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Agenda, February 18, 2010

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University of
Connecticut

Board of



TRUSTEES

VOL. 95 FEBRUARY 18, 2010

**MEETING OF THE BOARD OF TRUSTEES
UNIVERSITY OF CONNECTICUT**

AGENDA

University of Connecticut
Rome Commons Ballroom
South Campus Complex
Storrs, Connecticut

February 18, 2010

OPEN SESSION

Call to order at 11:00 a.m.

EXECUTIVE SESSION

1. Executive Session anticipated to discuss commercial or financial information given in confidence, and preliminary drafts and notes.
2. Close Executive Session.

OPEN SESSION

Call to order at 1:00 p.m.

1. Public Participation
2. Chairman's Report
 - (a) Matters outstanding
 - (b) Minutes of the meetings of November 5, 2009 and December 10, 2009
 - (c) Consent Agenda Items:
 - (1) Contracts and Agreements for the Storrs-based programs and the Health Center (Attachment 1)
 - (2) Signature Authority for and Board of Trustees Review of Contracts (Attachment 2)
 - (3) Appointment of Professor Michael Neumann as the Stuart and Joan Sidney Professorship of Mathematics in the College of Liberal Arts (Attachment 3)
 - (4) Appointment of Professor Patricia McCoy to the Connecticut Mutual Chair in Insurance Law in the School of Law (Attachment 4)
 - (5) Appointment of Professor Angel Oquendo to the Position of George J. and Helen M. England Professor of Law (Attachment 5)
 - (6) Appointment of Professor Michael Willenborg to the Richard F. Kochanek Professorship in Accounting in the School of Business (Attachment 6)
 - (7) Appointment of Professor Eric H. Jordan to the United Technologies Corporation Professor of Advanced Materials and Processing in the School of Engineering (Attachment 7)
 - (8) Appointment of Professor Emmanouil (Manos) Anagnostou to the Northeast Utilities Foundation Chair of Environmental Engineering in the School of Engineering (Attachment 8)

- (9) Graduate Certificate Program in School-Wide Positive Behavior Support in the Neag School of Education (Attachment 9)
 - (10) Graduate Certificate Program in Program Evaluation in the Neag School of Education (Attachment 10)
 - (11) Graduate Certificate Program in Postsecondary Disability Services in the Neag School of Education (Attachment 11)
 - (12) Bachelor of Professional Studies, an Undergraduate Degree Completion Program in the Center for Continuing Studies (Attachment 12)
 - (13) Bachelor of Science Degree in Business Administration (Hartford, Stamford, and Waterbury Regional Campuses) (Attachment 13)
 - (14) Approval to add a Cell Analysis and Modeling Concentration to the Ph.D. Field of Study in Biomedical Sciences at the University of Connecticut Health Center (Attachment 14)
 - (15) Rename the Master of Arts Degree Program now called Field of Study in Professional Higher Education Administration to Higher Education and Student Affairs in the Neag School of Education (Attachment 15)
 - (16) Sabbatical Leaves (Attachment 16)
 - (17) Designation of Emeritus Status (Attachment 17)
- 3. President's Report
- 4. Academic Affairs Committee Report
 - (a) Report on Committee activities
- 5. Financial Affairs Committee Report
 - (a) Report on Committee activities
 - (b) Items requiring Board discussion and approval:
 - (1) Fiscal Year 2011 Institutional Fees (Tuition, Room & Board) for the University of Connecticut, Storrs and Regional Campuses (Separate cover)
 - (2) Fiscal Year 2011 Student Activity and Service Fees for the University of Connecticut, Storrs and Regional Campuses (Attachment 18)
 - (3) Fiscal Year 2011 Academic Materials Fees for the University of Connecticut, Storrs and Regional Campuses (Attachment 19)
 - (4) Fiscal Year 2012 University of Connecticut School of Law Winter Term Fee (Institutional Fee) (Attachment 20)
 - (5) Revised Allocation of Bond Authorizations as set forth in the Fifteenth Supplemental Indenture (University of Connecticut General Obligation Bonds) (Attachment 21)
 - (6) Project Budget (Planning) for the Fine Arts Phase II – Core Building (Attachment 22)
 - (7) Project Budget (Planning) for Jorgensen Renovation – Auditorium Seating Replacement (Attachment 23)

- (8) Project Budget (Planning) for Mirror Lake Dredging and Related Improvements (Attachment 24)
- (9) Project Budget (Planning) for the West Hartford Campus Renovations/Improvements – Chemistry Lab (Attachment 25)
- (10) Project Budget (Planning) for the West Hartford Campus Renovations/Improvements – Student Lounge and Office Relocation (Attachment 26)
- (11) Project Budget (Planning) for the University of Connecticut Health Center Dental School Renovation (Orthodontics Renovation) (Attachment 27)
- (12) Project Budget (Revised Planning) for Engineering Building – Planning and Design (Attachment 28)
- (13) Project Budget (Revised Planning) for Gant Building Renovations – Phase I (Existing Conditions and Design Assessment) (Attachment 29)
- (14) Project Budget (Design) for the Residential Life Facilities – Hale and Ellsworth Elevator Replacement (Attachment 30)
- (15) Project Budget (Design) for a Water Reclamation Facility (*formerly Gray Water Facility*) (Attachment 31)
- (16) Project Budget (Design) for the University of Connecticut Health Center Datacenter Infrastructure Improvements, Phase I (Attachment 32)
- (17) Project Budget (Final) for the Residential Life Facilities – Window Replacement Graduate Residence Halls (Attachment 33)
- (18) Project Budget (Final) for the University of Connecticut Health Center Dowling South Chiller Replacement (Attachment 34)
- (19) Project Budget (Revised Final) for the School of Engineering Renovations (Attachment 35)
- (20) Project Budget (Revised Final) for the University of Connecticut Health Center Dental School Renovation (Preclinical Teaching and Prosthetics Labs) (Attachment 36)

(c) Informational item:

- (1) UCONN 2000 Book 29:
<http://www.uc2000.uconn.edu/reports/report29/report29.pdf>

- 6. Joint Audit and Compliance Committee Report
 - (a) Report on Committee activities
- 7. Buildings, Grounds and Environment Committee Report
 - (a) Report on Committee activities
- 8. Construction Management Oversight Committee Report
 - (a) Report on Committee activities

9. Health Center Report
 - (a) Report on Health Center activities
 - (b) Item requiring Board discussion and approval:
 - (1) Proposed Tuition and Fees Rates for Fiscal Year 2011 for the University of Connecticut School of Medicine and School of Dental Medicine (Attachment 37)
10. Student Life Committee Report
 - (a) Report on Committee activities
 - (b) Item requiring Board discussion and approval:
 - (1) Revision of Student Trustee Election Committee By-Laws (Attachment 38)
11. Institutional Advancement Committee Report
 - (a) Report on Committee activities
 - (b) Development Progress Executive Summary (Attachment 39)
12. Other
13. Adjournment

The next meeting of the Board of Trustees is scheduled for Tuesday, March 23, 2010 at 1:00 p.m. at the Rome Commons Ballroom (South Campus Complex), Storrs, Connecticut.

PLEASE NOTE: *If you are an individual with a disability and require accommodations, please call the Board of Trustees Office at 486-2333 prior to the meeting.*

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**CONTRACTS AGREEMENTS
FOR APPROVAL
FEBRUARY 18, 2010**

PROCUREMENT - NEW						PROCUREMENT	
No.	Contractor	Approval Amount	Term	Fund Source	Program Director	Purpose	
1	BSC Group	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
2	BL Companies	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
3	BVH Integrated Services, Inc.	\$750,000	03/01/10-02/29/13	Multiple Sources	Jeffrey Reynolds, Int. Assoc VP for Admin and Op Svcs	Professional Services On-Call Contract for Building Commissioning Services for various projects for use at the University as added outsourced support on a project by project basis for project monitoring, construction inspection, and/or field observation, and reporting. Program will be utilized for the ongoing project monitoring and administrative support regarding all building commissioning and LEED reporting.	
4	Carol R Johnson Associates, Inc.	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
5	Clinical Research Management, Inc.	\$1,331,956	6/15/09-09/31/13	Research Fund	Michael Crouch, Ed D., Executive Director, OSP	Collaborate with Dr. Peter Burkhard of the Institute of Material Sciences to provide task based services on a project entitled, "Malaria Vaccine Based on Self-Assembling Polypeptide Nanoparticles (SAPN)." "	
6	Copley Wolf Design Group	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
7	Farnsworth Group, Inc.	\$750,000	03/01/10-02/29/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Building Commissioning Services for various projects for use at the University as added outsourced support on a project by project basis for project monitoring, construction inspection, and/or field observation, and reporting. Program will be utilized for the ongoing project monitoring and administrative support regarding all building commissioning and LEED reporting.	
8	HDR/CUH2A	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
9	Hispanic Health Council, Inc.	\$1,048,548	10/01/09-03/31/10	Research Fund	Michael Crouch, Ed D., Executive Director, OSP	Collaborate with Dr. Valerie Duffy of the Department of Allied Health Sciences on the project entitled, "Supplemental Nutrition Assistance Program - Education: Hispanic Family Nutrition Program (HFNP)." "	
10	Massachusetts Institute of Technology	\$1,058,960	06/01/09-07/31/12	Research Fund	Michael Crouch, Ed D., Executive Director, OSP	Collaborate with Dr. Susanne Yelin of the Department of Physics on the project entitled, "Production, Manipulation and Applications of Ultracold Polar Molecules."	
11	McPhee Electric	\$1,500,000	03/01/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	On-Call Trade Contract for High Voltage Electrical Services for various projects at the University as added outsourced support on a project by project basis.	
12	Milone & MacBroom	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
13	President and Fellows of Harvard College	\$1,177,399	06/01/09-07/31/12	Research Fund	Michael Crouch, Ed D., Executive Director, OSP	Collaborate with Dr. Susanne Yelin of the Department of Physics on the project entitled, "Production, Manipulation and Applications of Ultracold Polar Molecules."	
14	RDK Engineers	\$750,000	03/01/10-02/29/12	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Building Commissioning Services for various projects for use at the University as added outsourced support on a project by project basis for project monitoring, construction inspection, and/or field observation, and reporting. Program will be utilized for the ongoing project monitoring and administrative support regarding all building commissioning and LEED reporting.	
15	Regents of the University of Colorado at Boulder	\$1,833,389	08/01/09-07/31/14	Research Fund	Michael Crouch, Ed D., Executive Director, OSP	Collaborate with Dr. Susanne Yelin of the Department of Physics on the project entitled, "Production, Manipulation and Applications of Ultracold Polar Molecules."	
16	Richter & Cegan, Inc.	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	
17	Saski Associates	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Professional Services On-Call Contract for Landscape Architect for various projects for use at the University as added outsourced support on a project by project basis for project design and administration of landscape projects. Program will be utilized to adhere to standards following the Landscape Master Plan.	

**CONTRACTS AGREEMENTS
FOR APPROVAL
FEBRUARY 18, 2010**

PROCUREMENT - NEW (Continued)					
No.	Contractor	Approval Amount	Term	Fund Source	Program Director
18	Startec	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
19	Strategic Building Solutions	\$750,000	03/01/10-02/29/12	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
20	Symmes Maini & McKee Associates	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
21	TO Design, LLC	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
22	WSP Flack & Kurtz	\$750,000	03/01/10-02/29/12	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin and Op Svcs
23	Wallace Roberts and Todd LLC	\$1,500,000	02/22/10-02/28/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations

PROCUREMENT - AMENDMENTS

No.	Contractor	New Approval Amount	Term	Fund Source	Program Director	Total Expenditures to Date	Expenditures FY08	Expenditures FY07	Purpose
1	888 Consulting d/b/a TAC Worldwide	\$1,039,136 [Total/Contract Amount \$9,931,420]	07/01/05-06/30/10	Auxiliary Services	David Gilbertson, Chief Information Officer	\$5,879,935	\$2,267,660	\$1,165,865	Consulting Services for Peoplesoft Human Capital Management (HCM) System. Initial term of contract 07/01/05-06/30/06; Current amendment allows contractor to provide services through University extended implementation date due to project scope change. Amend for approval of additional projected expenditures through June 30, 2010.
2	BKM Total Office	\$1,400,000 [Total/Contract Amount \$15,300,000]	05/01/03-04/30/15	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$13,900,000	\$1,300,000	\$1,300,000	Exclusive contract for purchase of system office furniture for all University locations. Annual master contract of convenience for office furniture. Amend to exercise the fourth of eight (8) possible extensions.
3	Central Parking Systems of CT Inc.	\$500,000 [Total/Contract Amount \$1,500,000]	05/01/08-04/30/11	Auxiliary Services	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$1,005,949	\$475,856	\$71,500	Parking Management and Operations Services for the North and South Garages and Special Event Parking. Amendment to extend term and increase amount for first one year extension of four (4) possible extensions.
4	Constitution Coach Inc.	\$140,000 [Total/Contract Amount \$627,872]	08/01/03-07/31/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$487,872	\$139,879	\$141,950	Contract to provide charter coach bus service on an "as needed" basis for all University Departments. Amend to approve additional expenditure of \$140,000.
5	Double A	\$170,000 [Total/Contract Amount \$676,845]	08/01/03-07/31/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$506,845	\$166,031	\$199,877	Contract to provide charter coach bus service on an "as needed" basis for all University Departments. Amend to approve additional expenditure of \$170,000.
6	ePlus Technology, Inc.	\$1,000,000 [Total/Contract Amount \$3,000,000]	07/10/09-06/30/10	Multiple Sources	David Gilbertson, Chief Information Officer	\$1,928,362	\$0	\$0	Provide network and security hardware for University Information Technology Services. Initial one-year term of contract UC-10-6991910-G. Amend for approval of additional projected expenditures through June 30, 2010.

**CONTRACTS AGREEMENTS
FOR APPROVAL
FEBRUARY 18, 2010**

PROCUREMENT - AMENDMENTS (Continued)									
No.	Contractor	New Approval Amount	Term	Fund Source	Program Director	Total Expenditures to Date	Expenditures FY08	Expenditures FY07	Purpose
7	Genesis Capital	\$1,500,000 [Total/Contract Amount \$5,500,000]	05/15/07-05/14/13	Multiple Sources	Thomas DeFranco, Dean, Neag School of Education	\$2,751,105	\$994,465	\$1,312,780	Mobile computer lease program for students in the School of Education and CANR Landscape Architecture. Amend to approve additional expenditure of \$1,500,000. First of two possible three (3) year extensions.
8	Orbitz for Business	\$400,000 [Total/Contract Amount \$2,941,000]	02/21/09-10/22/10	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$2,412,000	\$471,000	\$641,000	Exclusive contract for on-line travel services for all University locations. Master contract of convenience for on-line travel services. Amend to exercise the final of three possible extensions and additional expenditure of \$400,000.
9	Peter Pan Bus Lines Inc.	\$140,000 [Total/Contract Amount \$614,408]	08/01/08-07/31/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$474,408	\$139,697	\$182,990	Contract to provide charter coach bus service on an "as needed" basis for all University Departments. Amend to approve additional expenditure of \$140,000.
10	Peter Pan Bus Lines Inc.	\$200,000 [Total/Contract Amount \$386,812]	07/01/06-06/30/10	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$686,812	\$198,000	\$251,577	Provide priority charter bus service on an "as needed" basis for all University departments. Amend to approve additional expenditure of \$200,000.
11	Software House International	\$1,200,000 [Total/Contract Amount \$2,400,000]	06/26/07-06/30/13	Multiple Sources	David Gilbertson, Chief Information Officer	\$1,053,804	\$317,783	\$413,707	Extend agreement for additional 3-year term for the Microsoft Campus Desktop Plan with MS Office Pro/Standard, Mac/Windows. Windows desktop upgrades and core client access, all at contracted pricing as per 06/26/07 executed agreement with vendor. Amend to extend end date and increase total contract value.
12	Solidus	\$200,000 [Total/Contract Amount \$1,965,000]	05/01/03-04/30/15	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$1,765,000	\$145,000	\$220,000	Exclusive contract for purchase of system office furniture for all University locations. Annual master contract of convenience for office furniture. Amend to exercise fourth of eight (8) possible extensions.
13	UIHY	\$118,000 [Total/Contract Amount \$679,962]	01/12/08-12/31/10	Multiple Sources	Michael Walker, Chief Audit & Compliance Officer	\$551,962	\$70,000	\$62,763	Auditing Services and agreed upon procedures for UCONN 2000 Expenditures. Amend for approval of additional expenditure \$118,000 for FY 10. JACC Approval 01/12/2010.
LEASES									
UNIVERSITY AS LESSOR									
No.	Lessee	Annual Amount Receivable	Term	Fund Source	Program Director	Purpose			
1	Biorasis Inc.	\$36,480	04/01/00-03/31/13	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Lease of approximately 608 square feet of space consisting of rooms 106 (lab) and 106A (office) at the Advanced Technology Laboratory in the BioScience Complex located on the grounds of the Storrs campus. Lease will be for three years for a total of \$1,013.33 received per month and \$36,480.00 for the lease term. Lessee to participate in the University Technology Incubation Program (TIP).			
2	EGen, LLC	\$9,360	01/01/10-12/31/10	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Renewal of lease for approximately 468 square feet of laboratory space located in Room 104 of the premises known as the Coast Guard Research and Development Building at Avery Point Campus, Groton, CT. Lease will be for one year for a total of \$780 received per month and \$9,360 for the lease term. Lessee to participate in the University Technology Incubation Program (TIP).			
3	T-Mobile Northeast LLC	\$39,300	05/01/03-04/30/13	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	First Amendment to Lease to increase Antenna Facilities on the tower located at 82 North Eagleville Road, Storrs, CT. Rent will increase \$400/month from \$2,875 to \$3,275 through 04/30/13 and thereafter in accordance with the terms of the Amendment.			
4	Synaptic Dynamics Inc.	\$26,752	04/01/10-03/31/12	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Renewal of lease for approximately 608 square feet consisting of 508 square feet of laboratory space located in Room 103 and office space of 100 square feet located in Room 103A of the premises known as the Advanced Technology Laboratory in the BioScience Complex located on the grounds of the Storrs campus. Lease will be for two years for a total of \$1,114.66/mo. and \$26,752 for the lease term. Lessee to participate in the University Technology Incubation Program (TIP).			
5	Town of Mansfield	\$1	03/01/10-02/28/12	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Renewal of lease for Tredgold Hall on the grounds of the Depot Campus at 123 Walters Avenue, Mansfield for use as cold storage for eviction and old school property.			
6	Town of Mansfield	\$1	03/01/10-02/28/25	Auxiliary Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Renewal of lease for the Main Cafeteria on the grounds of the Depot Campus at 105 Walters Avenue, Mansfield for use as a storage and maintenance repair facility.			

**CONTRACTS AGREEMENTS
FOR APPROVAL
FEBRUARY 18, 2010**

UNIVERSITY AS LESSEE					
No.	Lessor	Annual Amount Payable	Term	Fund Source	Program Director
1	S & G, LLC	\$329,460	05/01/11-04/30/21	Operating Fund - General	Marie Whalen, Chief Operating Officer, UConn Medical Group
2	3190 Whitney Avenue, LLC	\$25,320	04/01/10-08/15/12	Research Fund	Jeffrey Reynolds, Int. Assoc VP for Admin and Op Svcs
<p>Purpose UConn Medical Group to enter into a new lease for 14,000 square feet of Class A medical space in a new building located at 1081 West St., Southington, CT 06489 (Construction will not start until lease execution.) The property will house an expanded an Orthopaedic practice with radiology capabilities, blood draw and generic "swing" office space. Previously approved by the BOD 01/07/10.</p> <p>Lease of space comprising a total of approximately 1,760 square feet of space on the first floor consisting of 2 conference areas, one reception area, five offices, two bathrooms and a kitchen, as well as two storage rooms on the second floor, both 10'x9', at 3190 Whitney Avenue, Hamden, CT. The term of the Lease is from April 1, 2010 through August 15, 2012, with an option to extend for one (1) two-year period at the same rent. Common Area Maintenance fees are \$350 per month. Rent for the space will be paid by grant fund s. The space will be used as offices for the University's Gear Up Program.</p>					

MEMORANDUM OF AGREEMENT

No.	Contractor	Annual Approval Amount	Term	Fund Source	Program Director	Purpose
1	Agrivida Inc.	\$52,348	03/01/10-02/28/15	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Agrivida will provide funding for the design and build out of Greenhouse 5 and 8 at the Agricultural Biotechnology Laboratory in the approx. amount of \$350,000. Agrivida will provide all funding for the completion of the greenhouse construction. Upon completion, Agrivida will donate the greenhouses to the University, but will have complete access until 2/4/15. While occupying the greenhouses, Agrivida agrees to transfer sufficient funds in the amount of \$52,348 to the University to support a full time, permanent agricultural worker to take care of Agrivida's greenhouse needs.
2	Northeast Research and Education Network ("NEREN")	\$332,800	10/03/08-08/16/12	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	First Addendum to add payment of \$32,800 for rack power to the MOA for the University to operate certain of its communications and computing equipment at the Safe Harbor Facilities located at 1 Federal Street, Springfield, MA leased to Northeast Research and Education Network ("NEREN") by RCN Metro Optical Networks. Fees paid by the University will be for rack space, power, network and escort fees. Initial term of Memorandum of Agreement is three (3) years with one (1) option to renew a four (4) year term.
3	Optwind Corp.	\$0	01/28/09-03/31/11	NA	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Amend MOA for an additional one year term for the use of two fields on the northwest side of the University's Torrington campus, 855 University Drive, Torrington, CT for use as a beta test site for erecting up to two patented wind turbine towers and other wind measurement data collection devices to determine whether there is sufficient available wind to operate wind turbines and no other purpose.
4	Town of Mansfield	\$0	180 Days from Date of Agreement Execution	NA	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Agreement to allow temporary access and right of entry to the University's Publications Building (Bldg #142), 1266 Storrs Road, Storrs, CT by the Town of Mansfield for the purpose of allowing a consultant to perform a Hazardous Building Materials Inspection. The property is proposed for demolition as part of the Storrs Center project and the inspection is required prior to demolition.



