


**Web-Based Publications (Non-Refereed)**


**Media Programs**


**Grants**

$1,184,000. (under review). (with Sudha Swaminathan and Julia DeLapp). *Developing a teacher-child mathematics discourse intervention to promote the mathematics learning of...*
*preschool children living in low income urban neighborhood.* Institute of Education Science, U.S. Department of Education.


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

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

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

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


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

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

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

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

**Total Grant Funding: $5,561,700**
National Boards and Committees


Chair, Search Committee, Editor of *Journal of Early Childhood Teacher Education*
Chair, Researchnets
Chair, Dissertation Awards Committee
Member, Editorial Board
Member, Nominating Committee
Member, Publications Committee
Member, Conferences Steering Committee


Chair, Dissertation Awards Committee
Chair, Nominating Committee

Editorial/Review Work

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

Reviewer, *Early Childhood Research Quarterly*

Reviewer, *Journal of Research in Childhood Education*

Reviewer, *Social Development*

Reviewer, Book Manuscripts, Teachers College Press

Reviewer, Book Manuscripts, Routledge Falmer Publishers

Reviewer, Book Manuscripts, Delmar Publishers

Reviewer, Book Manuscripts, State University of New York Press

Reviewer, Book Manuscripts, Merrill Publishing

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

**National Consultantships**

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

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

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

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

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

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

**National and International Papers**


of the National Association for the Education of Young Children, Orlando, FL.


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


Trawick-Smith, J. (2004, November). Can adults be trusted to play with children?: How teachers scaffold young children’s symbolic play in preschool. Invited paper to be presented at the
Annual Play Research Forum of the Association for the Study of Play, National Association for the Education of Young Children, Anaheim, CA.


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


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


Raggazine, D., Stamm, L., & Trawick-Smith, J. (1994, November). "Connecticut Charts a Course:" A higher education articulation plan that works. Presentation at the annual meeting of the National Association for the Education of Young Children, Atlanta.


**Regional, State, and Local Presentations**

"A long, long time ago, people wore rags and the floor was just dirt:” Helping Preschool Children Learn About History and Geography. Presentation to the City of Hartford Child Development Center annual conference, May, 2008


“Lessons from a preschool technology project in the United States,” Seminar to graduate students of the University of Yoensuu, Savonlinna, Finland, September, 2003.
"Facilitating positive peer relations in diverse classrooms." Presentation at the annual meeting of the Connecticut Association for the Education of Young Children, Windham, CT, September 28, 2002.


"Language, Literacy, and Culture," Presentation to the Hartford Association for the Education of Young Children, Hartford, CT, April 2, 1997.


"Classroom Space, Learning Centers, and NAEYC Accreditation," Presentation to Colchester Public Schools Kindergarten Teachers, January 8, 1997.


"Learning Styles and Models of Teaching," Full day workshop to Project IMPACT participants, New Britain, CT, February 25, 1994.


"Adult-Child Interactions in the Family Child Care Home," Keynote address to conference of Southeastern Connecticut Family Child Care Providers, Groton, CT, May 1, 1993
"Models of Learning and Teaching: Applying Constructivist and Social Interactionist Perspectives in the College Classroom." Presentation at the Teaching and Learning Conference, Connecticut State University, New Britain, CT., April 23, 1993

"Enhancing the Skills of Friendship in the Early Years, Part I," November, 1992, Presentation to the WACAP Head Start staff, Putnam, CT.

"Enhancing the Skills of Friendship in the Early Years, Part II," February, 1993, Presentation to the WACAP Head Start staff, Putnam, CT.

"On the Peculiar Career of the Family Day Care Provider." October, 1992, Keynote Address, Family Day Care Providers of Southeast Connecticut, annual conference, Norwich, CT.


"Enhancing the Social Competence of Young Children Ages 3 to 5 Years, Part II," May, 1992, Presentation for EASTCONN Early Childhood Network Inservice, Hampton, CT.

"Enhancing the Social Competence of Young Children Ages 3 to 5 Years, Part I, November, 1991, Presentation for EASTCONN Early Childhood Network Inservice, Hampton, CT.

"Looking At Children's Play: A Window to Development," October, 1991, Project Learn Conference or Family Day Care Home providers.


"Designing Play Space in a Child Care Center," Mansfield Day Care Center Professional Development Series.


"Observation of Young Children's Classroom Behaviors," October, 1987, WACAP Head Start Conference.


"Seeking A Balance Between Compliance and Autonomy in Early Childhood," April, 1987, Program, Quinebaug Valley Community College.

"Discussing Sensitive Subjects with Young Children," May 1987, Program Quinebaug Valley Community College.


"Some Mysteries About Child Language Learning -- Parts 1 and 2, October 1986, Connecticut Association for the Education of Young Children Annual Conference.


"Enriching Young Children's Sociodramatic Play," May, 1982, Louisville, Kentucky Association on Children Under Six Annual Conference.


"Preparing Young Children for Hospitalization," With Richard Thompson, October, 1980, Indiana Association for the Education of Young Children Annual Conference.

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

Regional, State and Local Board Memberships and Consultantships

Member, State Department of Education Preschool Curriculum Guide Committee.