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Approval of Signature Authority for Board of Trustees Review of Contracts

RECOMMENDATION:

That the Board of Trustees approve the signature authority as designated herein for all University contracts and agreements, including leases ("contracts"). Any contract to retain audit-related professional services in any amount shall require the prior approval of the Joint Audit and Compliance Committee of the Board of Trustees.

The President is authorized to sign any University contract, and is further authorized to delegate in writing his or her signing authority for contracts to other University administrators as he or she may from time to time determine is appropriate. All contracts calling for the expenditure or receipt of funds, goods or services ("value") of \$1,000,000.00 or greater, except contracts for the provision or receipt of academic research services, shall require approval of the Board of Trustees prior to execution by the University. All contracts with a value of \$500,000.00 or greater, but less than \$1,000,000.00, shall be presented to the Board of Trustees as a subsequent information agenda item.

BACKGROUND:

The signature authority as designated herein shall extend to all University contracts and design professional agreements, including leases ("contracts").

Except in exigent circumstances presenting extraordinary conditions or contingencies that could not reasonably be foreseen and guarded against as determined by the President or the Chief Operating Officer, all contracts, or amendments thereof, except as set forth below, calling for the

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Facsimile: (860) 486-1070

expenditure or receipt of funds, goods or services (“value”) of \$1,000,000.00 or greater shall require approval of the Board of Trustees (or the Health Center’s Board of Directors for contracts involving the Health Center) prior to execution by the University. The Board of Trustees shall approve all real estate leases, or amendments thereof, whether the University is the lessor or lessee, prior to execution by the University.

All contracts, or amendments thereof, with a value of \$500,000.00 or greater, but less than \$1,000,000.00, shall be presented to the Board of Trustees (or the Board of Directors for contracts involving the Health Center) as a subsequent information agenda item after execution.

All professional design, professional services or pre-construction related contracts, or amendments thereof (including change orders within the scope of the contract), incorporated into a planning or design Capital Project Budget approved by the Board of Trustees or Board of Directors, and all professional design, professional services, pre-construction or construction-related contracts, or amendments thereof, incorporated into a final Capital Project Budget approved by the Board of Trustees or Board of Directors, may be executed without further authorization from the Board of Trustees or Board of Directors. All such contracts with a value of \$500,000.00 or greater shall be presented to the Board of Trustees or Board of Directors as a subsequent information agenda item after execution.

All contracts or amendments thereof, to retain audit-related professional services in any amount shall require approval of the Joint Audit and Compliance Committee of the Board of Trustees prior to execution.

All contracts, or amendments thereof, for the provision or receipt of academic research or related services with a value of less than \$5,000,000.00 may be executed without prior approval of the Board of Trustees or Board of Directors, provided all such contracts or amendments with a value of \$1,000,000.00 or greater are presented to the Board of Trustees or the Board of Directors as a subsequent information agenda item after execution.

The President is authorized to sign all University contracts, or amendments thereof, of any value (provided the Board of Trustees or Board of Directors has approved those with a value of \$1,000,000.00 or more or \$5,000,000.00 or more if a research related contract). He or she is further authorized to delegate in writing his or her signing authority for contracts, consistent with this resolution, to other University administrators as he or she may from time to time determine is appropriate.




University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost 

RE: Appointment of Professor Michael Neumann as the Stuart and Joan Sidney Professor of Mathematics in the College of Liberal Arts and Sciences

RECOMMENDATION:

That the Board of Trustees approve a two-year appointment of Professor Michael Neumann as the Stuart and Joan Sidney Professor of Mathematics in the College of Liberal Arts and Sciences.

BACKGROUND:

The Stuart and Joan Sidney Professor of Mathematics was established in 2009 and supported by an endowment provided by the children of Stuart and Joan Sidney. Individuals appointed to the Professorship must be internationally recognized for research in mathematics and must have a particular commitment to teaching.

Dr. Michael Neumann graduated from Tel Aviv University and received a PhD from the University of London. He was appointed to the faculty of the College of Liberal Arts and Sciences in 1985 and has served as head of the department of mathematics since 2003. In 2004, Dr. Neumann received the Provost's Research Excellence Award for his internationally recognized scholarship in theoretical and applied linear algebra and matrix analysis. He was named a Board of Trustees Distinguished Professor in 2007.

Dr. Neumann has published more than 130 technical papers and lectured at more than 100 conferences around the United States and Canada, Europe, and Israel. He has been a key supporter of the development of the Q Center, which helps students learn math, and of collaborative efforts between the Department of Mathematics and the Neag School of Education in teaching and research in mathematics education.

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University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost 

RE: Appointment of Professor Patricia McCoy to the Connecticut Mutual Chair in Insurance Law in the School of Law

RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Patricia McCoy to the Connecticut Mutual Chair in Insurance Law in the School of Law.

BACKGROUND:

The Connecticut Mutual Chair in Insurance Law was established in 1997 by generous gifts from the Connecticut Mutual Life Foundation. It is the linchpin of the Connecticut Insurance Law Center. Tom Baker was the first Connecticut Mutual Professor of Law appointed on July 1, 1997. In fall 2008, he took a position at University of Pennsylvania Law School.

Patricia McCoy became a Professor of Law at the University of Connecticut in 2002. She currently holds the George J. and Helen M. England Professorship. Professor McCoy teaches banking and securities regulation, corporate governance, retirement security law, and consumer finance law. She received her B.A. from Oberlin College and her J.D. from the University of California at Berkeley (Boalt Hall). In law school, she was Editor-in-Chief of the Industrial Relations Law Journal (now the Berkeley Journal of Employment and Labor Law). After graduation, she clerked for the late Judge Robert S. Vance of the United States Court of Appeals for the Eleventh Circuit. She then went into practice and became a partner at Mayer, Brown, Rowe & Maw in Washington, D.C., specializing in complex securities, banking and commercial constitutional litigation at the trial and appellate levels. She began her teaching career at Cleveland-Marshall College of Law at Cleveland State University.

Professor McCoy's research examines systemic risk, market failure, and consumer protection in the banking, securities, insurance, and pension industries. She has written articles on predatory lending, bank director liability, post-socialist business law reforms, corporate governance, and global convergence in banking. In addition, she has two books to her credit: *Banking Law Manual: Federal Regulation of Financial Holding Companies, Banks and Thrifts* (2d ed. 2000 & cum. supp.) and *Financial Modernization After Gramm-Leach-Bliley* (2002), for which she served as editor and contributor. Her forthcoming book, on the origins of and possible responses to the current financial crisis, *The Subprime Virus* (with Kathleen Engel) will be published by Oxford University Press.

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Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Appointment of Professor Angel Oquendo to the position of George J. & Helen M. England Professor of Law

RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Angel Oquendo to the position of George J. & Helen M. England Professor of Law.

BACKGROUND:

In 1992, the George J. & Helen M. England Professor of Law was established by their son William England to support the work of a tenured faculty member.

Professor Oquendo joined the University of Connecticut Law Faculty in 1993 and was promoted to Professor of Law in 1998. He teaches corporations & business organizations, civil procedure, comparative & international law, legal and political philosophy, international human rights, and corporate social responsibility. He received his B.A. from Harvard and his J.D. from Yale. He also received a Ph. D. and M.A. from Harvard. Professor Oquendo's current research examines civil rights and civil process in Latin America and Puerto Rico. He has written numerous articles including, to name just a few, *Upping the Ante: Collective Litigation in Latin America*, 47 Columbia Journal of Transnational Law 248 (2009); and *The Lowdown on Law Language and Latin@s*, 83 Indiana Law Journal 1481 (2008). His casebook on Latin American Law published in 2006 by Foundation Press is not simply the leading book on the topic but the only thing of its kind published in English. Professor Oquendo speaks and has published articles in English, French, German, Spanish, and Portuguese.

Professor Oquendo has been a visiting professor at numerous Law Schools including the University of Hamburg, the Free University of Berlin, Georgetown University Law Center, University of California at Berkeley, Federal University of Rio de Janeiro, and the University of Aix-en-Provence.

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Peter J. Nicholls
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February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Appointment of Professor Michael Willenborg to the Richard F. Kochanek
Professorship in Accounting in the School of Business

RECOMMENDATION:

That the Board of Trustees approve the appointment of Professor Michael Willenborg to the Richard F. Kochanek Professorship in Accounting in the School of Business.

BACKGROUND:

Dr. Willenborg joined the UConn School of Business after completing his Ph.D. at Pennsylvania State University in May 1996. During the past thirteen years, Dr. Willenborg has developed a national and international reputation as a top accounting scholar. Dr. Willenborg's research focuses on economic-based research in auditing and financial accounting. He has published 15 articles in the premier journals of accounting and finance. He has also made 59 presentations at top national and international conferences at universities such as The Ohio State University, University of Illinois, Singapore Management University, Laval University, Tilburg University and University of Maastricht. Dr. Willenborg's expertise is recognized by his appointments to the Public Company Accounting Oversight Board Research Synthesis Team – Cost and Benefits of Sarbanes-Oxley 404 and AS No. 2. He also serves as Associate Editor of Contemporary Accounting Research and on the editorial boards of some of the premier accounting journals.

Dr. Willenborg is an outstanding teacher, having received 14 graduate and undergraduate teaching awards. He teaches undergraduate, MBA, and Ph.D. level courses. As the Kochanek Professor, Dr. Willenborg will continue his outstanding research contributions to academic and professional accounting literature. As a teacher, he will continue the tradition of excellence that Dr. Kochanek has established during his long and illustrious career at UConn.

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Peter J. Nicholls
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February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Appointment of Eric H. Jordan to the United Technologies Corporation Professor of Advanced Materials and Processing at the School of Engineering

RECOMMENDATION:

That the Board of Trustees approve the appointment of Eric H. Jordan to the United Technologies Corporation Professor of Advanced Materials and Processing at the School of Engineering.

BACKGROUND:

The United Technologies Corporation Professor of Advanced Materials and Processing at the School of Engineering was established through funds made available by the UTC Corporation in an agreement dated March 21, 2000. This Chair was previously held by Professor Robert A. Weiss, who retired June 30, 2009.

Dr. Jordan received his Ph.D. from the University of Wisconsin in 1978 followed by a year as a NATO Postdoctoral Fellow at the University of Sheffield in England. Since joining the Department of Mechanical Engineering at the University of Connecticut in 1979, Professor Jordan has made outstanding contributions to analytical and experimental research. His expertise is in the areas of composites and thermal barrier coating. Dr. Jordan's research is sponsored by federal funding agencies such as the Office of Naval Research and industry companies (such as UTC/Pratt & Whitney). Of 43 funded projects, for which he served as the PI or Co-PI, 8 were funded directly by Pratt & Whitney. Another 10 projects included participation by Pratt & Whitney.

As an educator, Professor Jordan has taught a total of 17 undergraduate and graduate courses in the areas of mechanics and materials, with some jointly listed in the Mechanical Engineering and Material Science and Engineering departments. The wide range of courses attest to the scope of Professor Jordan's knowledge in mechanics and materials science related fields, and his significant contribution to the undergraduate and graduate programs at the University of Connecticut.

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Peter J. Nicholls
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February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost 

RE: Appointment of Emmanouil Anagnostou to the Northeast Utilities Foundation Chair of Environmental Engineering at the School of Engineering

RECOMMENDATION:

That the Board of Trustees approve the appointment of Emmanouil (Manos) Anagnostou to the Northeast Utilities Foundation Chair of Environmental Engineering at the School of Engineering.

BACKGROUND:

The Northeast Utilities Foundation Chair of Environmental Engineering at the School of Engineering was established by an endowment from Northeast Utilities Foundation, Inc. and the Connecticut Light and Power Company dated April 1, 1999. The Chair was previously held by Dr. Dani Or, who resigned from the University in October of 2005.

Professor Anagnostou received his Ph.D. from the University of Iowa in 1997, and then spent two years as a visiting scientist in NASA's Laboratory for Atmospheres and at the University of Padova in Italy. He joined the faculty of the Department of Civil and Environmental Engineering at the University of Connecticut in 1999 as an Assistant Professor, and was promoted to the rank of Professor in 2009.

Professor Anagnostou's outstanding contributions to research and education are in the field of hydrometeorology. His research results proved remarkable insights into the complex physical processes that shape the hydrological cycle and enable the more accurate and timely prediction of severe weather and flash floods. Given the close relevance of these issues to everyday life, the scientific and societal impacts of his research are evidently significant.

The high level of activity in externally funded research by Professor Anagnostou is well reflected in the total number of projects that he is currently conducting or has completed, sponsored by both U.S. funding agencies (23) and international organizations (5). Since becoming a faculty member at UConn in 1999, he has sustained a remarkable funding level, averaging \$390,000 per year, primarily from NASA and NSF, attesting to his high success rate in presenting innovative research ideas and delivering excellent research results. In addition, Professor Anagnostou's research was supported by a CAREER Award from NSF (2002). Such an award represents NSF's most prestigious award in support of the early career-development activities for faculty members who most effectively integrate research and education. Prof. Anagnostou has published a total of 89 refereed journal papers and book chapters and given over 25 invited presentations, seminars and lectures.

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Peter J. Nicholls
*Provost & Executive
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February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost 

RE: Approval of a Graduate Certificate Program in School-Wide Positive Behavior Support in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve a Graduate Certificate Program in School-Wide Positive Behavior Support in the Neag School of Education.

BACKGROUND:

At this time, we are writing to request the establishment of an official Graduate Certificate Program in School-Wide Positive Behavior Support (SWPBS). Positive Behavioral Support is (a) currently mandated in the *Individuals with Disabilities Education Improvement Act (IDEA) of 2004* as an approach to work with students with disabilities who demonstrate behaviors that interfere with their education; (b) proposed to be mandated in suggested amendments to the *No Child Left Behind Act (2001)* as a school-wide approach to improving school discipline, climate, and culture; and (c) implemented in approximately 8,000 schools across the U.S., including approximately 75 schools in Connecticut (as of Oct 2008; Spaulding et al., 2008). SWPBS employs three tiers of prevention: Tier 1 (universal or primary), which involves strategies employed school- or class-wide to support the behavior of all learners; Tier 2 (targeted-group or secondary), which involves strategies to support the behavior of a group of learners with at-risk behavior; and Tier 3 (individualized or tertiary), which involves intensive function-based supports for individuals.

This certificate program will allow graduate students who are enrolled in the Integrated Bachelor's/Master's Special Education program, Master's program, 6th year, or PhD programs within the Neag School of Education (*current IB/M students in other subject fields are not eligible*), to demonstrate competency in SWPBS through a sequence of course and fieldwork experiences.

Approvals:
Executive Committee of the Graduate Faculty Council
Council of Deans

Date:
October 7, 2009
December 1, 2009

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To: Graduate School
From: Drs. Brandi Simonsen and George Sugai
Date: 4/13/2009
Re: Application for a Graduate Certificate Program in **Positive Behavior Support**

At this time, we are writing to request the establishment of an official Graduate Certificate Program in **Positive Behavior Support (PBS)**. PBS is (a) currently mandated in the *Individuals with Disabilities Education Improvement Act (IDEA) of 2004* as an approach to work with students with disabilities who demonstrate behaviors that interfere with their education; (b) proposed to be mandated in suggested amendments to the *No Child Left Behind Act (2001)* as a school-wide approach to improving school discipline, climate, and culture; and (c) implemented in ~8,000 schools across the US, including ~75 schools in CT (as of Oct 2008; Spaulding et al., 2008). PBS employs three tiers of prevention: **Tier 1** (universal or primary), which involves strategies employed school- or class-wide to support the behavior of all learners; **Tier 2** (targeted-group or secondary), which involves strategies to support the behavior of a group of learners with at-risk behavior; and **Tier 3** (individualized or tertiary), which involves intensive function-based supports for individual learners with chronic or serious problem behavior.

1. A statement of the educational objectives of the program

Broadly, this certificate program will allow graduate students who are enrolled in the Integrated Bachelor's/Master's program, Master's program, 6th year, or PhD programs within the Neag School of Education to demonstrate competency in PBS through a sequence of course and fieldwork experiences. Specific educational objectives met by students in this program are presented in **Appendix A**, and objectives related to each course are included in the course syllabi included in **Appendix B**.

2. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed

The following required courses are offered in 4 consecutive semesters.

EPSY 3125/5141 (formerly 213/320): Classroom and Behavior Management (fall 1 for grads, IB/M students take this in spring of their junior year)

This course offers students an introduction to positive behavior support (PBS). Students will be introduced to (a) the theoretical and empirical support for PBS, (b) a three-tiered model of school-wide PBS, and (c) implementation strategies appropriate to each tier of the model. The primary focus will be on universal supports in school, classroom, and non-classroom settings.

Students will be presented course content through readings, lectures, small group discussion, and practice activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

EPSY 5130 (formerly 349): Individualized Positive Behavior Support (*spring 1*)

This course offers students an understanding of more intensive positive behavior supports (PBS). Students will be introduced to (a) the theoretical and empirical support for PBS, (b) a three-tiered model of PBS, and (c) implementation strategies appropriate to each tier of the model. Emphasis will be placed on systems of support at the secondary and tertiary level.

Course content will be presented through readings, lectures, small group discussion, and practice activities. Students are responsible for participating in these activities and providing instructors with information indicating an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

EPSY 5405 (formerly 384/358): Applied Behavior Analysis (*fall 2*)

This course offers students an advanced study of Positive Behavior Support (PBS) by focusing on theories, principles, and practices of applied behavior analysis (ABA). Students will study methods for (a) assessing or measuring behavior, (b) increasing or decreasing behaviors by manipulating antecedent and consequent variables, (c) teaching new behaviors using ABA techniques, and (d) implementing self-management procedures. Students will actively participate and lead discussions about current issues in the field of PBS, and students will apply their knowledge by developing individualized PBS plans and a research proposal related to ABA/PBS.

Students will be presented course content through readings, lectures, small group discussion and practice activities. Students are responsible for participating in these activities and providing the instructors with information that indicates an understanding and mastery of the course content. The instructors are responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

EPSY 5492 (formerly 381): Practicum in Positive Behavior Support (*spring 2*)

This course provides students with an opportunity to apply their knowledge of more intensive positive behavior supports (PBS). Specifically, in the context of either an internship, practicum, or job experience, students will complete two functional behavioral assessments (FBAs) and develop two positive behavior support plans (BSPs) for two individual students.

Students will be supported by engaging in course readings, small group discussion, and applied activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for facilitating small group discussions, evaluating student performance, and providing feedback that enables students to meet course objectives.

As stated, syllabi for each proposed course are included in **Appendix B**.

<p>3. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives;</p>

See **Appendix A**, which indicates which objectives are addressed in each course.

4. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data;

Legislative Need. Because of the legislative priority (IDEA 2004 and proposed amendments to NCLB, referenced at the beginning of this application) and the widespread implementation of PBS in the US (>8000 schools) and CT (>75 schools), it is important for UConn to capitalize on the opportunity to be the first (and possibly only) institution of higher education in the state of CT to offer a systematic program in PBS.

Internal Need. In addition, surveys of recent graduates of the Neag School of Education indicate that behavior management is currently an area in which they felt underprepared and wished they had more training. Therefore, this specialization also fills an internal need.

Empirical Basis. Research indicates that SWPBS creates a supportive environment in which evidence-based practices can be implemented effectively. Interventions at each tier are associated with desired changes in the overall performance of students within the school (Netzel & Eber, 2003), and initial findings from randomized control trials indicate positive outcomes (e.g., increased fidelity of implementation and improved academic and behavior outcomes) for schools implementing SWPBS (Bradshaw, Mitchell, & Leaf, in press; Horner, et al., in press).

5. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date *curricula vita*.

Dr. Brandi Simonsen designed the course sequence and teaches three of the courses: EPSY 3125/5141 (formerly 213/320): Classroom and Behavior Management , EPSY 5130 (formerly 349): Individualized Positive Behavior Support, EPSY 5492 (formerly 381): Practicum in Positive Behavior Support

Dr. George Sugai worked with Dr. Simonsen to design the course sequence.

Dr. Lisa Sanetti teaches one course: EPSY 5405 (formerly 384/358): Applied Behavior Analysis

6. The name and *curriculum vita* of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School.

Dr. Brandi Simonsen will be designed as the program coordinator for the Graduate School.

References Cited

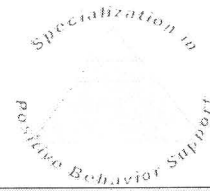
- Bradshaw, C., Mitchell, M., & Leaf, P. (in press). Examining the effects of school-wide positive behavioral interventions and supports on student outcomes: Results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*.
- Horner, R. H., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J., (in press). A randomized control trial of school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*.
- Spaulding, S. A., Horner, R. H., May, S. L., & Vincent, C. G. (2008, November). *Evaluation brief: Implementation of school-wide PBS across the United States*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Web site: http://pbis.org/evaluation/evaluation_briefs/default.aspx

Appendix A:

Educational Objectives

&

Program Competencies



Program Competencies

1. Students will demonstrate an understanding of behavioral principles .	
Content	<ul style="list-style-type: none"> a. three term contingency b. operant c. motivating operations and setting events d. stimulus control e. contingency f. positive/negative reinforcement and punishment g. schedules of reinforcement and extinction h. learning i. teaching strategies (i.e., shaping, chaining, prompting)
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will define terms ▪ Students will identify and describe principles in applied examples <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>
2. Students will demonstrate an understanding of behavior in context .	
Content	<ul style="list-style-type: none"> a. operational definitions b. descriptions of context c. dimensions of behavior d. response class e. contingency f. function g. stimulus control
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will write an operational definitions using dimensions of behavior ▪ Students will write testable hypotheses based on context <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>
3. Students will demonstrate an understanding of measurement of behavior.	
Content	<ul style="list-style-type: none"> a. measuring dimensions of behavior b. summarizing and presenting data c. making decisions using data
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will develop a data collection system based behavior and context ▪ Students will summarize and present collected data ▪ Students will describe and justify data-based decisions in applied examples <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>

4. Students will demonstrate an understanding of School Wide PBS (SWPBS) .	
Content	<ul style="list-style-type: none"> a. critical features <ul style="list-style-type: none"> i. outcomes ii. practices iii. data iv. systems b. theoretical, conceptual, empirical, & legal basis c. implementation features, steps, and procedures d. evidence-based practices e. three-tiered prevention model f. data-based decision making
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will identify critical features ▪ Students will apply legal and theoretical principles of PBS to applied examples ▪ Students will describe the logic, features, and applications of the three tiered approach to SWPBS ▪ Students will describe special education foundations <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>
5. Students will demonstrate an understanding of Primary Systems .	
Content	<ul style="list-style-type: none"> a. definition and rationale b. school-wide discipline elements c. establishing and maintaining a primary system d. data-based decision making e. continuum of behavior support f. supporting fidelity of implementation g. response to intervention
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will describe the features of a school-wide implementation of PBS ▪ Students will develop a rules-within-routines matrix ▪ Students will develop lesson plan to teach 1 rule within 1 routine based on applied example ▪ Students will develop a continuum of consequences for encouraging and maintaining school-wide behavioral expectations ▪ Students will develop a continuum of procedures for responding to rule violations ▪ Students will develop procedures for monitoring and evaluating implementation of SWPBS ▪ Students will describe adjustments in primary systems based on data <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>

6. Students will demonstrate an understanding of effective behavior and classroom management practices in the context of Primary Systems.	
Content	<ul style="list-style-type: none"> a. five critical features of evidence-based classroom management: <ul style="list-style-type: none"> i. maximize structure ii. establish, post, teach, monitor, and reinforce a small number of positively stated expectations iii. actively engage students in observable ways iv. employ a continuum of strategies to acknowledge appropriate behavior v. employ a continuum of strategies to respond to inappropriate behavior b. non-classroom management: <ul style="list-style-type: none"> i. active supervision ii. reinforcement iii. teaching routines and rules c. role of behavior management in academic instruction d. response to intervention
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will describe features and implementation procedures of evidence based classroom management. ▪ Students will describe features and implementation procedures of effective non-classroom management practices <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p>

7. Students will demonstrate an understanding of Secondary Systems .	
Content	<ul style="list-style-type: none"> a. definition and rationale b. conceptual, theoretical, empirical, and legal foundations c. evidence-based practices d. assessment and screening e. data-based decision making f. function based support
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will describe the necessary features of a secondary intervention system ▪ Students will describe procedures for screening and identifying students who might benefit from a secondary intervention system ▪ Students will describe procedures for teaching students how to participate in a secondary intervention system ▪ Students will describe procedures for assisting teachers in the implementation of a secondary intervention system ▪ Students will develop and describe data collection and decision making procedures <p style="text-align: right;"><i>Demonstrated in EPSY 5130 (formerly 349)</i></p>

8. Students will demonstrate an understanding of Tertiary Systems .	
Content	<ul style="list-style-type: none"> a. definition and rationale b. conceptual, theoretical, empirical, and legal foundations c. evidence-based practices d. assessment and screening e. data-based decision making <ul style="list-style-type: none"> f. function based support g. behavior intervention teaming h. wraparound and school-based systems of care i. family supports
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will describe characteristics and necessary features of a function based tertiary systems approach ▪ Students will describe features of school-based mental health approaches (e.g., wraparound, person-centered planning, systems of care) <p style="text-align: right;"><i>Demonstrated in EPSY 5130 (formerly 349)</i></p>

9. Students will demonstrate the application of functional behavioral assessment and behavior support planning in the context of Tertiary Systems	
Content	<ul style="list-style-type: none"> a. routine analysis b. testable hypothesis c. competing path analysis d. behavior intervention plan e. data collection, analysis, and data-based decision making
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will participate in at least 2 functional based team meetings ▪ Students will conduct 2 FBAs in clinic or educational setting: <ul style="list-style-type: none"> ○ collect FBA data (baseline/intervention) ○ generate testable hypothesis and competing path analysis ▪ Students will develop and implement (with 5 days of data) behavior intervention plan ▪ Students will evaluate and write-up process and outcomes <p style="text-align: right;"><i>Demonstrated in EPSY 5492 (formerly 381)</i></p>

10. Students will demonstrate the application of team based implementation in the context of Tertiary Systems	
Content	<ul style="list-style-type: none"> a. school-wide leadership b. individual student behavior intervention planning c. special education d. family and community members
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will describe basic meeting operation structures procedures, and guidelines ▪ Students will engage in efficient problem solving and action planning ▪ Students will apply skills aimed at preventing and managing conflicts and roadblocks ▪ Students will lead teams through implementing 2 function based support plans (same plans as developed for competency # 9) <p style="text-align: right;"><i>Demonstrated in EPSY 5492 (formerly 381)</i></p>

11. Students will demonstrate an understanding of theoretical and empirical foundations of PBS	
Content	<ul style="list-style-type: none"> a. landmark studies and papers b. theoretical/conceptual descriptive papers c. empirical supports
Outcome(s)	<ul style="list-style-type: none"> ▪ Students will critically evaluate articles in the area of Applied Behavior Analysis (ABA) and write article reviews ▪ Students will write theoretical concepts and issues paper related to ABA <p style="text-align: right;"><i>Demonstrated in EPSY 5405 (formerly 384/358)</i></p>

12. Students will demonstrate an understanding of single subject research	
Content	<ul style="list-style-type: none"> a. defining features b. research questions c. designs or analytic tactics <ul style="list-style-type: none"> i. reversal/withdrawal ii. multiple baseline iii. alternating treatments iv. changing criterion d. graphing and visual analysis e. functional relationship f. replication (direct and systematic) g. effect size
Outcome(s)	<ul style="list-style-type: none"> ▪ All students will demonstrate skills in basic applications. That is, they will suggest a single subject design to solve an applied problem <p style="text-align: right;"><i>Demonstrated in EPSY 3125/5141 (formerly 213/320)</i></p> <ul style="list-style-type: none"> ▪ Interested students will also demonstrate skills in advanced applications. That is, they will (a) write article reviews focused on research methodology, (b) write a literature review, and (c) develop a research proposal based on identified research questions <p style="text-align: right;"><i>Demonstrated in EPSY 6194 (formerly 410) (an optional course for advanced Master's Level and Doctoral Students)</i></p>

Appendix B:

Course Syllabi

EPSY 3125: CLASSROOM & BEHAVIOR MANAGEMENT
Class Number 4837 (2 CREDITS)

COURSE SYLLABUS

Instructor and TA	Office	Communications	Office Hours
Brandi Simonsen, Ph.D.	Gentry 104	brandi.simonsen@uconn.edu (860) 486-2763	Thursday 9:30-3:30 or by appointment
Elizabeth Hines (TA)	Gentry 101	elizabeth.hines@uconn.edu	by appointment

COURSE READINGS

- ★ Available at the UConn Co-Op:
 - Alberto, P. A., & Troutman, A. C. (2009). *Applied Behavior Analysis for Teachers* (8th edition). Upper Saddle River, NJ: Pearson Education, Inc.
- ★ Available on Web CT:
 - Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
 - Horner, R. H. (2000). Positive behavior supports. *Focus on Autism and Other Developmental Disabilities*, 15(2), 97-105.
 - Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., et al. (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children*, 68(3), 377-402.
 - Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. L. (2002). Reducing problem behaviors on the playground: An investigation of the application of school-wide positive behavior supports. *Psychology in the Schools*, 39(2), 181-190.
- ★ The *Publication Manual of the American Psychological Association* (5th ed.; APA, 2001) is recommended.

COURSE OVERVIEW

This course offers students an introduction to positive behavior support (PBS). Students will be introduced to (a) the theoretical and empirical support for PBS, (b) a three-tiered model of school-wide PBS, and (c) implementation strategies appropriate to each tier of the model. The primary focus will be on universal supports in school, classroom, and non-classroom settings.

Students will be presented course content through readings, lectures, small group discussion, and practice activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

COURSE ALIGNMENT WITH NEAG SOE CONCEPTUAL FRAMEWORK

Theme	Evidence of Theme in Course Content & Activities
<i>Learning</i>	Students will build a professional knowledge base of evidence-based practices in PBS, which will be assessed by in-class and take-home tests
<i>Leading</i>	Students will apply their knowledge and demonstrate leadership in collaborative activities and independent assignments
<i>Lighting the Way</i>	By applying principles of PBS, students will be able to support diverse learners

COURSE OBJECTIVES

Based on the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Teachers of Students in Individualized General Curricula

- ★ Special Education Standard #1: Foundations
 - Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC1K2)
 - Models and theories of deviance and behavior problems. (GC1K2)
 - Theory of reinforcement techniques in serving individuals with disabilities. (GC1K9)

- ★ Special Education Standard #4: Instructional Strategies
 - Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (CC4S2)
 - Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
 - Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
 - Use responses and errors to guide instructional decisions and provide feedback to learners. (GC4S12)

- ★ Special Education Standard #5: Learning Environments and Social Interactions
 - Basic classroom management theories and strategies for individuals with exceptional learning needs. (CC5K2)
 - Modify the learning environment to manage behaviors. (CC5S5)
 - Use effective and varied behavior management strategies. (CC5S10)
 - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (CC5S11)
 - Design and manage daily routines. (CC5S12)
 - Use skills in problem solving and conflict resolution. (GC5S5)
 - Establish a consistent classroom routine for individuals with disabilities. (GC5S6)

- ★ Special Education Standard #7: Instructional Planning
 - Integrate academic instruction and behavior management for individuals and groups with disabilities. (GC7K1)
 - Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)

- ★ Special Education Standard #8: Assessment
 - Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC8S1)

References to above objectives will be included in course schedule using the abbreviated reference (e.g., CC5K1). Please refer back to this list for the complete description of the objective.

COURSE EXPECTATIONS

★ Be Respectful.

- * Respectful language and behavior is expected of all students. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of this course. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or activities should feel free to talk with instructor.
- * When discussing persons with disabilities, use “person first” language. That is, mention the person before describing any other features of their abilities (e.g., “person with autism,” or “student who is gifted and talented”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- * Maintain a positive learning environment. Ensure cell phones, instant message software, and other potential sources of distraction are turned off during class.

★ Be Responsible.

- * Regular attendance and active participation in class are stressed.
- * Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. This advance preparation is essential to understand and participate fully in class discussions.
- * All written assignments must be typed and prepared according to formatting and guidelines posted on HuskyCT for each assignment. *Products that do not conform to the preparation guidelines may not be graded and may be returned for immediate revision, due back the following class meeting.*
- * Submit original work (**DO NOT PLAGIARIZE**). If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, **AND** may be given a No Pass for the course, **AND** may be suspended or expelled from the university. See Code of Student Conduct for further explanation.
- * All assignments must be submitted on or before the due date, and all quizzes must be taken on the scheduled date. *Prior permission must be received for any exception to this policy.* Without prior permission, the instructor will either refuse to accept assignments/quizzes or assign a lower evaluation. Any returned assignments are due back the following class.
- * Due to the size of the class, all assignments will be turned in and returned via SWPBS Team folders. All portions of your assignment must be turned in to your team’s folder to be on time and receive full credit.



★ Be Informed.

- * If class cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. To the greatest extent possible, the instructor will send emails and/or inform the EPSY department about cancellations. All of us should use good judgment in decision making, and keep personal safety and the safety of others the foremost concern.
- * The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The “I” must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by both the instructors and the student.

★ Grades will be assigned in accordance with the scale presented below. Each student's point total will be established and percentage scores will be computed based on the total number of points earned out of **250 points possible** in the term. Note that points are distributed equally between quizzes/exam and assignments.

★ The following standards will be used to assign grades:

A	93 to 100% of the total points
A-	90 to 92% of the total points
B+	87 to 89% of the total points
B	83 to 86% of the total points
B-	80 to 82% of the total points
C+	77 to 79% of the total points
C	73 to 76% of the total points
C-	70 to 72% of the total points
D+	67 to 69% of the total points
D	63 to 66% of the total points
D-	60 to 62% of the total points
F	Less than 60% of the total points

Note: If you require special adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting:

The Center for Students with Disabilities (CSD)

Wilbur Cross Bldg, Room 201

(860) 486-2020 (voice)

(860) 486-2077 (TTD)

<http://www.csd.uconn.edu/>

Also note these important and useful resources:

Counseling and Mental Health Services

(860) 486-4705 (24 hours)

www.cmhs.uconn.edu

Alcohol and Other Drugs Services

(860) 486-9431

www.aod.uconn.edu

Dean of Students Office

(860) 486-3426

www.dos.uconn.edu

COURSE ASSIGNMENTS/ASSESSMENTS

Assignments (5 assignments @ 25 points each = 125 points)

*All assignments are posted on HuskyCT and should be submitted in the provided format (unless otherwise specified). Please review **scoring criteria** for specific expectations for each assignment.*

Assignment 1: Form SWPBS Team

What? Form a SWPBS team of six individuals (you plus five of your peers) who share a common career path. In other words, find five other people who want to teach the same subject, grade-level, or population of students (e.g., students with disabilities); these people should share your concentration. As a group, complete Assignment 1.

How? First, identify each group member by name, contact information, and a description of hypothetical role. Second, identify group expectations/norms by responding to the questions included on the assignment. Third, choose an appropriate and unique name for your SWPBS Team—this name will be used to label your team folder. Finally, each group member should complete an individual rating of all team members (as described on the final page of Assignment 1). As a team, turn in one copy of Assignment 1 in your team folder, along with confidential ratings of team members from each group member.

Assignment 2: Rule Matrix

What? Identify and describe a classroom or nonclassroom setting (the type of classroom in which your team members hope to teach, or any nonclassroom setting in which problem behaviors are likely to occur). Choose 3-5 positively stated expectations, identify 4-8 routines, and then complete the matrix with 2-3 positively stated examples of rule-following behavior within each of the routines.

How? Complete as a SWPBS Team; submit one matrix per *group*, along with confidential ratings of team members from each group member.

Assignment 3: Social Skills Lesson Plan (Teaching Rule)

What? Based on the rule matrix your team completed for Assignment 2, chose one rule and one routine (i.e., 1 box on the matrix). Develop a lesson plan to teach that social skill (i.e., rule) in that setting. Use the provided format.

How? Complete lesson plans *independently* for a unique box in the matrix developed by your SWPBS team (i.e., each person should develop a lesson plan for a different box).

Assignment 4: Class-wide Reinforcement System

What? Identify and describe a classroom setting (either your current classroom or the type of classroom in which you hope to teach). Using the information presented in class, design a class-wide reinforcement system (i.e., token economy, group contingency, or behavior contract) to increase the likelihood of appropriate behavior in that setting. Clearly state how you're addressing each step in developing the system (listed in the scoring criteria), and discuss the pros and cons of the particular system you designed.

How? Work with one *partner* from your SWPBS team to create one class-wide reinforcement system; each *pair* within your team should select a different class-wide reinforcement system such that your group collectively submits examples of all three (i.e., token economy, group contingency, and behavior contract). You can gather input from your SWPBS team members, but each pair will be graded for their own system. Turn in each pair's class-wide system, along with confidential ratings of each member's contribution

Assignment 5: Competing Pathway and Strategies

What? Chose one of the scenarios given OR choose to focus a student with whom you are familiar. (Note: if you choose to focus on your student, attach a brief description of the scenario to this assignment.) Develop a competing pathway for your chosen scenario and write potential intervention strategies on the provided form.

How? Each member should complete this assignment *independently*, and the chosen scenario does not have to relate to scenarios chosen by other team members.

Quizzes (3 quizzes @ 25 points each = 75 points).

Quizzes will be designed to assess the student's mastery of course content. Each quiz will cover the material from the previous lectures (covered since the previous quiz)—quizzes are *not* cumulative. The questions will be based on both the readings and lectures.

Final Exam (50 points):

The final exam will be cumulative. Focus on big ideas from each lecture and the text and additional topics highlighted during the review. Questions may include multiple choice, short answer, fill in the blank, true false, and brief essay.

COURSE SCORING CRITERIA

Assignment 1: Form a SWPBS Team (25 Points)

Turn in one assignment per team, with individual confidential ratings of each member's performance submitted by each group member.

Assignment 1 Score assigned according to point allocation listed in right column. <i>Assignment 1 addresses the following CEC objective: CC10K1</i>	
Identify each group member by name, email, and description; that is, describe the hypothetical role each member will play within your SWPBS team (e.g., what type of teacher or administrator, serving what type of students, in what type of setting).	(12)
Develop and state group expectations and norms for behavior (e.g., what level of participation is expected, how will you communicate, how often will you "meet").	(6)
Choose an appropriate name for your SWPBS team (e.g., fake school name, etc.)	(1)
Professional appearance, etc.	(2)
Average group rating of the quality and quantity of your participation.	(4)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 2: Rule Matrix (25 Points)

Complete as a SWPBS team and submit one matrix per group, with individual confidential ratings of each member's performance submitted by each group member.

Assignment 2 Score assigned according to point allocation listed in right column. <i>Assignment 2 addresses the following CEC objectives: CC5K2, CC5S5, CC5S12, GC5S6</i>	
Identification of setting	(1)
Identification of 3-5 positively stated expectations	(3)
Identification of 4-8 routines	(4)
Positively stated examples (2-3) of rule-following within each routine	(10)
Professional appearance, etc.	(3)
Average group rating of the quality and quantity of your participation	(4)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 3: Social Skills Lesson Plan (25 Points)

Complete lesson plans independently for a unique box in the matrix you developed with your SWPBS team (i.e., each group member should develop a lesson plan for a different box).

Assignment 3 Score assigned according to point allocation listed in right column. <i>Assignment 3 addresses the following CEC objectives: CC5K2, CC5S5, CC5S12, GC5S6, GC8S1</i>	
Identify lesson focus (rule, routine, and operational definition).	(3)
Identify lesson objective	(2)
Identify lesson materials	(1)
Identify positive and negative teaching examples of rule following behavior (min of 3 each).	(3)
Identify lesson activities (model, lead, & test)	(6)
Identify follow-up activities (prompt, reinforce, correct, monitor, & evaluate)	(10)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 4: Class-wide Reinforcement System (25 Points)

Work with one partner from your SWPBS team; each pair should select a different class-wide reinforcement system such that your group will end up with examples of all three. You can gather input from your SWPBS team members, but each pair will be graded for their own system.

Assignment 4 Score assigned according to point allocation listed in right column. <i>Assignment 4 addresses the following CEC objectives: GC1K9, GC4S9, CC5S10</i>	
Describe the type of class-wide reinforcement system you have chosen to increase appropriate behavior for all/most students (i.e., group contingency, token economy, or behavior contract).	(4)
Description of target behaviors/skills and how you will teach.	(2)
Description of reinforcers students would earn for demonstrating target behaviors.	(2)
Description of how you would teach students to use the system.	(2)
Define decision rules to change/fade the plan.	(2)
Determine how your system will be monitored.	(2)
Discussion of the pros and cons of your system.	(4)
Professional appearance, grammar, etc.	(3)
Average group rating of the quality and quantity of your participation	(4)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 5: Competing Pathway and Strategies (25 Points)

Complete and submit individually.