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

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

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


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

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

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

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

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

Consultant, Montville School District Primary Grades Developmentally Appropriate Practices Team
Consultant, Colchester Public Schools Kindergarten Team

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

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

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

Consultant/In-Service Presenter, TVCCA Day Care Programs

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

Consultant, presenter, EASTCONN Substitute Teacher Training Program

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

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

Board President, Oak Grove Montessori School Board of Directors

Board President, Community Children's Center

Board Member, Saxton B. Little Free Public Library

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

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

Consultant/Presenter, State of Connecticut Day Care Directors Association

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

Presenter, Mansfield Day Care Center Professional Development Program

Consultant, Lyme School District Kindergarten Reform Project

Founding Chair/Member, Windham Early Childhood Education Consortium
Member, Windham Public Schools/Eastern Connecticut State University/University of Connecticut Professional Development Collaboration

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

Chair, Search Committee for Academic Vice President of ECSU.

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

Elected Member, Faculty Workload Committee.

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

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

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

Member, 3 Search Committees for faculty members in Education.

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

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

Member, Distinguished Faculty Member Selection Committee

Member, Search Committee, University Grants Officer

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

Member, University Research Advisory Committee

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

Member, University Task Force on Strategic Choices

Member, University Promotion and Tenure Committee

Member, Faculty Senate Organization Committee

Accreditation Coordinator and Principal Author of 2 Institutional Accreditation Reports to the
State Department of Education

Member, Graduate Studies Committee

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

Chair/member, University Sabbatic Leave Committee

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

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

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

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

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

Major Department Committees (over the last 6 years)

Chair, Education Department

Coordinator, Early Childhood Education Unit

Chair, Member, Field Experiences Committee

Chair, Member, Department Evaluation Committee

Member, Assessment Committee

Member, Committee on Admission and Retention in Education

Member, Committee on Excellence and Diversity in Education

Member, Educational Experiences Committee

Member, Professional Development Schools Committee

Member, Numerous Ad Hoc and Search Committees

Courses Taught At Eastern Connecticut State University
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ECE 315</td>
<td>Classroom Environments in ECE I</td>
</tr>
<tr>
<td>ECE 320</td>
<td>Language and Literacy I</td>
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<tr>
<td>ECE 340</td>
<td>Classroom Environments in ECE II</td>
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<td>ECE 440</td>
<td>Play and Development</td>
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<td>ECE 500</td>
<td>Advanced Study of Early Childhood Development</td>
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<td>ECE 501</td>
<td>Families, Community, and Culture</td>
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<td>ECE 502</td>
<td>Program Models and Teaching Practices in Early Childhood Education</td>
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<tr>
<td>ECE 503</td>
<td>Language and Literacy Development</td>
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<td>ECE 504</td>
<td>Early Childhood Curriculum</td>
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<td>EDU 200</td>
<td>Child and Adolescent Development and Exceptionalities</td>
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<tr>
<td>EDU 300a</td>
<td>Child Development</td>
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<tr>
<td>EDU 300b</td>
<td>Learning and Teaching</td>
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<tr>
<td>EDU 307</td>
<td>Professional Experiences in Early Childhood Education</td>
</tr>
<tr>
<td>EDU 418</td>
<td>Preschool Curriculum</td>
</tr>
<tr>
<td>EDU 508</td>
<td>Introduction to Research</td>
</tr>
<tr>
<td>ECE 509</td>
<td>Seminar for Preservice Teachers</td>
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</tbody>
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ITEM

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

RECOMMENDED MOTION FOR FULL BOARD

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

BACKGROUND

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

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

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

The scope of work for this project includes the development of a state of the art communications center, improvements to the front reception area for enhanced security, and the development of additional office space to accommodate increases in staffing. The front reception counter will be replaced with new millwork and a bulletproof glass wall to prevent visitors from accessing the open office area and dispatch area behind the counter. A redesign of the front counter is required to improve visibility of the main entrance for officers seated in the open office area, make provisions for persons with disabilities, and include storage and space for file cabinets. The communications center will be enhanced with two work stations equipped with computers, security monitors and other communications equipment. This equipment will enhance communication with city and state law enforcement agencies, the 911 emergency services, the university’s fire
alarm system, on-campus emergency phones and security cameras. New air conditioning systems will be installed as required to address the expected additional heat gain generated from the new communications equipment. Other features of the room will include anti static floor finishes, anti glare lighting and dimming capability. New office space will be created by converting janitorial storage space into an office and developing another office by making more efficient use of corridor space. A shared open office space will be reorganized with modular furniture to accommodate an additional police officer. All renovated areas will include new floor finishes, repainted walls, new ceilings and new lighting, and relocation of fire suppression systems as required. Renovations to the first floor corridor of Granoff Hall will include removal of asbestos-containing floor tiles, new floor finishes, painting and new ceilings, additional file/storage alcoves, and evidence storage units. The basement area of Granoff Hall will be renovated to include a new equipment rack room and code upgrades to the locker rooms that include a heat, air conditioning and ventilation system (presently there is no heat, air conditioning or ventilation in the basement.)

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

3/8/12 – Finance and Administration Committee
3/15/12 – Board of Regents
ITEM
The appointment of a Secretary to the Board of Regents for Higher Education

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

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

ANALYSIS
Erin Fitzgerald is a member of the President’s Executive Staff serving as the Associate Director for Board Affairs. Having served capably in this capacity and having satisfactorily performed the functions of the Board Secretary since the Board’s establishment in July 2011, the Board of Regents for Higher Education appoints Erin A. Fitzgerald as the Secretary of the Board of Regents for Higher Education in compliance with Board Bylaws, Section 2, Officers of the Board of Regents.
ITEM
Approval of transfer of deposit of gifts received from The Residuary Trust under the will of Alexander Jarvis to the MCC Foundation for the general purposes of the college.

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

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

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

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

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

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