Assignment 5 Score assigned according to point allocation listed in right column. <i>Assignment 5 addresses the following CEC objectives: CC5S5, CC5S10, CC5S11, GC7K1, GC7S1</i>	
Complete competing pathway model	(14)
Suggest strategies for each component (i.e., SE, A, B, C).	(8)
Professional appearance, etc.	(3)
<u>Comments:</u>	
Total Score:	(25)

TENTATIVE EPSY 3125 SCHEDULE

Date	Topic	Objectives Covered*	Assignments Due/Quizzes	Readings Due	Comments
1/22	1. Introduction: PBS & the law Course Overview & Expectations	CC1K2, CC5K2, CC5S11, GC7S1		Alberto & Troutman, CH 1	Welcome!
1/29	2. Basic Concepts: three term contingency, S ^D , S ^R , S ^P , extinction, function of behavior	GC1K2, GC1K9, CC5K2		Alberto & Troutman, pp. 216-230, 254-257, 264-266, & 276-283 Baer, Wolf, & Risley (1968)	Make sure you've chosen team members!
2/5	3. Basic Concepts: stimulus control, teaching strategies, differential S ^R	GC1K9, CC5K2	Assignment 1 due	Alberto & Troutman, CH 9	
2/12	4. Measurement: operational definitions, dimensions of behavior, data systems, etc.	GC8S1		Alberto & Troutman, CH 3	Guest Lecture: Dr. Kari Sassu
2/19	5. Measurement: designing data systems, graphing data	GC4S12, GC8S1	Quiz 1 on Basic Concepts	Alberto & Troutman, CH 4	
2/26	6. Measurement: data-based decision making, web-based applications, single subject			Alberto & Troutman, CH 5	
3/5	7. Primary Prevention: introduction to School-wide PBS	GC4S9, CC5S10, GC7S1	Quiz 2 on Measurement	Turnbull et al. (2002)	
3/12	Happy Spring Break!				
3/19	8. Primary Prevention: teaching & assessing social skills	CC4S2, GC5S5, GC8S1		Alberto & Troutman, CH 2	
3/26	NO CLASS (Association for Positive Behavior Support Conference)		Take Home Quiz 3 on primary prevention (Due over HuskyCT by 9:30am)		

Date	Topic	Objectives Covered *	Assignments Due/Quizzes	Readings Due	Comments
4/2	9. Classroom/Nonclassroom Systems: physical arrangement, routines, expectations, instructional management, etc.	CC5S5, CC5S12, GC5S6 GC4S9, GC7K1	Assignment 2 due	Lewis, Powers, Kelk, & Newcomer (2002) Alberto & Troutman, CH 10	
4/9	10. Classroom/Nonclassroom Systems: procedures for inc/dec behavior, etc.	CC1K2, GC1K9, GC4S9, CC5S10	Assignment 3 due	Alberto & Troutman, CH 7-8	
4/16	11. Secondary Prevention: targeted group interventions	CC5S10		Review Turnbull et al. (2002)	
4/23	12. Tertiary Prevention: introduction to functional behavior assessment (FBA) and comprehensive behavior support planning (BSP)	GC1K2, CC5S10, CC5S11	Assignment 4 due	Alberto & Troutman, CH 6 & 11 Horner (2000) Review Turnbull et al. (2002)	
4/30	13. Ethics and Review	CC4S5	Assignment 5 due	Alberto & Troutman, CH 12-13	Good luck!
Final Exam: _____ (based on tentative schedule)					

*Remember, the reference refers to objectives listed in your syllabus from the Council for Exceptional Children.

EPSY 5130: INDIVIDUALIZED POSITIVE BEHAVIOR SUPPORT
Spring 2009, Class Number 2178 (3 CREDITS)

COURSE SYLLABUS

Instructor	Office	Communications	Office Hours
Brandi Simonsen, PhD	Gentry 104	brandi.simonsen@uconn.edu (860) 486-2763	Thursday 9:30-3:30 or by appointment

COURSE READINGS

- ★ Available at the UConn Co-Op:
 - Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to Problem Behavior in Schools; The Behavior Education Program*. New York: The Guilford Press
 - Crone, D. A., & Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools*. New York: The Guilford Press.
- ★ Available on Web CT:
 - Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
 - OSEP Center on Positive Behavioral Interventions and Supports. (2004). *School-wide positive behavior support: Implementers' blueprint and self-assessment*. University of Oregon, Eugene: Author.
 - Todd, A. W., Horner, R. H., & Sugai, G. (1999). Self-monitoring and self-recruited praise: Effects on problem behavior, academic engagement, and work completion in a typical classroom. *Journal of Positive Behavior Interventions*, 1(2), 66-76.
 - Todd, A. W., Horner, R. H., Vanater, S. M., & Schneider, C. F. (1997). Working together to make a change: An example of positive behavioral support for a student with traumatic brain injury. *Education and Treatment of Children*, 20(4), 425-441.
 - Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., et al. (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children*, 68(3), 377-402.
 - Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *Journal of Emotional and Behavioral Disorders*, 4, 194-209.
- ★ Recommended: *Publication Manual of the American Psychological Association* (5th ed).

COURSE OVERVIEW

This course offers students an understanding of more intensive positive behavior supports (PBS). Students will be introduced to (a) the theoretical and empirical support for PBS, (b) a three-tiered model of PBS, and (c) implementation strategies appropriate to each tier of the model. Emphasis will be placed on systems of support at the secondary and tertiary level.

Course content will be presented through readings, lectures, small group discussion, and practice activities. Students are responsible for participating in these activities and providing instructors with information indicating an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

COURSE ALIGNMENT WITH NEAG SOE CONCEPTUAL FRAMEWORK

Theme	Evidence of Theme in Course Content & Activities
<i>Learning</i>	Students will build a professional knowledge base of evidence-based practices in PBS, which will be assessed by in-class and take-home tests
<i>Leading</i>	Students will apply their knowledge and demonstrate leadership in collaborative activities and independent assignments
<i>Lighting the Way</i>	By applying principles of PBS, students will be able to support diverse learners

COURSE OBJECTIVES

Based on the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Teachers of Students in Individualized General Curricula

☆ Special Education Standard #1: Foundations

- ★ Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC1K2)
- ★ Models and theories of deviance and behavior problems. (GC1K2)
- ★ Theory of reinforcement techniques in serving individuals with disabilities. (GC1K9)

☆ Special Education Standard #4: Instructional Strategies

- ★ Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (CC4S2)
- ★ Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
- ★ Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
- ★ Use responses and errors to guide instructional decisions and provide feedback to learners. (GC4S12)

☆ Special Education Standard #5: Learning Environments and Social Interactions

- ★ Basic classroom management theories and strategies for individuals with exceptional learning needs. (CC5K2)
- ★ Modify the learning environment to manage behaviors. (CC5S5)
- ★ Use effective and varied behavior management strategies. (CC5S10)
- ★ Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (CC5S11)
- ★ Design and manage daily routines. (CC5S12)
- ★ Use skills in problem solving and conflict resolution. (GC5S5)
- ★ Establish a consistent classroom routine for individuals with disabilities. (GC5S6)

☆ Special Education Standard #7: Instructional Planning

- ★ Integrate academic instruction and behavior management for individuals and groups with disabilities. (GC7K1)
- ★ Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)

☆ Special Education Standard #8: Assessment

- ★ Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC8S1)

References to above objectives will be included in course schedule using the abbreviated reference (e.g., CC5K1). Please refer back to this list for the complete description of the objective.

COURSE EXPECTATIONS

☆ Be Respectful.

- ★ Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of this course. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with class instructor.
- ★ When discussing persons with disabilities, use “person first” language. That is, mention the person before considering or describing any other features of their abilities (e.g., “person with autism,” or “student who is gifted and talented”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- ★ Maintain a positive learning environment. Ensure cell phones, instant message software, and other potential sources of distraction are turned off during class.

☆ Be Responsible.

- ★ Regular attendance and active participation in class are stressed.
- ★ Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. This advance preparation is essential in order to be ready to understand and participate fully in the discussions.
- ★ All written assignments must be typed and prepared according to formatting and guidelines posted on HuskyCT for each assignment and the guidelines of the APA manual (5th ed.). Products should be double spaced and written in a 12-point font. *Products that do not conform to the preparation guidelines will not be graded and will be returned for immediate revision, due back the following class meeting.*
- ★ Submit original work (**DO NOT PLAGIARIZE**). If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, **AND** may be given a No Pass for the course, **AND** may be suspended or expelled from the university. See Code of Student Conduct for further explanation.
- ★ All assignments must be submitted on or before the due date and all quizzes must be taken on the scheduled date. *Prior permission must be received for any exception to this policy.* Without prior permission we will either refuse to accept assignments or tests or assign a lower evaluation. Any returned assignments are due back the following class period.

☆ Be Informed.

- ★ If class cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. To the greatest extent possible, the instructor will send emails and/or inform the EPSY department about cancellations. All of us should use good judgment in decision making, and keep personal safety and the safety of others the foremost concern.
- ★ The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The “I” must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by the instructor and the student.

☆ Grades will be assigned in accordance with the scale presented below. Each student's point total will be established and percentage scores will be computed based on the total number of points earned out of 250 points possible in the term. You should note that the 250 points are distributed evenly between take-home assignments/projects and in class quizzes.

☆ The following standards will be used to assign grades:

A	93 to 100% of the total points
A-	90 to 92% of the total points
B+	87 to 89% of the total points
B	83 to 86% of the total points
B-	80 to 82% of the total points
C+	77 to 79% of the total points
C	73 to 76% of the total points
C-	70 to 72% of the total points
D+	67 to 69% of the total points
D	63 to 66% of the total points
D-	60 to 62% of the total points
F	Less than 60% of the total points

Note: If you require special adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting

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(860) 486-2077 (TTD)

<http://www.csd.uconn.edu/>

Also note these important and useful resources:

Counseling and Mental Health Services

(860) 486-4705 (24 hours)

www.cmhs.uconn.edu

Alcohol and Other Drugs Services

(860) 486-9431

www.aod.uconn.edu

Dean of Students Office

(860) 486-3426

www.dos.uconn.edu

COURSE ASSIGNMENTS/ASSESSMENTS

Assignments (4 assignments for a total of 125 points).

Note: All assignments are posted on HuskyCT and should be submitted in the provided format (unless otherwise specified). Please review scoring criteria and handouts for specific expectations for each assignment.

Assignment 1: BEP (30 pts)

Choose one of the scenarios presented. Then,

- (a) identify students whom require support at the secondary level & the problems you hope the BEP will address
- (b) identify staff (by role) whom you would like to participate on a BEP team
- (c) determine goals for students whom you selected to participate in step (a)
- (d) develop products needed in a BEP appropriate for that scenario: (i) a check-in/check-out form, (ii) a “token” to recognize student performance
- (e) describe the process of implementation; that is, identify how you would operate the system daily, weekly, and monthly
- (f) present 5 days hypothetical data for the students you selected, assuming that most students improve and 1 student does not
- (g) suggest ways you may modify the system based on the information presented in the scenario and your data

Assignment 2: FBA (45 pts)

Choose one of the scenarios presented or select a student with whom you’ve worked. Then, develop a professional FBA that (I) provides a reason for assessment, (II) describes the method of assessment; (III) summarizes the assessment (i.e., presents results of the records review, interviews, and systematic observations); (IV) documents the potential function(s) of the behaviors of concern. Present your FBA in a professional report following guidelines discussed in class and using the template provided on-line.

Assignment 3: Competing Pathway and Strategies (10 pts)

Use the summary statement(s) from your FBA. Complete the provided competing pathway for the scenario, and write potential intervention strategies on the accompanying form.

Assignment 4: BSP (40 pts)

Use the information presented in assignment 3 to develop a professional report that describes the Positive Behavior Support Plan following the guidelines discussed in class and using the template provided on-line.

Quizzes (5 quizzes @ 25 points each = 125 points).

Quizzes will be designed to assess the student’s mastery of course content. Each quiz will cover the material from the previous lectures—quizzes are *not* cumulative. The questions will be based on both the readings and lectures.

COURSE SCORING CRITERIA

Assignment 1: BEP (30 Points)

Assignment 1 Score assigned according to point allocation listed in right column.	
Identification of students and problems you hope BEP will address	(3)
Identification of staff to participate in team (i.e., comprehensive team formed)	(2)
Goals for students	(3)
Products: (i) check-in/check-out form (5 pts) & (ii) token (2 pts)	(7)
Description of process for implementation	(10)
Presentation of hypothetical data	(2)
Suggestions for modification of system based on data	(3)
Comments: <div style="text-align: right;">Total Score:</div>	(30)

Assignment 2: FBA (45 Points)

Assignment 2 Score assigned according to point allocation listed in right column.	
Clear description of methods of assessment (with data collection system based on scenario)	(5)
Clear description (including definition, frequency, & details) and graph (levels of behavior across time) of behavior(s) of concern (based on 5 days of hypothetical data)	(5)
Clear description of records review	(2)
Clear description of interview(s) with teacher(s), parent, student or some combination thereof	(3)
Hypothesis statement(s) based on interview information	(5)
Data presented for behaviors, antecedents, and consequences (including graphs and summaries of each)	(5)
Clear statement of function(s) for each behavior class	(5)
BSP is introduced (clear link between FBA and BSP)	(3)
Professional FBA report based on guidelines in class	(7)
Professional appearance (format, grammar, etc.)	(5)
Comments: <div style="text-align: right;">Total Score:</div>	(45)

Assignment 3: Competing Pathway and Strategies (10 Points)

Assignment 3 Score assigned according to point allocation listed in right column.	
Complete competing pathway model	(7)
Suggest strategies for each component (i.e., SE, A, B, C).	(2)
Professional appearance, etc.	(1)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(10)

Assignment 4: BSP (40 Points)

Assignment 4 Score assigned according to point allocation listed in right column.	
Description and summary statements for behavior class(es) based on FBA	(2)
Appropriate setting event and antecedent strategies (prevention)	(5)
Identification of replacement behavior, appropriately written goal, & strategies to teach	(5)
Identification of desired behavior, appropriately written goal, & strategies to teach (from replacement → desired)	(5)
Appropriate consequence strategies to increase appropriate behavior	(5)
Appropriate consequence strategies to decrease inappropriate behavior	(5)
Description of crisis plan matches context	(2)
Clear protocol for implementing the BSP	(4)
Clear plan for monitoring and evaluating the BSP	(4)
Professional appearance, grammar, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(40)

EPSY 5130 SCHEDULE SPRING 2009

Date	Topic	Objectives Covered *	Assignments Due/Tests	Readings Due	Notes
1/22	Course Overview & Expectations <i>Review of ABA from EPSY 213/320</i>	GC1K2, GC1K9		Baer, Wolf, & Risley (1968)	Welcome!
1/29	Overview of Universal Interventions: <i>Review from EPSY 213/320 & Introduction to Individualized PBS</i>	GC4S9, CC5K2, CC5S5, CC5S10, CC5S11, CC5S12, GC5S6		OSEP Center (2005); Turnbull et al. (2002); Walker et al. (1996)	Guest Lecture: Madeline Negron
2/5	Secondary Interventions: <i>Focus on BEP</i>	CC4S2, CC4S5, GC4S9, CC5S5, CC5S11	Quiz 1 (universal)	Crone, Horner, & Hawken Chapters 1-3	
2/12	Implementing & Modifying Secondary Interventions: <i>BEP Example</i>	CC5S10, GC4S12, GC7K1		Crone, Horner, & Hawken Chapter 4-7	Guest Lecture: Don Briere Class will run from 4:30-6:30
2/19	Intro to Tertiary Interventions: <i>Context and Other Issues</i>	C1K2	Quiz 2 (secondary)	Crone & Horner Chapters 1-2	
2/26	Gathering Information: <i>Conducting a FBA</i>	GC8S1	Assignment 1 due	Crone & Horner Chapter 3	
3/5	Understanding Tertiary Interventions: Advanced ABA Concepts	GC1K2, GC1K9	Quiz 3 (FBA)		
3/12	⊗ SPRING BREAK ⊗				
3/19	Developing Tertiary Interventions: <i>Behavior Support Plan (BSP)</i>	GC4S9, CC5S5, CC5S10, CC5S11, GC7K1, GC7S1		Crone & Horner Chapter 4	
3/26	NO CLASS (APBS Conference in Jacksonville, FL)		Take Home Quiz 4 (adv. ABA and tertiary) (Due over email by 6:30pm)		
4/2	BSP Strategies: <i>SE, A, B, C strategies; self-management, etc.</i>	CC4S2, CC4S5, GC4S9, CC5S10	Assignment 2 due	Todd, Horner, Sugai (1999)	
4/9	When Plans Fail <i>Crisis Plan: De-Escalation</i>	CC5S11, GC5S5	Assignment 3 due		
4/16	Implementing Tertiary Interventions: <i>Evaluating and Modifying a BSP</i>	GC4S12	Quiz 5 (BSP)	Crone & Horner Chapter 5	
4/23	Tertiary Systems in Context & Review: <i>Working Within Teams and Schools</i>	GC5S5		Crone & Horner Chapters 6-8; Todd et al. (1997)	
4/30	Review	All of the above	Assignment 4 due	All of the above	Good luck!

*Remember, the reference refers to objectives listed in your syllabus from the Council for Exceptional Children.

EPSY 5092: PRACTICUM IN POSITIVE BEHAVIOR SUPPORT (3 CREDITS)
Spring 2009, Class Number 2183

COURSE SYLLABUS

Instructor	Office	Communications	Office Hours
Brandi Simonsen, Ph.D.	Gentry 104	brandi.simonsen@uconn.edu (860) 486-2763	Thursday 9:30-3:30 or by appointment

COURSE READINGS

- ★ Required reading available at the UConn Co-Op:
O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1997). *Functional analysis of problem behavior: A practical assessment guide* (2nd ed.). Pacific Grove, CA: Brookes/Cole.
- ★ Recommended:
Publication Manual of the American Psychological Association (5th ed).

COURSE OVERVIEW

This course provides students with an opportunity to apply their knowledge of more intensive positive behavior supports (PBS). Specifically, in the context of either an internship, practicum, or job experience, students will complete two functional behavioral assessments (FBAs) and develop two positive behavior support plans (BSPs) for two individual students.

Students will be supported by engaging in course readings, small group discussion, and applied activities. Students are responsible for participating in these activities and providing the instructor with information that indicates an understanding and mastery of the course content. The instructor is responsible for facilitating small group discussions, evaluating student performance, and providing feedback that enables students to meet course objectives.

COURSE OBJECTIVES

Based on the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Teachers of Students in Individualized General Curricula

- ★ Special Education Standard #4: Instructional Strategies
 - Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
- ★ Special Education Standard #5: Learning Environments and Social Interactions
 - Modify the learning environment to manage behaviors. (CC5S5)
 - Use effective and varied behavior management strategies. (CC5S10)
 - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (CC5S11)
- ★ Special Education Standard #7: Instructional Planning
 - Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)
- ★ Special Education Standard #8: Assessment
 - Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC8S1)

COURSE EXPECTATIONS

☆ Be Respectful.

- ★ Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of this course. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with class instructor.
- ★ When discussing persons with disabilities, use “person first” language. That is, mention the person before considering or describing any other features of their abilities (e.g., “person with autism,” or “student who is gifted and talented”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- ★ Maintain a positive learning environment. Ensure cell phones, instant message software, and other potential sources of distraction are turned off during class.

☆ Be Responsible.

- ★ Regular attendance and active participation in class are stressed.
- ★ Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. This advance preparation is essential in order to be ready to understand and participate fully in the discussions.
- ★ All written assignments must be typed and prepared according to the guidelines of the APA manual (5th ed.). Products should be double spaced and written in a 12-point Times New Roman font. *Products that do not conform to the preparation guidelines will not be graded and will be returned for immediate revision, due back the following class meeting.*
- ★ Submit original work (**DO NOT PLAGIARIZE**). If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, *AND* may be given a No Pass for the course, *AND* may be suspended or expelled from the university. See Code of Student Conduct for further explanation.
- ★ *All assignments must be submitted on or before the due date and all quizzes must be taken on the scheduled date. Prior permission must be received for any exception to this policy. Without prior permission we will either refuse to accept assignments or tests or assign a lower evaluation. Any returned assignments are due back the following class period.*

☆ Be Informed.

- ★ If class meeting cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. If students have questions about whether a class will be held, they should contact office staff in ESPY Department who will be informed by the instructor. To the greatest extent possible, the instructor will send emails to students and/or announce cancellations. Students and the instructor should use common sense and good judgment in their decision making, and keep personal safety and the safety of others their foremost concern.
- ★ The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The “I” must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by the instructor and the student.

- ☆ Grades will be assigned in accordance with the scale presented below. Each student's point total will be established and percentage scores will be computed based on the total number of points earned out of 200 points possible in the term.
- ☆ The following standards will be used to assign grades:

A	93 to 100% of the total points
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B	83 to 86% of the total points
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C+	77 to 79% of the total points
C	73 to 76% of the total points
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Note: If you require special adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting

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COURSE ASSIGNMENTS (4 assignments for a total of 200 points).

Critical initial step for each assignment: the student is responsible for following school district procedures for (a) identifying individual students in need of additional behavioral assessment and support and (b) obtaining parental consent for conducting, developing, and documenting the assessment and support plans. In accordance with district policies, the student should be clear that s/he will conduct the assessment and develop the support plan in collaboration with a student team (including the student's parent, teacher(s), and possibly the student) with the supervision of a professor at UConn (and, for some of you, a member of school staff as well).

Assignment 1: FBA I (50 pts)

- (a) After obtaining parental consent, form an individualized positive behavior support (IPBS) team (i.e., the student's parent, teacher(s), and possibly the student)
- (b) Complete FBA interview(s) with the teacher and other relevant individuals (e.g., parent, paraprofessional, and others knowledgeable about the student) and document on the appropriate form.
- (c) Summarize the interviews in one or more hypothesis statement(s)
- (d) Design a data collection system and schedule observations in/during one or more high probability settings/times.
- (e) Collect and graph baseline data (a minimum of 3-5 days).
- (f) Turn in hypothesis statement(s) and supporting data to instructor for feedback PRIOR to meeting with the individualized PBS team.
- (g) Meet with team, review data from interview(s) and observations, and revise your hypothesis statement to arrive at a supported summary statement.
- (h) Present interview, direct observation data, and summary statement in a professional FBA report following guidelines discussed in EPSY 349 and in your text (i.e., O'Neill, et al., 1997). Plan to turn in a final draft, receive feedback, and then finalize the report you will share with the IPBS team.

Assignment 2: BSP I (50 pts)

- (a) After writing a professional FBA, arrange to meet with the IPBS team to complete the competing pathway model and begin to develop behavior support strategies for each element. [This can be done either (a) at the same team meeting you conduct to review data and develop the summary statement(s) for the FBA or (b) at a second meeting.]
- (b) Turn in the competing pathway model with strategies to instructor for feedback PRIOR to developing the behavior support plan.
- (c) Develop a professional positive behavior support plan that includes antecedent (addressing the setting event and S^D), behavior (teaching replacement and shaping to desired), and consequence strategies. Plan to turn in a final draft, receive feedback, and then finalize the report you will share with the IPBS team.
- (d) Meet with IPBS team to present final report and develop a plan for implementation (including timelines for staff training, implementing strategies, etc.).
- (e) Facilitate and monitor plan implementation; collect data for at least 5 days during and following implementation of the intervention.
- (f) Turn in the final version of the BSP including the implementation plan, the intervention data, and suggestions for potential modifications to the plan (if necessary) based on the data.

Assignments 3 & 4: FBA and BSP II, respectively (50 pts each)

Complete an additional FBA and BSP for a second student with the same steps listed above.

COURSE SCORING CRITERIA

Assignment 1: FBA I (50 Points)

Assignment 1 Score assigned according to point allocation listed in right column.	
Completed draft with feedback incorporated into final report	(5)
Completed interview forms for teacher(s) and other appropriate individuals	(5)
Hypothesis statement(s) based on interview information	(5)
Data collection system appropriate for student and context	(5)
5 days of baseline data (frequency, antecedent(s), behavior(s) and consequence(s)) summarized in graph	(5)
Revised summary statement	(5)
Professional FBA report based on guidelines from EPSY 349	(15)
Professional appearance (format, grammar, etc.)	(5)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Assignment 2: BSP I (50 Points)

Assignment 2 Score assigned according to point allocation listed in right column.	
Summary statement and baseline levels based on FBA	(3)
Completed draft with feedback incorporated into final report	(5)
Identification of appropriate setting event and antecedent strategies (prevention)	(10)
Identification of replacement behavior & strategies to teach	(5)
Identification of desired behavior & strategies to teach (from replacement->desired)	(5)
Identification of appropriate consequence strategies to increase appropriate behavior and decrease inappropriate behavior	(10)
Description of crisis plan matches context	(4)
5 days of intervention data summarized in a graph	(5)
Professional appearance, grammar, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Assignment 3: FBA II (50 Points)

Assignment 3 Score assigned according to point allocation listed in right column.	
Completed draft with feedback incorporated into final report	(5)
Completed interview forms for teacher(s) and other appropriate individuals	(5)
Hypothesis statement(s) based on interview information	(5)
Data collection system appropriate for student and context	(5)
5 days of baseline data (frequency, antecedent(s), behavior(s) and consequence(s)) summarized in graph	(5)
Revised summary statement	(5)
Professional FBA report based on guidelines from EPSY 349	(15)
Professional appearance (format, grammar, etc.)	(5)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Assignment 4: BSP II (50 Points)

Assignment 4 Score assigned according to point allocation listed in right column.	
Summary statement based on FBA	(3)
Completed draft with feedback incorporated into final report	(5)
Identification of appropriate antecedent strategies (prevention)	(10)
Identification of replacement behavior & strategies to teach	(5)
Identification of desired behavior & strategies to teach (from replacement->desired)	(5)
Identification of appropriate consequence strategies to increase appropriate behavior and decrease inappropriate behavior	(10)
Identification of crisis plan	(4)
5 days of intervention data summarized in a graph	(5)
Professional appearance, grammar, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

COURSE MEETING SCHEDULE

Meeting	Date	Focus
1	tbd	Review requirements for practicum
2	tbd	Review initial FBA plan, interviews, and observation data collected to date
3	tbd	Review competing pathway and strategies based on initial FBA
4	tbd	Review issues with implementation of initial BSP
5	tbd	Review second FBA plan, interviews, and observation data collected to date
6	tbd	Review competing pathway and strategies based on second FBA
7	tbd	Review issues with implementation of second BSP

EPSY 5141 (320): CLASSROOM & BEHAVIOR MANAGEMENT
Class Number 8126 (3 CREDITS)
Fall 2008, Wednesdays 4-6:30

Instructor	Office	Communications	Office Hours
Brandi Simonsen, Ph.D.	Gentry 104	brandi.simonsen@uconn.edu (860) 486-2763	11-5 Monday or by appointment

COURSE READINGS

- ★ Available at the UConn Co-Op:
 - Alberto, P. A., & Troutman, A. C. (2009). *Applied Behavior Analysis for Teachers* (8th edition). Upper Saddle River, NJ: Pearson Education, Inc.
- ★ Available on Web CT:
 - Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
 - Horner, R. H. (2000). Positive behavior supports. *Focus on Autism and Other Developmental Disabilities*, 15(2), 97-105.
 - Turnbull, A., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., et al. (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children*, 68(3), 377-402.
 - Lewis, T. J., Powers, L. J., Kelk, M. J., & Newcomer, L. L. (2002). Reducing problem behaviors on the playground: An investigation of the application of schoolwide positive behavior supports. *Psychology in the Schools*, 39(2), 181-190.
- ★ The *Publication Manual of the American Psychological Association* (5th ed.; APA, 2001) is recommended.

COURSE OVERVIEW

This course offers students an introduction to positive behavior support (PBS). Students will be introduced to (a) the theoretical and empirical support for PBS, (b) a three-tiered model of PBS, and (c) implementation strategies appropriate to each tier of the model.

Students will be presented course content through readings, lectures, small group discussion and practice activities. Students are responsible for participating in these activities and providing the instructors with information that indicates an understanding and mastery of the course content. The instructor is responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

COURSE ALIGNMENT WITH NEAG SOE CONCEPTUAL FRAMEWORK

Theme	Evidence of Theme in Course Content & Activities
<i>Learning</i>	Students will build a professional knowledge base of evidence-based practices in PBS, which will be assessed by in-class and take-home tests
<i>Leading</i>	Students will apply their knowledge and demonstrate leadership in collaborative activities and independent assignments
<i>Lighting the Way</i>	By applying principles of PBS, students will be able to support diverse learners

COURSE OBJECTIVES

Based on the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Teachers of Students in Individualized General Curricula

- ★ Special Education Standard #1: Foundations
 - Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC1K2)
 - Models and theories of deviance and behavior problems. (GC1K2)
 - Theory of reinforcement techniques in serving individuals with disabilities. (GC1K9)
- ★ Special Education Standard #4: Instructional Strategies
 - Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (CC4S2)
 - Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
 - Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
 - Use responses and errors to guide instructional decisions and provide feedback to learners. (GC4S12)
- ★ Special Education Standard #5: Learning Environments and Social Interactions
 - Basic classroom management theories and strategies for individuals with exceptional learning needs. (CC5K2)
 - Modify the learning environment to manage behaviors. (CC5S5)
 - Use effective and varied behavior management strategies. (CC5S10)
 - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (CC5S11)
 - Design and manage daily routines. (CC5S12)
 - Use skills in problem solving and conflict resolution. (GC5S5)
 - Establish a consistent classroom routine for individuals with disabilities. (GC5S6)
- ★ Special Education Standard #7: Instructional Planning
 - Integrate academic instruction and behavior management for individuals and groups with disabilities. (GC7K1)
 - Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)
- ★ Special Education Standard #8: Assessment
 - Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC8S1)

References to above objectives will be included in course schedule using the abbreviated reference (e.g., CC5K1). Please refer back to this list for the complete description of the objective.

COURSE EXPECTATIONS

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- * When discussing persons with disabilities, use “person first” language. That is, mention the person before considering or describing any other features of their abilities (e.g., “person with autism,” or “student who is gifted and talented”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- * Maintain a positive learning environment. Ensure cell phones, instant message software, and other potential sources of distraction are turned off during class.

★ Be Responsible.

- * Regular attendance and active participation in class are stressed.
- * Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. This advance preparation is essential in order to be ready to understand and participate fully in the discussions.
- * All written assignments must be typed and prepared according to the guidelines of the APA manual (5th ed.). Products should be double spaced and written in a 12-point Times New Roman font. *Products that do not conform to the preparation guidelines will not be graded and will be returned for immediate revision, due back the following class meeting.*
- * Submit original work (**DO NOT PLAGIARIZE**). If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, *AND* may be given a No Pass for the course, *AND* may be suspended or expelled from the university. See Code of Student Conduct for further explanation.
- * *All assignments must be submitted on or before the due date and all quizzes must be taken on the scheduled date. Prior permission must be received for any exception to this policy. Without prior permission we will either refuse to accept assignments or tests or assign a lower evaluation. Any returned assignments are due back the following class period.*

★ Be Informed.

- * If class cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. If students have questions about whether a class will be held, they should contact office staff in ESPY Department who will be informed by the instructor. To the greatest extent possible, the instructor will send emails to students and/or announce cancellations. Students and the instructor should use common sense and good judgment in their decision making, and keep personal safety and the safety of others their foremost concern.
- * The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The “I” must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by the instructor and the student.

- * Grades will be assigned in accordance with the scale presented below. Each student's point total will be established and percentage scores will be computed based on the total number of points earned out of 250 points possible in the term. You should note that the 250 points are distributed evenly between take-home assignments/projects and in class quizzes.
- * The following standards will be used to assign grades:

A	93 to 100% of the total points
A-	90 to 92% of the total points
B+	87 to 89% of the total points
B	83 to 86% of the total points
B-	80 to 82% of the total points
C+	77 to 79% of the total points
C	73 to 76% of the total points
C-	70 to 72% of the total points
D+	67 to 69% of the total points
D	63 to 66% of the total points
D-	60 to 62% of the total points
F	Less than 60% of the total points

Note: If you require special adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting:

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COURSE ASSIGNMENTS/ASSESSMENTS

Assignments (5 assignments @ 25 points each = 125 points).

Please review scoring criteria for specific expectations for each assignment.

Assignment 1: Measurement

Choose a student who exhibits high rates of problematic (e.g., off-task, disruptive) behavior. Develop an *operational definition* of the student's problem behavior(s). Design a *data collection system* to measure the selected student's behavior. Use the system you designed to *collect 3-5 observations of data* (across at least 2 days). Summarize your data in a *graph*. Write a brief *report* that concisely summarizes the operational definition, presents the measurement system, describes why you chose this measurement system (i.e., why it is appropriate for the target behavior), presents the graph of your data, describes what you found (i.e., summarize your data in narrative format), and discuss the strengths and weaknesses of the system you designed. *Assignment 1 addresses the following CEC objective: GC8S1*

Assignment 2: Rule Matrix

Identify and describe a classroom or nonclassroom setting (either your current classroom, the type of classroom in which you hope to teach, or any nonclassroom setting in which problem behaviors are likely to occur). Choose 3-5 positively stated expectations, identify 5-7 routines, and then complete the matrix with 2-3 positively stated examples of rule-following behavior within each of the routines. *Assignment 2 addresses the following CEC objectives: CC5K2, CC5S5, CC5S12, GC5S6*

Assignment 3: Social Skills Lesson Plan (Teaching Rule)

Based on the rule matrix you completed for Assignment 2, chose one rule and one routine (i.e., 1 box on the matrix). Develop a lesson plan to teach that social skill (i.e., rule) in that setting. Use the provided format or create your own with the *same* components. *Assignment 3 addresses the following CEC objectives: CC5K2, CC5S5, CC5S12, GC5S6, GC8S1*

Assignment 4: Classroom-based System

Identify and describe a classroom setting (either your current classroom or the type of classroom in which you hope to teach). Using the information presented in class, design a token-economy system to increase the likelihood of appropriate behavior in that setting. Clearly state how you're addressing each step in developing the token economy, and discuss the pros and cons of the particular system you designed. *Assignment 4 addresses the following CEC objectives: GC1K9, GC4S9, CC5S10*

Assignment 5: Competing Pathway and Strategies

Chose one of the scenarios given. Complete the provided competing pathway for the scenario, and write potential intervention strategies on the accompanying form. *Assignment 5 addresses the following CEC objectives: CC5S5, CC5S10, CC5S11, GC7K1, GC7S1*

Quizzes (4 quizzes @ 25 points each = 100 points).

Quizzes will be designed to assess the student's mastery of course content. Each quiz will cover the material from the previous lectures—quizzes are *not* cumulative. The questions will be based on both the readings and lectures.

Final Exam (75 points):

The final exam will be cumulative. Focus on big ideas from each lecture and the text and additional topics highlighted during the review. Questions may include multiple choice, short answer, fill in the blank, true false, and brief essay.

COURSE SCORING CRITERIA

Assignment 1: Measurement (25 Points)

Assignment 1 Score assigned according to point allocation listed in right column.	
Operational definition(s) of target behavior(s)—include dimension(s) of behavior	(2)
Choice of measurement system is appropriate for operational definition and context (measurement system addresses relevant behavior dimensions and aspects of context)	(5)
Narrative rationale for measurement system is based on information discussed in class lecture, readings, or both	(2)
3-5 sessions of data collection are completed (attach raw data)	(3)
Data are graphed appropriately (type of graph, summary scores, etc. are appropriate)	(4)
Narrative data summary is clear and based on the data	(3)
Clear discussion of strengths and weaknesses of the assessment tool	(3)
Professional appearance, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 2: Rule Matrix (25 Points)

Assignment 2 Score assigned according to point allocation listed in right column.	
Identification and description of setting	(2)
Identification of 3-5 positively stated expectations	(5)
Identification of 5-7 routines	(5)
Positively stated examples (2-3) of rule-following within each routine	(10)
Professional appearance, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 3: Social Skills Lesson Plan (25 Points)

Assignment 3 Score assigned according to point allocation listed in right column.	
Identify lesson focus (rule, routine, and operational definition).	(3)
Identify lesson objective	(2)
Identify lesson materials	(1)
Identify positive and negative teaching examples of rule following behavior (min of 3 each).	(3)
Identify lesson activities (model, lead, & test)	(6)
Identify follow-up activities (prompt, reinforce, correct, monitor, & evaluate)	(10)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 4: Classroom Based System (25 Points)


Assignment 4 Score assigned according to point allocation listed in right column.	
Description of classroom setting in which system will be implemented.	(3)
Description of how you will address each of the 7 steps to developing token economy. <ol style="list-style-type: none"> 1. Determine and teach the target skills 2. Select tokens 3. Identify what will be back-up reinforcers 4. Identify the number of tokens required to receive back-up reinforcers 5. Define and teach the exchange and token delivery system 6. Define decision rules to change/fade the plan 7. Determine how the plan will be monitored 	(14)
Discussion of the pros and cons of your system.	(5)
Professional appearance, grammar, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Assignment 5: Competing Pathway and Strategies (25 Points)

Assignment 5 Score assigned according to point allocation listed in right column.	
Complete competing pathway model	(14)
Suggest strategies for each component (i.e., SE, A, B, C).	(8)
Professional appearance, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

EPSY 5141 SCHEDULE

Date	Topic	Objectives Covered *	Assignments Due/Quizzes	Readings Due	Comments
8/27	1. Introduction: PBIS & the law Course Overview & Expectations	CC1K2, CC5K2, CC5S11, GC7S1		Alberto & Troutman, CH 1	Welcome!
9/3	2. Basic Concepts: three term contingency, S ^v , S ^a , S ^p , extinction, function of behavior	GC1K2, GC1K9, CC5K2		Alberto & Troutman, pp. 216-230, pp. 254-257, pp. 264-266, & pp. 276-283 Baer, Wolf, & Risley (1968)	Observe student behavior in your chosen setting.
9/10	3. Basic Concepts: stimulus control, teaching strategies, differential S ^a	GC1K9, CC5K2		Alberto & Troutman, CH 9	
9/17	4. Measurement: operational definitions, dimensions of behavior, data systems, etc.	GC8S1	Quiz 1 on Basic Concepts	Alberto & Troutman, CH 3	Select a student for Assignment 1
9/24	5. Measurement: designing data systems, graphing data	GC4S12, GC8S1		Alberto & Troutman, CH 4	
10/1	6. Measurement: data-based decision making, web-based applications, single subject designs	GC4S12, GC8S1		Alberto & Troutman, CH 5	Start data collection for Assignment 1
10/8	7. Primary Prevention: introduction to school-wide PBIS	GC4S9, CC5S10, GC7S1	Quiz 2 on Measurement	Turnbull et al. (2002)	
10/15	8. Primary Prevention: teaching & assessing social skills	CC4S2, GC5S5, GC8S1	Assignment 1 due	Alberto & Troutman, CH 2	

Date	Topic	Objectives Covered *	Assignments Due/Quizzes	Readings Due	Comments
10/22	9. Classroom/Nonclassroom Systems: physical arrangement, routines, expectations, instructional and curricular management, etc.	CC5S5, CC5S12, GC5S6 GC4S9, GC7K1	Assignment 2 due	Lewis, Powers, Kelk, & Newcomer (2002) Alberto & Troutman, CH 10	
10/29	10. NO CLASS		Take Home Quiz 3 on primary prevention (turn in via email by 6:30pm)		
11/5	11. Classroom/Nonclassroom Systems: procedures for inc/dec behavior, ethics, etc.	CC1K2, GC1K9, GC4S9, CC5S10	Assignment 3 due	Alberto & Troutman, CH 7-8	
11/12	12. Secondary Prevention: targeted group interventions (Guest Lecturer: Sarah Fairbanks)	CC5S10	Quiz 4 on classroom/non-classroom systems	Review Turnbull et al. (2002)	
11/19	13. Tertiary Prevention: introduction to FBA (methods, outcomes, etc.) and comprehensive behavior support planning	GC1K2, CC5S10, CC5S11	Assignment 4 due	Alberto & Troutman, CH 6 & 11 Horner (2000) Review Turnbull et al. (2002)	
 Happy Thanksgiving					
12/3	14. Ethics and Review	CC4S5	Assignment 5 due	Alberto & Troutman, CH 12-13	Good luck!
Final Exam: TBA					

*Remember, the reference refers to objectives listed in your syllabus from the Council for Exceptional Children.

EPSY 384: ADVANCED POSITIVE BEHAVIOR SUPPORT

Class Number 12496 (3 CREDITS)

Fall 2007, Tuesday's 4-6:30

COURSE SYLLABUS

Instructor	Office	Communications	Office Hours
Lisa Sanetti, Ph.D.	Gentry 315A	lisa.sanetti@uconn.edu (860) 486-2747	11-3 Tue & 10-12 Wed or by appointment
Brandi Simonsen, Ph.D.	Gentry 104	brandi.simonsen@uconn.edu (860) 486-2763	12:30-3:30 Tue & Thurs or by appointment

READINGS

★ Available at the UConn Co-Op:

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2006). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

★ Available on Web CT:

- Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
- Bosch, S., & Fuqua, W. (2001). Behavioral cusps: A model for selecting target behaviors. *Journal of Applied Behavior Analysis*, 34, 123-125.
- Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Interventions*, 5, 144-152.
- Carr, J. E., & Burkholder, E. O. (1998). Creating single-subject design graphs with Microsoft excel™. *Journal of Applied Behavior Analysis*, 31, 245-251.
- DeLeon, I. G., Fisher, W. W., Rodriguez-Catter, V., Maglieri, K., Herman, K., & Marhefka, J. M. (2001). Examination of relative reinforcement effects of stimuli identified through pretreatment and daily brief preference assessments. *Journal of Applied Behavior Analysis*, 34, 463-473.
- Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis*, 25, 491-498.
- Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147-185.
- Hawkins, R. P. (1979). The functions of assessment: Implications for selection and development of devices for assessing repertoires in clinical, educational, and other settings. *Journal of Applied Behavior Analysis*, 12, 501-516.
- Horner, R. H. (2002). On the status of knowledge for using punishment: A commentary. *Journal of Applied Behavior Analysis*, 35, 465-467.
- Horner, R. H., & Albin, R. (1988). Research on general-case procedures for learners with severe disabilities. *Education and Treatment of Children*, 11, 375-388.
- Horner, R. H., Bellamy, G. T., & Colvin, G. T. (1984). Responding in the presence of nontrained stimuli: Implications of generalization error patterns. *Journal of the Association for Persons with Severe Handicaps*, 9, 287-295.
- Horner, R. H., Vaughn, B. J., Day, H. M., & Ard, W. R. (1996). The relationship between setting events and problem behavior: Expanding our understanding of behavioral support. In L. K. Koegel, R. L. Koegel, G. Dunlap (Eds), *Positive Behavioral Support: Including People with Difficult*

Behavior in the Community. , Baltimore, MD: Paul H Brookes Publishing.

- Kazdin, A. E. (1977). Artifact, bias, and complexity of assessment: The ABCs of reliability. *Journal of Applied Behavior Analysis*, 10, 141-150.
- Laraway, S., Snyckerski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis*, 36, 407-414.
- Lerman, D. C., & Iwata, B. A. (1995). Prevalence of the extinction burst and its attenuation during treatment. *Journal of Applied Behavior Analysis*, 28, 93-94.
- Lerman, D. C., & Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. *Journal of Applied Behavior Analysis*, 35, 431-464.
- Lo, Y., & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using microsoft® office excel. *Journal of Behavioral Education*, 16, 155-189.
- Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional children*, 76, 173-186.
- Michael, J. (1982). Distinguishing between discriminative and motivational functions of stimuli. *Journal of the Experimental Analysis of Behavior*, 37, 149-155.
- Ninness, H. A. C., Fuerst, J., Rutherford, R. D., & Glenn, S. S. (1991). Effects of self-management training and reinforcement on the transfer of improved conduct in the absence of supervision. *Journal of Applied Behavior Analysis*, 24, 499-508.
- Rosales-Ruiz, J., & Baer, D. M. (1997). Behavioral cusps: A developmental and pragmatic concept for behavior analysis. *Journal of Applied Behavior Analysis*, 30, 533-544.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.
- Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., et al. (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis*, 21, 381-384.
- Voeltz, L. M., & Evans, I. M. (1983/2004). Educational validity: Procedures to evaluate outcomes in programs for severely handicapped learners. *Research and Practice for Persons with Severe Disabilities*, 29, 64-76.
- Watkins, M. W., & Pacheco, M. (2000). Interobserver agreement in behavioral research: Importance and calculation. *Journal of Behavioral Education*, 10, 205-212.

★ Recommended: *Publication Manual of the American Psychological Association* (5th ed).

COURSE OVERVIEW

This course offers students an advanced study of Positive Behavior Support (PBS) by focusing on theories, principles, and practices of applied behavior analysis (ABA). Students will study methods for (a) assessing or measuring behavior, (b) increasing or decreasing behaviors by manipulating antecedent and consequent variables, (c) teaching new behaviors using ABA techniques, and (d) implementing self-management procedures. Students will actively participate and lead discussions about current issues in the field of PBS, and students will apply their knowledge by developing individualized PBS plans and a research proposal related to ABA/PBS.

Students will be presented course content through readings, lectures, small group discussion and practice activities. Students are responsible for participating in these activities and providing the instructors with information that indicates an understanding and mastery of the course content. The instructors are responsible for presenting course content, evaluating student performance, and providing feedback that enables students to meet course objectives.

COURSE OBJECTIVES

Based on the Council for Exceptional Children's Knowledge and Skill Base for All Beginning Teachers of Students in Individualized General Curricula

- ★ Special Education Standard #1: Foundations
 - Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC1K2)
 - Models and theories of deviance and behavior problems. (GC1K2)
 - Theory of reinforcement techniques in serving individuals with disabilities. (GC1K9)
- ★ Special Education Standard #4: Instructional Strategies
 - Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (CC4S2)
 - Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC4S5)
 - Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities. (GC4S9)
- ★ Special Education Standard #5: Learning Environments and Social Interactions
 - Modify the learning environment to manage behaviors. (CC5S5)
 - Use effective and varied behavior management strategies. (CC5S10)
 - Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs. (CC5S11)
 - Design and manage daily routines. (CC5S12)
 - Use skills in problem solving and conflict resolution. (GC5S5)
- ★ Special Education Standard #7: Instructional Planning
 - Integrate academic instruction and behavior management for individuals and groups with disabilities. (GC7K1)
 - Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. (GC7S1)
- ★ Special Education Standard #8: Assessment
 - Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities. (GC8S1)

References to above objectives will be included in course schedule using the abbreviated reference (e.g., CC5K1). Please refer back to this list for the complete description of the objective.

COURSE EXPECTATIONS

☆ Be Respectful.

- ★ Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of this course. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should feel free to talk with class instructor.
- ★ When discussing persons with disabilities, use “person first” language. That is, mention the person before considering or describing any other features of their abilities (e.g., “person with autism,” or “student who is gifted and talented”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- ★ Maintain a positive learning environment. Ensure cell phones, instant message software, and other potential sources of distraction are turned off during class.

☆ Be Responsible.

- ★ Regular attendance and active participation in class are stressed.
- ★ Students are responsible for reading and understanding the information presented in the assigned materials *before coming to class*. This advance preparation is essential in order to be ready to understand and participate fully in the discussions.
- ★ All written assignments must be typed and prepared according to the guidelines of the APA manual (5th ed.). Products should be double spaced and written in a 12-point Times New Roman font. *Products that do not conform to the preparation guidelines will not be graded and will be returned for immediate revision, due back the following class meeting.*
- ★ Submit original work (*DO NOT PLAGIARIZE*). If plagiarism is evident, the student will receive a zero or a No Pass on that assignment, *AND* may be given a No Pass for the course, *AND* may be suspended or expelled from the university. See Code of Student Conduct for further explanation.
- ★ *All assignments must be submitted on or before the due date. Prior permission must be received for any exception to this policy. Without prior permission we will either refuse to accept assignments or assign a lower evaluation. Any returned assignments are due back the following class period.*

☆ Be Informed.

- ★ If class cancellation (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students and support staff as soon as the cancellation is known. If students have questions about whether a class will be held, they should contact office staff in ESPY Department who will be informed by the instructor. To the greatest extent possible, the instructor will send emails to students and/or announce cancellations. Students and the instructor should use common sense and good judgment in their decision making, and keep personal safety and the safety of others their foremost concern.
- ★ The assignment of an incomplete (I) grade is discouraged *strongly* and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The “I” must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by the instructor and the student.

☆ Grades will be assigned in accordance with the scale presented below. Each student's point total will be established and percentage scores will be computed based on the total number of points earned out of 300 points possible in the term.

☆ The following standards will be used to assign grades:

- A - 90 to 100% of the total points
- B - 80 to 89% of the total points
- C - 70 to 79% of the total points
- D - 60 to 69% of the total points
- F - less than 60% of the total points

Note: If you require special adaptations or accommodations in order for you to participate fully in the class, please contact the instructor as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting either

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EPSY 384 ASSIGNMENTS/ASSESSMENTS

Assignments (5 assignments for a total of 175 points).

Note: Please review scoring criteria and information presented in class or specific expectations for each assignment.

Assignment 1: Topic (5 pts)

Submit a topic on which you will focus your literature review and research proposal. Clearly articulate the rationale for your choice.

Assignment 2: Outline for Literature Review (20 pts)

Develop a complete outline for your literature review, including the main headings and 1-2 supporting topics for each. Include citations for at least 10 relevant empirical articles under the appropriate headings, and submit a draft of an APA reference list.

Assignment 3: Literature Review (50 pts)

Following your submitted outline, summarize at least 10 empirical articles relevant to your chosen topic. Your APA-formatted, 10-15 page literature review should include (a) a statement describing the purpose and scope of the literature review, (b) a brief description of the purpose, method, and results for each study reviewed; (c) a concise summary of what the results of the reviewed studies suggest regarding the current state of empirical evaluation of your topic, (d) an explanation of a problem in the current research (that will serve as the rationale for your proposed research), and (e) a complete reference list.

Assignment 4: Research Proposal (50 pts)

Develop an APA-formatted, 15-20 page research proposal complete with (a) a brief rationale for a research problem (i.e., a condensed version of your literature review), (b) a concise definition of the research problem, (c) research question(s) to be addressed, (d) description of how you will address the problem (proposed method), (e) and predicted results (i.e., hypothetical data presented in graph and table with narrative description). Proposed method should include subsections on (a) participants/subjects, (b) design (including analyses), (c) materials/measures, and (e) procedure.

Assignment 5: Presentation of Research Proposal (50 pts)

Prepare a professional presentation which includes (a) a summary of the empirical literature reviewed, (b) a brief rationale for your research problem, (c) your research question(s), (d) description of how you propose to address the research problem (proposed method), (i.e., proposed method), (e) predicted results, and (f) 10 minutes for questions/discussion. Provide an APA-formatted reference list of reviewed articles to classmates and instructors; additional handouts may be provided to classmates and instructors.

Class Participation (leading and participating in class discussion for a total of 125 points).

Note: Please review scoring criteria for specific expectations for participation.

Leading Class Discussion (25 pts)

Read designated article (indicated by asterisk on syllabus), prepare a 1-2 page overview of critical points, bring copies for classmates, and be prepared to facilitate a 10-15 minute discussion of the critical points in the article (relating them back to class discussion/text).

Weekly Participation in Class Discussion (100 pts)

During each of the first 12 weeks, you will receive a score (out of 10 points) for the quality and relevance of your participation; your two lowest scores will be dropped.

SCORING CRITERIA

Assignment 1: Topic (5 Points)

Assignment 1 Score assigned according to point allocation listed in right column.	
Identification of a topic	(1)
Rationale for choice of topic	(3)
Professional appearance	(1)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(5)

Assignment 2: Outline for Literature Review (20 Points)

Assignment 2 Score assigned according to point allocation listed in right column.	
Content of outline aligned with topic chosen in assignment 1.	(1)
Outline includes main headings	(4)
Each main heading has 1-2 supporting topics	(4)
Citations provided for at least 10 relevant empirical articles	(5)
All cited articles included in reference list	(2)
Reference list in APA format	(3)
Professional appearance (format, grammar, etc.)	(1)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(20)

Assignment 3: Literature Review (50 Points)

Assignment 3 Score assigned according to point allocation listed in right column.	
A statement describing the purpose and scope of the literature review.	(5)
A table that highlights the critical features of 10 reviewed studies (as discussed in class)	(10)
An integrated discussion that highlights critical features, similarities, and differences studies.	(20)
A concise summary of the results of the reviewed studies	(5)
An explanation of a problem in the current research	(5)
APA format throughout	(3)
Professional appearance, grammar, etc.	(2)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Assignment 4: Research Proposal (50 Points)

Assignment 4 Score assigned according to point allocation listed in right column.	
Brief rationale for the research problem	(5)
Definition of the research problem	(5)
Research question(s)	(5)
Appropriateness and adequacy of proposed method	(20)
Predicted results (hypothetical data presented in graph, table, and narrative)	(10)
APA format throughout	(3)
Professional appearance, grammar, etc.	(2)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Assignment 5: Presentation of Research Proposal (50 Points)

Assignment 5 Score assigned according to point allocation listed in right column.	
Brief summary of the empirical literature reviewed.	(5)
Rationale for the research problem	(5)
Research question(s)	(5)
Proposed method	(12)
Predicted results	(5)
Adequately addressed questions from classmates and instructors	(8)
Presentation completed within time limit provided	(5)
APA-formatted reference list provide to classmates and instructors	(2)
Professional appearance, grammar, etc.	(3)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(50)

Class Participation

Leading Class Discussion (25 Points)


Leading Class Discussion Score assigned according to point allocation listed in right column.	
1-2 page overview of critical points (with handouts provided to classmates and instructors)	(5)
Facilitated a 10-15 minute discussion of the all critical points in the article	(10)
Related critical points in article to class	(5)
Actively involved classmates in discussion by providing opportunities to respond	(5)
Discussion completed within time provided	(3)
Professional appearance, demeanor, etc.	(2)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(25)

Weekly Participation in Class Discussion (10 Points/ week)

Class Participation Participation rated each class according to point allocation listed in right column. Responses of higher quality/relevance will result in a higher score within the appropriate point range.	
Solicited contributions and multiple, unsolicited, highly relevant contributions to class or group discussions that extended the discussion, applied concepts, or made connections with other topics.	(8-10)
Solicited contributions and at least one unsolicited, highly relevant contribution to class or group discussions that extended the discussion, applied concepts, or made connections with other topics.	(5-7)
Solicited contributions only.	(2-4)
Present in class, no participation.	(1)
Not present in class.	(0)
<u>Comments:</u> <div style="text-align: right;">Total Score:</div>	(10)

EPSY 384 SCHEDULE 2007

Date	Topic	Objectives Covered*	Assignments Due/Quizzes	Readings Due	Comments
8/28	1. Basic Concepts <i>Review and Extension</i>	GC1K2		Chapters 1-2 Articles distributed in class	Welcome! Lisa & Brandi
9/4	2. Basics of Measurement <i>Review and Extension</i> How to: Select a Topic	GC8S1	Discussion 1	Chapters 3-4 Bosch & Fuqua (2001)** Hawkins (1979) Rosales-Ruiz & Baer (1997)**	Lisa
9/11	3. Reliability and Validity <i>Improving Measurement</i> How to: Write a Literature Review	GC8S1	Topic/Question for Lit Review Discussion 2	Chapter 5 Kazdin (1977)** Watkins & Pacheco (2001)	Lisa
9/18	4. Studying Human Behavior <i>Issues in Single Subject Research (SSR)</i>	GC8S1	Discussion 3	Chapters 6-7 Carr & Burkholder (1998) Lo & Konrad (2007)**	Lisa
9/25	5. Specific Analytic Tactics <i>SSR Designs, Conducting and Evaluating SSR</i> How to: Design a Study	GC8S1	Outline of Lit Rev Discussion 4	Chapters 8-10 Billingsley (2004)** Voeltz & Evans (1983/2004)**	Lisa
10/2	6. Antecedent Variables <i>Motivating Operations, Antecedent Interventions</i>	CC5S5, CC5S12	Discussion 5	Chapter 16, 23 Horner, Vaughn, Day, & Ard (1996) Laraway, Snyckerski, Michael, and Poling (2003)** Michael (1982)**	Brandi
10/9	7. Teaching New Behavior <i>Stimulus Control & Generalization</i>	GC5S5, GC7K1	Discussion 6	Chapter 17-20, 28 Horner & Albin (1988) Horner, Bellamy, & Colvin (1984) Stokes and Baer (1977)**	Brandi
10/16	8. Increasing Behavior <i>S, Schedules, SPA, Procedures</i>	GC1K9	Discussion 7	Chapters 11-13, 26 DeLeon et al. (2001)** Fisher et al. (1992)**	Brandi

Date	Topic	Objectives Covered*	Assignments Due/Quizzes	Readings Due	Comments
10/23	9. Decreasing Behavior <i>S^c, Extinction, DR Procedures</i> How to: Write a Research Proposal	GC4S9	Literature Review Discussion 8	Chapters 14-15 & 21-22 Horner (2002) Lerman & Iwata (1995) Lerman & Vorndran (2002)** Maag (2001)	Lisa
10/30	10. Self Management <i>Self monitoring, manipulation of A's and C's</i>	CC4S2, CC4S5	Discussion 9	Chapter 27 Brooks, Todd, Tofflemoyer, & Horner (2003) Ninness, Fuerst, Rutherford, & Gleim (1991)**	Brandi
11/6	11. Advanced FBA & BSP Practice: Write a Professional BSP	CC5S10, CC5S11, GC7S1	Discussion 10	Chapter 24 Hanley, Iwata, & McCord (2003)**	Lisa & Brandi
11/13	12. Issues in ABA <i>Verbal Behavior, RFT, Ethics</i>	CC1K2	Discussion 11	Chapter 25, 29 Van Houten et al. (1988)**	Brandi & Guest
 Happy Thanksgiving					
11/27	13. Special Topics <i>Student Presentations</i>				Good luck! Lisa & Brandi
12/4	14. Special Topics <i>Student Presentations</i>		Research Proposal		Good luck! Lisa & Brandi

*Remember, the reference refers to objectives listed in your syllabus from the Council for Exceptional Children.

**Indicates the article(s) on which the class facilitator should focus when preparing to lead the class discussion.



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Approval of a Graduate Certificate Program in Program Evaluation in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve a Graduate Certificate Program in Program Evaluation in the Neag School of Education.

BACKGROUND:

The Graduate Certificate Program in Program Evaluation (GCPPE) is an interdisciplinary program designed for professionals currently working in formal or informal learning environments (schools, businesses, health centers, non-profits, educational, or community organizations) and who have or plan to have responsibility for the evaluation of in-house programs and services. The objectives of the GCPPE are to improve the capacity of organizations to (a) plan and conduct evaluations (*evaluation practice*) and (b) make efficient use of evaluation results in policy decisions related to the betterment of programmatic offerings to their clientele (*evaluation use*). The GCPPE students will be exposed to the most recent methodological and theoretical contributions in program evaluation research, and will learn to apply their knowledge of evaluation practice to advance learning, teaching, and the improvement of the human condition in varied social contexts. A minimum of 12 credits is required to attain the Certificate. All courses will be offered at the Storrs campus, with the possibility of future course offerings at the regional campuses, if demand allows. Completion of certificate course credits will be considered transferable to a graduate degree program at the University of Connecticut in Educational Psychology.

Approvals:

Executive Committee of the Graduate Executive Committee
Council of Deans

Date:

October 7, 2009

December 1, 2009

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Graduate Certificate Program in Program Evaluation

1. Program Objectives

The Measurement, Evaluation, and Assessment (MEA) program within the Department of Educational Psychology at the University of Connecticut is pleased to announce a collaborative and interdisciplinary Graduate Certificate Program in Program Evaluation. A minimum of 12 credits is required to attain the Certificate. All courses will be offered at the Storrs campus, with the possibility of future course offerings at the regional campuses, if demand allows. Completion of certificate course credits will be considered transferable to a graduate degree program at the University of Connecticut in Educational Psychology: Measurement, Evaluation and Assessment as well as other programs. Contact your program of interest for information on course transfer (degree programs require a separate application and admission process).

Our Graduate Certificate Program in Program Evaluation (GCPPE) is an interdisciplinary program designed for professionals currently working in formal or informal learning environments (schools, businesses, health centers, non-profits, educational or community organizations) and who have or plan to have responsibility for evaluation of in-house programs and services. The objectives of the GCPPE are to improve the capacity of organizations to (a) plan and conduct evaluations (*evaluation practice*) and (b) make efficient use of evaluation results in policy decisions related to the betterment of programmatic offerings to their clientele (*evaluation use*). The GCPPE students will be exposed to the most recent methodological and theoretical contributions in program evaluation research, and will learn to apply their knowledge of evaluation practice to advance learning, teaching, and the improvement of the human condition in varied social contexts.

2. Course Sequence

a. Admission

- An earned Baccalaureate degree in education or a related field;
- Minimum of 2.8 upper division undergraduate grade point average or 3.0 graduate grade point average or current graduate status;
- Interest or experience working with program planning, development, or evaluation, and current involvement in a project suitable for program evaluation field experience;
- Application to the graduate school (for new students) and GCPPE application

b. Prerequisites

- Access to appropriate computer facilities for data management and analysis
- Applied work or training in such fields as:
- Educational or health policy, school reform, underachievement, mathematics and/or science education, health promotion and disease prevention, technology use in schools, literacy, gifted and talented education, social welfare, etc.

c. Prerequisite courses: At least one course in qualitative research methods (such as EDCI 6000) and one course in quantitative methods (such as EPSY 5605) **as a condition of** admission to the program evaluation certificate program.

d. Certificate courses (credits as marked). Students may **choose from among several courses listed** in each category. The GCPPE faculty must approve the course sequence for individual students.

1. Program Evaluation Courses (3-6 credits)

- EPSY 6621 (3 credits). Program Evaluation (Prerequisites EPSY 5605, 5607 and 6601).

An overview of quantitative and qualitative procedures used in the evaluation of educational programs. Current trends and practical applications are stressed.

- EDLR 6321. (3 credits). Evaluation Theory.

Addresses conceptual underpinnings of contemporary approaches to evaluation. Major theories of evaluation in education policy are examined through a case study approach.

- EDLR 5346 (3 credits). Personnel Evaluation. Issues critical to the design and implementation of effective personnel evaluation programs.

- EDLR 5347 (3 credits). Improving Teacher Evaluation Practice. Improving the teacher evaluation skills of principals and department heads through guided practice experiences that allow them to reflect on what they are doing now in light of promising alternatives.

2. Research Methods Courses (3-6 credits)

- EPSY 6601. Methods and Techniques of Educational Research. (3 credits). (Prerequisites: EPSY 5601, EPSY 5605, and EPSY 5607).

A survey of the principal methods employed in the investigation of educational problems, including problem formulation, stating hypotheses, sampling, instrument design, types of research methods and design principles.

- EPSY 5621. Construct of Evaluation Instruments. (3 credits). The theory and construction of assessment instruments in the affective domain.

- PSYC 5702. Field Research Methods (3 credits). (Prerequisite: PSYC 5701). An examination of various methods of field research, focusing on design, analysis, theory, and practical issues.

3. Practicum in Program Evaluation (taken in conjunction with EPSY 6621 for 2-3 credits)

- EPSY 5195. Workshop in Education: Practicum in Program Evaluation (1-3 credits, may be cross listed with other departments). Seminar/Field experience. Students work collaboratively with faculty to integrate their course experiences into actual evaluation practice. Current issues in the field may be discussed. Activities are tailored to the skills and needs necessary to complete work on students' selected evaluation projects.

Total: 12 credits

Recommended Additional Courses

The GCPPE faculty also recommends that students consider completing one of the following learning, social or behavioral theories courses, or other content specific theory courses (not required for certificate):

- EPSY 5510 (3 credits). Learning: Its Implication for Education.

Nature and types of learning, transfer of training, motivation, nature of instructional outcomes, with particular attention to individual differences among elementary and secondary school pupils.

- EPSY 5530 (3 credits). Theories of Learning, Cognition and Instruction. Behavioral and cognitive psychology as it applies to instruction.
- EPSY 6103 (3 credits). Grant Writing. The grant procurement process is covered from identifying funding sources through initial grant management with a focus on actually writing a grant proposal.

3. Relationship of Course Sequence to Objectives

Excellence in evaluation practice and use requires a commitment to understanding several broadly related areas of inquiry: theories and models for evaluation; quantitative and qualitative research methods; and theories of learning and behavior change. The “cognitive apprenticeship model” (Collins, Brown & Newman, 1989) provides the theoretical framework that underlies the course sequence and course experiences that will fulfill the GCPPE objectives of proficiency in evaluation practice and use. Cognitive apprenticeship focuses on “learning-through-guided experience” (p. 467), an approach that is consistent with a consideration of the student as an active, rather than passive, learner. The sequence of courses included in the GCPPE broadly covers the knowledge and skills associated with evaluation practice across multiple contexts (Mertens, 1994). The pinnacle of the GCPPE is the opportunity to work with experienced University of Connecticut faculty on an individual project directly linked to the student's professional area of interest or current career. In this way, participation in the GCPPE can help foster a statewide community of learners and community of practice for program evaluation.

4. Need for Certificate Program

Stufflebeam (2002) reports that “virtually all organizations need evaluation,” yet there is a shortfall of trained evaluators to meet these needs (p. 447). At a statewide level, as well as nationally, multiple needs may begin to be addressed through a University of Connecticut program that offers a graduate certificate in program evaluation. First, with increased demands for public sector accountability, schools and social service agencies need to become inquiry/evaluation minded organizations (see Rallis & MacMullen, 2000). Similarly, community-based organizations in the public health arena must consider strengthening their approaches for assessing intervention and program effectiveness in order to offer improved prevention programs within tight budget and cost constraints (O'Connell, Bol and Langley, 1997). Given the high priority placed on accountability and determination of program effectiveness, agencies clearly will benefit from the opportunity for employees to improve their practice and use of evaluation. The structured series of courses included in the GCPPE can begin to address agency needs in this regard.

Second, the evaluation profession recognizes that learning organizations need to build their capacity to understand and use evaluation and make evaluation an integral part of their culture. To that end, the American Evaluation Association (*AEA*) is engaged in efforts to partner with other associations and institutions for the purpose of supporting evaluation capacity. Our proposed Graduate Certificate Program in Program Evaluation is consonant with these efforts. Other professional organizations are also choosing to focus on evaluation. The American Educational Research Association (*ABRA*) has directed resources towards identified programs that specialize in training Ph.D. program evaluators. The GCPPE may be a strong first step

towards obtaining AERA designation as a quality program for evaluators. The National Science Foundation and the Centers for Disease Control and Prevention have also recently released requests for proposals that directly address the need for improved evaluation activities in schools and health departments, respectively.

Furthermore, the proposed graduate certificate program addresses the needs and goals of the Neag School of Education in several ways: by drawing on faculty strengths (O'Connell, Rallis, Archambault, and others), and through service to schools and agencies, thereby increasing our visibility and reputation.

5. For Further Information

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6. References:

- Collins, A., Brown, J.S. & Newman, S.B. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing and mathematics. In L.B. Resnick (Ed.), *Knowing, Learning and Instruction: Essays in Honor of Robert Glaser* (pp. 453-494). Hillsdale, NJ: LEA.
- Mertens, D. M. (1994). "Training evaluators: Unique skills and knowledge." In J.W. Altschuld & M. Engle (eds.), *The Preparation of Professional Evaluators: Issues, Perspectives, and Programs*. New Directions for Program Evaluation (62). San Francisco: Jossey-Bass.
- O'Connell, A. A., Bol, L., & Langley, S. C. (1997). Evaluation issues and strategies for community-based organizations developing women's HIV prevention programs. *Evaluation and the Health Professions*, 20(4), 428-454.
- Rallis, S. F. & MacMullen, M.M. (2000). Inquiry-minded schools: Opening doors for accountability. *Phi Delta Kappan*, 81(10), June, p. 766-775.
- Stufflebeam, D.L. (2002). Interdisciplinary Ph.D. programming in evaluation. *The American Journal of Evaluation*, 22(3), 445-455.

Updated: May 1, 2009



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees
FROM: Peter J. Nicholls, Provost
RE: Approval of a Graduate Certificate Program in Postsecondary Disability Services in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve the Graduate Certificate Program in Postsecondary Disability Services in the Neag School of Education.

BACKGROUND:

The Certificate Program in Postsecondary Disability Services will offer graduate level coursework related to the administration and management of college and university level disability services. The Special Education program currently offers a concentration in this area within the Masters, Sixth Year, and Doctoral programs. This certificate program will be completely online, therefore making it accessible to professionals and students throughout the United States.

This certificate program is designed for personnel who work in, or aspire to work in, college or university Offices for Students with Disabilities. It is also designed for higher education professionals who collaborate with Offices for Students with Disabilities or who are seeking to enhance their skills in working with students with disabilities, given that this is one of the fastest growing cohorts of students in higher education.

The certificate builds on the research, program development and training implemented by UConn's Center on Postsecondary Education and Disability (CPED) over the last twenty years. It aligns with the statutory responsibility of CPED to provide technical assistance to institutions of higher education in Connecticut by offering on-line access to professional development opportunities to postsecondary disability personnel in every region of the state. It also aligns with the University of Connecticut's Academic Plan, specifically in the areas of graduate and professional education, research, scholarship and creative activity, diversity, and public engagement.

The program will be interdisciplinary and collaborative, as courses will be taught by faculty from Educational Psychology, Educational Leadership, and the Center for Students with Disabilities (from the Division for Student Affairs).

Approvals:

Executive Committee of the Graduate Faculty Council
Council of Deans

Date:

October 7, 2009
December 1, 2009

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Proposal for Certificate Program in Postsecondary Disability Services

Center on Postsecondary Education and Disability

1. Educational objectives of the program:

The Certificate Program in Postsecondary Disability Services will offer graduate level coursework related to the administration and management of college and university level disability services. The Special Education program currently offers a concentration in this area within the Masters, Sixth Year, and Doctoral programs. This certificate program will be completely online, therefore making it accessible to professionals and students throughout the United States.

2. Proposed Course Sequence

Each course in the certificate program will be offered in an online format to provide access for students from all over the country. This certificate program is designed for personnel who work in, or aspire to work in, college or university Offices for Students with Disabilities. It is also designed for higher education professionals who collaborate with Offices for Students with Disabilities or who are seeking to enhance their skills in working with students with disabilities, given that this is one of the fastest growing cohorts of students in higher education. The certificate builds on the research, program development and training implemented by UConn's Center on Postsecondary Education and Disability (CPED) over the last twenty years. It aligns with the statutory responsibility of CPED to provide technical assistance to institutions of higher education in Connecticut by offering on-line access to professional development opportunities to postsecondary disability personnel in every region of the state. It also aligns with the University of Connecticut's Academic Plan, specifically in the areas of graduate and professional education, research, scholarship and creative activity, diversity, and public engagement. The program will also be interdisciplinary and collaborative, as courses will be taught by faculty from Educational Psychology, Educational Leadership, and the Center for Students with Disabilities (from the Division for Student Affairs).

a. Requirements for Admission

- an earned Baccalaureate degree in education or a related field; or
- a minimum of a 3.0 upper division undergraduate grade point average or 3.0 graduate grade point average or current graduate status;
- interest or experience working with college students with disabilities.

b. Prerequisite

- access to computer, hardware, and internet access that meets minimum specifications for participation in course delivery via HuskyCT.

c. Existing Courses:

EPSY 5140 – Transition Planning for Students with Disabilities (3 credits); Fall

An examination of relevant legislation and recommended practices related to person-centered transition planning for students with disabilities in post-school and adult life, including postsecondary education, employment, community participation, and independent living.

EPSY 5145 – Issues in Postsecondary Disability Services (3 credits); Spring

An examination of issues relating to the assurance of equal educational access for students with disabilities in postsecondary settings.

EDLR 5107 – Resource Management in Student Affairs Administration (3 credits); Summer

Analysis of higher education resource development and management with an emphasis on issues in student affairs administration; including, financial management and analysis, human resource management, and management of information technology resources.

EPSY 5092 – Practicum (3 credits); Summer

The implementation and application of theory in the student's area of specialization.

Total – 12 Credits

3. Relationship of course sequence to objectives

Professional Standards for personnel in Offices for Students with Disabilities exist and (Shaw, McGuire, & Madaus, 1997) and are approved by the Association on Higher Education and Disability (the professional organization for postsecondary disability personnel). UConn faculty conducted the research to develop those Professional Standards and have created these courses specifically to fulfill the Standards.

4. Need for Certificate Program

There has been rapid growth in both the numbers of students with disabilities attending college and the number of disability service professionals employed at colleges. Membership in the Association on Higher Education and Disability has grown from 32 in 1978 to over 2000 today. There are no certification requirements for postsecondary disability personnel, and as a result, practitioners come from a diversity of educational backgrounds. Research conducted by CPED has documented that postsecondary practitioners and administrators often have no formal training in this field and initially, have limited skilled in meeting the requirements of their jobs (Dukes, 1998; Madaus, 1996; O'Connor, 1998).

This Certificate Program will become another means for the Center to fulfill its mission to provide professional development for disability personnel in Connecticut and nationally. UConn is one of the only universities in the country providing graduate training for postsecondary disability personnel. The Center's national conference, research and publications have resulted in numerous requests for formal training from professionals throughout North America. This Certificate Program will be a means for these professionals to obtain training from UConn as all these courses will be taught in a distance education format.

5. Faculty

Dr. Joseph Madaus, Associate Professor and Director of the Center on Postsecondary Education and Disability

Dr. Manju Banerjee, Adjunct Professor and Associate Director of the Center for Students with Disabilities

Ms. Donna Korbel, Faculty member in the Higher Education and Student Affairs Program and Director, Center for Students with Disabilities.

Dr. Joan McGuire, Professor and Associate Director of the Center on Postsecondary Education and Disability

Dr. Sue Saunders, Associate Extension Professor, Department of Educational Leadership and Program Coordinator of the Higher Education and Student Affairs Program.

Dr. Stan Shaw, Professor and Associate Director of the Center on Postsecondary Education and Disability

6. The name and *curriculum vita* of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School. Dr. Madaus will be the program coordinator.



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Approval of the Bachelor of Professional Studies, an Undergraduate Degree Completion Program

RECOMMENDATION:

That the Board of Trustees approve the undergraduate degree completion program called the Bachelor of Professional Studies.

BACKGROUND:

This degree, developed for the returning adult student, will complement the Bachelor of General Studies (BGS) degree completion program presently offered by the Center for Continuing Studies (CCS).

The target audience for this degree is the returning adult learner with professional interests related to one of the concentrations. To matriculate in the program, students must have an associate's degree or have earned 60 or more credits at a degree granting regionally accredited school or college.

At the request of the Connecticut Department of Higher Education, the BGS was recently restructured to align more closely with the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, Article One, Section 10a-34-15, e1-6 governing Bachelor of General Studies programs. These guidelines state that a General Studies degree must be a broad interdisciplinary program of study designed for returning adult students who do not want or need a specific major. The restructuring of the BGS resulted in the exclusion of several options that were in high demand by the adult learners. Three of these (Web Technology, Occupational Safety and Health, and Organizational Studies) are included as concentrations in this degree. The Organizational Studies concentration will also provide students with a Business minor.

Working professionals who balance classes with the demands of a career and family face many professional and logistical challenges such as courses that are not offered at a convenient time. The Center for Continuing Studies addresses these challenges by providing a high proportion of the core and concentration courses through a web-based modality. The CCS Distance Education unit is fully staffed with highly qualified personnel for this method of course delivery.

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Proposal to the University of Connecticut Board of Trustees Bachelor of Professional Studies

1. Educational Objectives of the Program

The purpose of this program is to provide the knowledge and skills working professionals, returning to the University on a part time basis, need to complete their Bachelors degree to either enhance their present positions or advance their careers. Many of the students are already employed in a field related to one of the concentrations. Thus, not only do they want to expand their knowledge in the area of their chosen concentration; but, they also need to understand how to integrate knowledge from other related, but separate disciplines to broaden their thinking and understanding about today's problems and issues.

This proposed degree is closely related to the first goal of the University of Connecticut Academic Plan which focuses on Undergraduate Education. The goal states that the "successful resolution [of problems] ... requires understanding their ethical, social, legal, economic and cultural implications...." UConn Academic Plan (2008). The three required core courses in the BPS degree, *Experiential Learning and Education*, *Professional Ethics*, and *Collaborative Leadership*, focus on integrating the knowledge learned throughout the program using team-based inquiry to examine the complexities of organizational life from an interdisciplinary perspective. The student's place of work provides a laboratory for reflection and understanding.

2. Proposed courses of the Program

The proposed 36 (37 for Occupational Safety and Health) credit hour Bachelor of Professional Studies (BPS) interdisciplinary major is comprised of a 9 credit hour core, a 15 (16 for Occupational Safety and Health) credit hour concentration and 12 credits of electives from other disciplines, related to the concentration.

While the BPS degree provides depth through discipline specific concentrations, the design and placement of the core courses together with targeted cognate electives deliver the breadth that is characteristic of interdisciplinary programs. The *Professional Ethics* course applies the insights of philosophy to a wide range of ethical dilemmas commonly faced by organizational members. The *Experiential Learning and Education (EDLR 3250)* course draws on work in the fields of education, training and development, cognitive psychology, and adult learning to highlight effective processes of learning. In this course, students will develop interpersonal, information literacy, communication, and writing proficiencies. The *Collaborative Leadership* course, taken toward the end of the program of study, makes extensive use of inquiry teams to explore the complexities of organizational life (e.g. performance management, leadership, organizational change, innovation, downsizing). The course draws on the theoretical insights from disciplines such as psychology, sociology, political science, and cultural anthropology to develop students' capacity to define problems, to recognize patterns, and to create solutions from multiple vantage points simultaneously. The targeted related electives in each of the concentration areas are carefully selected to provide students with additional breadth.

Web Technology

Metrics and Analysis (ISKM 4140)

- A thorough examination of the quantification and qualification of web utilization and optimization. Topics include: counting methods, hierarchical methods, analysis of dynamic content, errors, and search engine optimization.

Web Server Administration (ISKM 4130)

- Web services administration covering initial system configuration; web server installation; web server configuration; n-tier configurations, clouds, web users and hosting accounts; security issues, and troubleshooting.

Database Systems for the Web (ISKM 4120)

- Discussion of the administration of data systems, database design, and data delivery for the web. Topics include: UML, data driven tag sets, client-side and server side scripting, SQL queries, security issues, and data system administration.

Web Application Development (ISKM 3220)

- Immerses the student in the culture of web application programming. Through participation in cooperative assignments the student will gain appreciation for the process of web application development. Includes the design and implementation of simpler programs and the group development of advanced web applications. Taught with emphasis on PERL, PHP, or PYTHON.

Web Authoring and Content Management II (ISKM 3241)

- Continuation of the examination of web authoring and management, focusing on security and commerce. Topics examined from consumer, infrastructure, and content-provider perspectives. Topics include: cryptography, digital identification, privacy, physical security, certificates, content filtering, and intellectual property.

Occupational Safety and Health

Safety and Health Fundamentals (OSH 3570)

- Fundamental knowledge and skills needed to prevent occupational injuries and illnesses and damage to property; develop, implement, and manage a comprehensive occupational safety and health program.

Fundamentals of Industrial Hygiene (OSH 3571)

- Introduction to the principles of industrial hygiene with emphasis on protecting workers' health through evaluation and intervention within the workplace.

Safety and Health Hazards, Laws and Regulations (OSH 3573)

- Provides a comprehensive overview of the occupational safety and health regulatory process and standards.

Ergonomics (OSH 3574)

- Concerns the achievement of an optimal relationship between humans and their work.

Trends in Environmental, Occupational Safety and health (OSH 4221W)

- Impact of issues in the workplace in promoting prevention of injuries and illness to workers, and protection of property and the environment.

Organizational Studies with Business Minor

Principles of managerial Accounting (BADM 3710)

- A survey of internal reports to managers for use in planning and controlling operating systems, for use in decision-making, formulating major plans and policies, and for costing products for inventory valuation and income determination.

Business Law (BADM 3720)

- The meaning of law and the structure of the American legal system are studied with a view toward the impact of law upon the operation of American business. Key philosophies of ethics and social responsibility are examined through the lens of stakeholder analysis and other analytical tools. Major aspects of government regulation of business such as products liability, securities regulation, worker protection, and intellectual property issues are also explored. Also examines fiduciary duty and tort liability.

Financial Management (BADM 3730)

- An introductory examination of how a business plans its needs for funds, raises the necessary funds, and invests them to attain its goals.

Managerial & Interpersonal Behavior (BADM 3740)

- Topics covered include individual work motivation, interpersonal communications in organizations, team building and group processes, leadership, decision-making, and understanding and managing cultural diversity. Classes will emphasize interpersonal and leadership skill-building through the inclusion of exercises which rely on active participation of class members.

Introduction to Marketing Management (BADM 3750)

- An introduction to the marketing system, its foundations and institutions. Students are exposed to product, promotion, price, and distribution decision areas, strategic alliances, relationship marketing, and total marketing quality.

3. Meeting the educational objectives

Oversight of this program will be provided by a committee composed of tenure or tenure track faculty from UConn Departments closely related to each of the concentrations, the CCS Extension faculty, the Director of CCS and the Director of Degree Completion Programs. The educational objectives will be achieved by the delivery, assessment and evaluation of the courses listed above. When appropriate, additional evaluations, surveys and focus groups will be done.

4. Need for the proposed program and availability of similar programs in Connecticut

The demand, potential career paths and opportunities for graduate study are different for each of the concentrations as explained below.

Web Technology

The growth in the Internet has created new jobs in internet/intranet services, web search portals, data processing, data security, computer support specialists, network systems, computer systems analysts, computer security, data communication specialists etc. (Eduventures 2007). The continued growth and expansion of employment in areas related to technology and the Internet is expected to increase faster than the average for other industries. “The U.S. Bureau of Labor Statistics projects that the computer systems design industry will add an estimated 453,000 jobs between 2004 and 2014”. (As cited in Eduventures Report on The Competitive Landscape: Online Bachelor’s Degree in Web Technology 2007). The U.S. Bureau of Labor Statistics projects that people with at least a bachelor’s degree will be in the best position to obtain the management and specialist positions.

Upon completion of the BPS and this concentration students would be well positioned to:

- Find employment as a ‘web master’ or ‘web services coordinator’ in small business settings and/or on personal service contracts or ‘web application developer’, ‘web content manager’, or similar in organizations with web specific titles or
- In organizations with general-purpose technology classifications the positions would be as a ‘program analyst’, ‘specialist’, or ‘project coordinator’ with prior related experience supporting additional leadership aspects: ‘team leader’, ‘project manager’, or ‘product manager’.
- Finally, some organizations classify these types of positions in creative or marketing areas, e.g. ‘web designer’ or digital medial specialist’ respectively.

Occupational Safety and Health

This concentration is designed for students who wish to enter the occupational safety and health profession, or for those already practicing in the profession at a technician level, to advance in the profession. Individuals with bachelor’s degrees and completed course work in occupational safety and health are qualified for entry level managerial positions in safety, industrial hygiene, ergonomics, or other disciplines under the occupational safety and health umbrella. Employment can be found in a multitude of organizations such as manufacturing, construction, maritime, mining, healthcare, utilities, government, military, academia, financial services, energy, research and development, pharmaceuticals, among many others. The national Bureau of Labor Statistics (BLS) data show that 45,000 individuals are employed as occupational health and safety specialists as of 2006. The Bureau projects a 9% increase in employment over the next ten years (2006-2016). (BLS, 2008-2009 Edition). In Connecticut the projected increase in positions is 3.9% from 2006 to 2016.

Upon completion of the BPS and this concentration, graduates would be well positioned to:

- Enter the occupational safety and health profession at an entry level managerial position and successfully perform the duties of a safety engineer, industrial hygienist, ergonomist, or other related discipline;
- Advance their current careers in the occupational safety and health profession by assuming additional responsibilities;
- Apply for certain professional certifications, and with additional years of practice in the occupational safety and health profession, apply for well respected professional certification as a certified safety professional (CSP), certified industrial hygienist (CIH) or certified professional ergonomist (CPE), among others;
- Continue their studies in occupational safety and health by applying to post-baccalaureate master's and doctorate programs.

Organizational Studies with a Business Minor

This concentration is designed for students who do not want the curricular depth traditionally provided through a business major, yet recognize the need for enhanced knowledge and skills in aspects related to managerial and organizational effectiveness. Prior to the restructuring of the Bachelor of General Studies program, one of the most popular foci was Corporate and Organizational Studies. Approximately one fourth of the UConn BGS students selected this focus and almost one half of them were located at the Stamford campus.

Upon completion of the BPS and this concentration graduates would be well positioned to:

- More effectively fulfill managerial responsibilities outlined in their current job descriptions, including broad decision-making in areas related to operations, finance and budgets, marketing, information technology, and human resources.
- Work in representative job categories including: assistant manager in financial services (banks and insurance); department manager in retail, service, or manufacturing; owner of small and medium sized enterprises; contract administrator, operations manager, client services associate, and a variety of management roles in health care and allied health (e.g. pharmaceutical and medical equipment sales).
- Embrace promotional opportunities from one job category to another within the same organization or new opportunities in other organizations. Examples include: promotion from bank teller to customer service representative in financial services; from human resource assistant to human resource generalist; from clerical administration in insurance to insurance claims review; from IT support to IT project management; and from manager to vice president in banking and financial services firms.

Students completing each concentration will be prepared for further study in a number of ways: at the master's degree level, for other related professional degrees, or for professional certification in their chosen specialty area.

Similar Academic Programs in Connecticut

In Connecticut, only Fairfield University offers a Bachelor of Professional Studies. They also offer students the opportunity to earn a Bachelor of Arts or Bachelor of Science in Professional Studies by

selecting an interdisciplinary area of study. Students selecting this degree option may choose among the three majors – communications, marketing, and accounting – that permit part time study. Finally, at Fairfield University, students may also complete an associate’s degree in Professional Studies or enter this program as a freshman through Fairfield’s SELECT program.

Since the proposed Bachelor of Professional Studies degree (BPS) will be a degree completion program with a target audience of returning adult students, other Connecticut higher education programs with degree completion programs who target returning adult students were reviewed. Twelve Connecticut colleges and universities met these criteria. Ten schools offer business related courses as part of their degree completion option and five offer a degree completion courses related to an aspect of Information or Web Technology. None offer Occupational Safety and Health.

5. Faculty and staff

These will include:

- Susan Nesbitt, Ph.D., Director of the Center for Continuing Studies
- Peter Diplock, Ph.D. (CCS Extension Faculty), Human Resources Management
- Andrew Depalma, Ph.D., (CCS Extension Faculty), Technology Education & Practice
- Paul Bureau, M.S., (CCS Extension Faculty), Occupational Safety & Health
- Rodney Allen, Ph.D., (CCS Extension Faculty), Occupational Safety & Health
- Joseph Bittner, M.B.A., Financial Statement Analysis
- Richard Hurley, Ph.D., Financial & Management Accounting, Fraud Prev. & Auditing
- Vincent Carrafiello, M.B.A., Business law
- John Knopf, Ph.D., Corporate Finance, Corporate Control, Mergers & Acquisitions
- Eugene Salorio, D.B.A., Corporate Finance, International Business
- Kathleen Bailey, M.B.A., Corporate Finance, Business Law
- Kathy Dechant, Ed.D., Female Entrepreneurship
- Henry Ulrich, Ph.D., Strategic Management, Non-Profits Executive Leadership
- Kevin McEvoy, Ph.D., Marketing Management & Branding
- Wynd Harris, Ph.D., Marketing Strategy, Data Driven Marketing Management
- Gary Sterner, Ph.D., Psychology
- Steven Pasiuk, M.S., Occupational Safety & Health
- Nancy Brouillet, J.D., Workers’ Compensation
- Maurice Russo, M.S., Fire Protection
- David Reed, M.S., Occupational Safety & Health
- Robert Franko, M.S., Occupational Safety & Health
- Kurt Cramer, M.S., Environmental
- Diba Khan-Bureau, M.S., Environmental
- Robert Bruin, Ph.D., System & Services Administration
- Ann Marie Christensen, Ph.D., Internet Strategy/Management
- Joanna Hopper, M.A., Computer & Information Management
- Matthew Chrenka, M.S., High Availability Systems
- Gary Irvin, M.S., Information Systems
- Tom Swanson, Ph.D., Organization & Management
- Louis Sapia, M.S., Project Management
- Carrie Horvath, Ph.D., Organization & Management

- Christine Jowdy-Milot, M.F.A, Visual User Interface Design
- George Saba, M.S., System & Services Administration

6. The Director of Degree Completion Programs will be the coordinator of the program

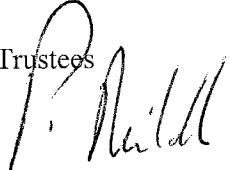
Additional market demand analysis, competitive information and a full resume for each faculty and staff member are available upon request.



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees
FROM: Peter J. Nicholls, Provost 
RE: Approval of a Bachelor of Science degree in Business Administration

RECOMMENDATION:

That the Board of Trustees approve the Bachelor of Science Degree in Business Administration to be offered by the School of Business at the regional campuses in Hartford, Stamford, and Waterbury.

BACKGROUND:

The Bachelor of Science in Business Administration (BSBA) will provide a general business major to regional campus students in Hartford, Stamford, and Waterbury. This degree will complement and synergize with the existing Business & Technology (BSBT) major offered at these three regional campuses. The BSBA prepares students to become effective general managers. The BSBA major requires enhanced skills and knowledge in finance, management, and marketing while providing flexibility that allows students to pursue additional business knowledge in an area of interest. The BSBA will provide a second option for regional campus students who seek a business degree. It will utilize the same faculty teaching in the existing BSBT major as both majors have similar core requirements. The extended core requirements for the BSBA major may be taken as electives in the BSBT major while the extended core requirements for the BSBT major may be taken as electives of the BSBA major. The administrative staff of the BSBT major will also serve as administrative staff for the BSBA major.

Regional campus students, faculty and staff, community college faculty, high school guidance counselors and the Connecticut business community overwhelmingly support the addition of the new general Business Administration major at these regional campuses. For example, well over 90 percent of students surveyed at the Hartford, Stamford, and Waterbury regional campuses responded positively to the proposal of offering a general Business Administration major as a second option in addition to the Business & Technology major. Over 90 percent of Connecticut community college respondents also supported this proposal.

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Proposal to the University of Connecticut Board of Trustees For a new Bachelor of Science in Business Administration

I. Mission, Background and Objectives

Mission of the proposed Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration (BSBA) provides a general business major to regional campus students in Hartford, Stamford and Waterbury. It complements UConn's Master of Business Administration program and is synergistic with the Business & Technology major offered at these regional campuses. BSBA Majors will be prepared to become effective general managers with enhanced skills and knowledge in finance, management and marketing.

A. Mission, Role and Scope of the School of Business

The mission of the UConn School of Business identifies our educational and strategic priorities:

"Real World, Real Learning, Real Impact. Be a globally recognized provider of exceptional managerial and business leadership through innovative experiential learning in a dynamic global business context: integrating real world experience, outstanding research and strategic outreach."

Our mission statement confirms our commitment to academic excellence, experiential learning, and globalization. We are committed to producing the highest possible quality in teaching, research and outreach in order to attain these goals. We believe that academic excellence in a modern business education is strengthened by experiential learning and an international perspective that strives to identify and address business challenges experienced by workers, managers entrepreneurs, investors, policy makers, and the greater community.

The School of Business is identified with excellent research-oriented faculty, talented students, successful alumni, and close partnerships with major corporations, both locally and globally. Bolstered by support from the State of Connecticut, UConn administration and private donation, the School aspires to be a nationally and internationally recognized institution in key strategic areas of research, innovative training of business leaders for a competitive workforce, and engagement and commitment to the local and professional communities.

B. Mission of the School of Business Regional Campuses: Undergraduate

The School of Business provides undergraduate education and lifelong learning in business to the regional campuses in Hartford, Stamford, and Waterbury. The School of Business supports the workforce, social and cultural development of the regions where those campuses are located. Capitalizing on the richly diverse regional campus student populations, School of Business programs provide leadership in creating and disseminating managerial and business knowledge, recognizing that this knowledge is essential to Connecticut's future in a dynamic global business context.

C. Background

1. **History of the School of Business:** Founded in 1941, the UConn School of Business has evolved into one of the most comprehensive business schools in the nation, offering academic programs at the bachelors, masters, doctorate and advanced certificate levels in four Connecticut locations – Storrs, Hartford, Stamford and Waterbury. The School of Business has established a strong reputation for high quality research and academic programs, spanning a wide array of functional disciplines in Accounting, Finance, Management, Marketing, Operations and Information Management.
2. **Accreditation and Rankings:** The UConn School of Business has been continuously accredited by AACSB International – the Association to Advance Collegiate Schools of Business – since 1958. This means all School of Business programs meet or exceed established standards for business schools internationally. AACSB International accreditation represents the highest standard of achievement for business schools worldwide. The School ranks in the top 5 percent of business schools and is widely considered one of the best in the Northeast as evidenced in frequent rankings by *Business Week*, *U.S. News & World Report* and *The Princeton Review*.
3. **Chronology of the BSBA Proposal Approval Process:** The addition of a Bachelor of Science in Business Administration major was initially proposed by the Academic Planning Committees of the Waterbury Regional Campus and the Hartford Regional Campus in each of their 2008 Academic Plans. It was later included in the Academic Plan for the School of Business.

On August 25 of 2009, the School of Business Dean's Council reviewed the Proposal for a Bachelor of Science in Business Administration and recommended that it move forward to the Undergraduate Programs and Students Committee (UPC). At their September 11 meeting, the faculty on the UPC approved the proposal and presented it to the School of Business faculty at their October 30 faculty meeting. At that meeting, the faculty voted to approve the new major as proposed.

The proposal was submitted to the Provost's Office on November 2, 2009 and copies of the proposal were then distributed to members of the University Undergraduate Degree Review Committee. This committee reviewed and approved the proposed BSBA on December 9. The University Council of Deans reviewed and approved the Bachelor of Science in Business Administration on January 5.

D. Specific Objectives and Special Features

1. Specific Objectives

- Deliver a high quality interdisciplinary general business major as a second choice for regional campus students.
- Build upon a strong foundation of general education requirements, especially in English, business mathematics, calculus, economics and statistics.
- Enable regional campus students to become effective general managers with added expertise in managerial communications, finance, management and marketing.
- Prepare regional campus students for broad based careers in non-profit and public sector organizations as well as for profit businesses.
- Complement the existing Business & Technology major.
- Improve managerial communications skills of regional campus students.

2. Special Features

- Extended core requirements in Finance, Management and Marketing
- Additional Transfer Pathway opportunities for community college students
- Experiential learning opportunities for regional campus students
- Opportunities for study abroad and international study
- Hybrid face to face and on-line delivery of electives
- Synergies with the already existing Business & Technology major
- Resource neutrality: no additional faculty, staff or resources needed

II. Target Clientele Survey

To ascertain whether the School of Business should offer a general Business Administration major at the regional campuses, the following groups were surveyed: UConn Regional Campus students; UConn Regional Campus staff and ACES (Academic Center for Exploratory Students) Advisors; potential future employers of UConn undergraduate business students; Community College faculty and administrators, and high school guidance counselors. The survey included four questions designed to determine the desirability of the BSBA major and investigate what additional courses might be required for this major. The survey results from the 533 total responses provided valuable input into the degree design. Appendix 1 provides a summary of survey results and a complete analysis of the survey data may be found in Provost's Office and the School of Business' Office of the Dean.

A. Primary Market: UConn Regional Campus Students

The Bachelor of Science in Business Administration (BSBA) major is primarily designed to meet the needs of regional campus students in Hartford, Stamford and Waterbury who are seeking a general business major. Of 240 Hartford, Stamford and Waterbury Regional Campus Student respondents, 229 (95.4%) said, "Yes" when asked if the School of Business should offer a general business major in addition to the Business & Technology major already offered at the regional campuses. Anecdotal responses by UConn student overwhelming supported the need for an expanded choice of business majors at the regional campuses.

B. Secondary Market: Connecticut Community College Students

Students from Connecticut College Transfer Pathway programs form a secondary target clientele. The Transfer Pathway programs are custom designed and have been approved for 10 out of the 12 Connecticut Community Colleges. The program provides guaranteed admission into the Business & Technology major offered at the Hartford, Stamford and Waterbury regional campuses for students who have achieved established benchmarks along with their Associate Degree. Fifty-nine faculty and administrators of Connecticut's Community Colleges responded to the following question: "Should UConn's School of Business offer a general business major in addition to the Bachelor of Science in Business & Technology at the Regional Campuses in Hartford, Stamford and Waterbury?" Of these, 55 (or 91.5%) responded "Yes". These respondents enthusiastically support the development of the proposed BSBA major and expanding the Transfer Pathways to include the BSBA.

C. Tertiary Market: High School Students applying to UConn Regional Campuses

The Admissions Office in Storrs and admissions representatives in Hartford, Stamford and Waterbury express enthusiasm about recruiting high school students who might be interested in this major at the regional campuses. Of the 16 high school guidance counselors who responded to our survey, 15 (91%) responded positively about the proposal to offer a general business administration major at the regional campuses.

III. Competitive Analysis

The School of Business researched institutions within and around Connecticut to determine if local universities and colleges offer general business majors similar to the proposed Business Administration major. Additionally, we investigated other benchmark institutions, partitioned into comparable, competitive, and aspirant groups. Appendix 2 provides a summary of the competitive analysis and additional detail may be found in the Provost's Office and the School of Business' Office of the Dean.

A. Connecticut: Five institutions in Connecticut offer a general Business Administration Major and none are public institutions. Of the two that are internationally accredited by AACSB, one offers a general business degree designed to accommodate eventual admission to an MBA program and the other lacks the quantitative general education prerequisites that are required at UConn and does not have the extended core requirements in Finance, Marketing and Management.

B. Surrounding States: Of the relatively local AACSB accredited Schools of Business in surrounding states, four have general business majors. None of these universities and colleges is a public or land grant universities. The general business majors at all four of these institutions have aspects in common with the proposed BSBA. Two have similar quantitative prerequisites and all four are interdisciplinary. At one, general management majors are encouraged to customize their major with two "breadth electives" and the option of concentrating in psychology or government. Another offers a customized concentration along with interdisciplinary non-business concentrations in Computer Information Systems and Public Administration. The third allows only six credits of business electives but requires 18 credits of non-business electives. The fourth is less interdisciplinary but does encourage students to take electives in any area of business.

- C. **Comparable Group:** There are seven comparable peers against which UConn's School of Business benchmarks. Only one has a "General Management" major. That program allows students to take three electives in a variety of business areas, two of which must be outside of Management. Arizona State University (ASU), not commonly included in the School's "comparable peer group," also had a general business major that provided a useful comparison for developing UConn's proposed BSBA. ASU's BS in Business Administration is also customizable with elective options in international business and agribusiness and other "business administration related" elective choices.
- D. **Competitive Group:** UConn's School of Business also benchmarks against a competitive group of eight institutions located in the northeastern United States. Four of these competitive universities have a general business major (two public and two private). One features a cross functional core as well as a broad choice of electives which can include liberal arts electives as well as electives from the School of Management. Another program focuses on management, but also requires non-management elective choices through a six credit "Two Piece Sequence" and three credit "Related Area" similar to the proposed BSBA major. A third offers two general business majors: a BSBA and a BSIB ("Bachelor of Science in International Business"). Both majors offer concentrations and encourage dual concentrations. The fourth institution requires a "General Education Discipline Concentration" outside of business. All four of these majors have similar quantitative prerequisite requirements to those of the proposed BSBA major.
- E. **Aspirant Group:** This group is made up of five "Top 20" public Schools of Business with which UConn's School of Business aspires to compete. Of these, two have general business majors. One is interdisciplinary, similar to the proposed BSBA major, but with a heavier emphasis on economics and economic statistics in its core requirements. The other is not interdisciplinary and emphasizes Finance with no electives.

IV. **Curriculum and Instruction**

Survey data was also used to explore curriculum requirements for the Bachelor of Science in Business Administration. The BSBA consists of 120 credits: 60 credits of general education requirements and non-business electives; 31 credits of Business Core Curriculum; 9 credits of extended core requirements; 9 credits of business electives; and, 11 credits of business or non-business electives. Appendix 1 includes a summary of the curriculum survey results and additional survey detailed may be found in Provost's Office and the School of Business' Office of the Dean. Appendix 3 provides a plan of study including general education requirements, business course requirements and a sample course sequence.

A. General Education Requirements

The general education requirements for the proposed Bachelor of Science in Business Administration (BSBA) are the same as those required for all business majors in the School of Business at the University of Connecticut. A minimum of 60 credits used toward the graduation requirement of 120 credits must be comprised of non-business coursework.

B. The Bachelor of Science in Business Administration Major Curriculum

1. **The Business Core Curriculum** for the proposed Bachelor of Science in Business Administration major is similar to the Core Curriculum required for all business majors at UConn, including the Bachelor of Science in Business & Technology (BSBT). One difference is that the BSBA requires a three credit business writing and oral presentations course called BADM 4080W (Business Communications) rather than the one credit MGMT 3070W (Effective Business Writing) course required for other business majors. In addition, BADM 4072 (Career Development in Business) is required for the BSBA major but is not required for the BSBT.
2. **The Extended Core Requirements** of the BSBA major consist of advanced three credit courses in Finance, Marketing and Management. Students select one in a choice of two advanced courses in each of these disciplines. (Details about these Extended Core requirements are found in the Plan of Study, Appendix 3) The choice of courses in the extended core was developed with input from School of Business department heads, regional campus faculty and information from survey responses.
3. **Three Advisor Approved Business Electives** are required for the Bachelor of Science in Business Administration. The general business electives may be taken in any business discipline subject to approval by the student's advisor. Students may generalize by taking their required business electives in different disciplines or may choose to focus by concentrating the required business electives to promote specific career goals.
4. **Eleven Additional Elective Credits** are available to BSBA students. These may be business or non-business electives.

Appendix 3 provides a plan of study including general education requirements, business course requirements and a sample course sequence.

V. Academic Standards

A. Admission Criteria:

The Bachelor of Science in Business Administration maintains the same rigorous admission standards required for all business majors. There are three avenues to admission into the Business Administration major: 1) internal application for admission; 2) Transfer Pathway from a Connecticut Community College; and, 3) University admission via the UConn Admission Office.

1. **Internal Admission** to the Business Administration major requires a formal internal application. Students are permitted to apply after completing 40 credits at UConn, including key general education requirements. A minimum 3.0 cumulative grade point average is expected.
2. **Transfer Pathway from Connecticut Community Colleges** is accomplished by applying for transfer admission to the University. Guaranteed admission is offered to students who follow a Business Transfer Pathway towards completion of their Associate Degrees with a grade point average of 3.0. Community college students who are admitted to the University with lower than a 3.0 grade point average may apply for admission to the BSBA major after successfully completing a minimum of 12 credits at UConn with a 3.0 GPA.

3. **High School Seniors** applying to the University may indicate their interest in the BSBA major. These students must meet the rigorous admission requirements of admission to the School of Business.

B. **A Supplemental Dismissal Policy** applies to BSBA students whose Cumulative Grade Point Average drops below a 3.0 during their freshman and sophomore years. Juniors and Seniors who fail to achieve a 2.0 Term GPA are subject to supplemental dismissal. BSBA students who fail to maintain a 2.0 GPA in the BSBA major's Finance, Management and Marketing requirements are also considered for supplemental dismissal. Supplementally dismissed students must reapply to the BSBA major.

VI. **Resources**

As proposed, the Bachelor of Science in Business Administration is resource neutral. Resource neutrality is achieved by capitalizing on synergies with the Bachelor of Science in Business & Technology, more effective utilization of existing regional campus business faculty lines, redeployment of existing staff, efficient use of regional campus facilities and constraining growth by establishing high admission standards as well as the supplemental dismissal policy.

A. **BSBA Synergies with the BSBT Major**

The proposed BSBA was carefully designed to capitalize on potential synergies with the existing BSBT major. BSBA students are required to take similar general education and core requirements as BSBT students. Extended Core Requirements of the BSBA major may be taken as electives by BSBT majors; most of these BSBA Extended Core Requirements have been offered as regional campus electives during the last five years. Extended core requirements of the BSBT major are offered as electives for the BSBA major.

B. **Current regional campus funded business faculty lines** are used to deliver the proposed BSBA major. Currently underutilized space in core business courses and electives is available for additional enrollments by BSBA majors. Regional campus business faculty members are contracted to teach courses at multiple regional campus locations. Interchange of graduate with undergraduate business teaching responsibilities increase the number and variety of courses available to prospective BSBA students.

C. **Existing Staff and Advisors** are deployed for administration of the BSBA major in addition to the BSBT major. Administrators are located in Hartford, Stamford and Waterbury where the major will be offered. These staff have intra-campus advising responsibility and inter-campus administrative responsibility for Business admissions, course scheduling, Community College Transfer Pathway programs and career services.

D. **Facilities, Equipment and Library Resources** in Hartford, Stamford and Waterbury are adequate for delivery of the BSBA major in addition to the BSBT major and graduate business programs located at those campuses.

- E. Constraining Growth of the BSBA major** may be accomplished, if necessary, by raising the standards for admission into the major. Increasing the minimum Cumulative Grade Point average, the minimum grade point average in business courses and the minimum grade point average in BSBA extended core requirements also serves to limit growth if the size of the major exceeds the resources available to deliver the major.

VII. Post-graduation Activities for Business Administration Majors

A. Career Forecast:

Upon graduating with a Bachelor of Science in Business Administration, students are well prepared for professions requiring general management competencies and knowledge. “Graduates earning business administration/management degrees saw a 4.7 percent increase to their average salary offer, raising it to \$45,887. These graduates are also consistently high in demand,” according to responding National Association of Colleges & Employers (NACE) *Job Outlook 2009* employers. Business administration/management is also ranked top 5 in demand according to this research.

- B. Graduate Business School Prospects:** Graduates of the BSBA major will have a well-rounded education suitable to continuing their studies in business at the graduate level.



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Approval to add a Cell Analysis and Modeling concentration to the Ph.D. Field of Study in Biomedical Science at the UConn Health Center

RECOMMENDATION:

That the Board of Trustees approve the addition of a Cell Analysis and Modeling concentration to the Ph.D. Field of Study of Biomedical Science at the UConn Health Center.

BACKGROUND:

The Cell Analysis and Modeling Area of Concentration builds on the research and training success of the faculty within the Health Center, especially the faculty, resources and research programs associated with the Richard D. Berlin Center for Cell Analysis and Modeling. CCAM is a unique center where faculty from vastly different intellectual backgrounds including chemistry, physics, engineering, computer science and mathematics are housed in contiguous space within an academic health center. The team of faculty researchers is recognized nationally for their collective leadership in research at the interface of cell biology, optics, chemistry, physics, and computation. This creates an exceptional environment for interdisciplinary training.

In addition to the excellent faculty, the Center has assembled microscope, computing, and research facilities that serve local and national research efforts. The 17 faculty mentors foster an atmosphere of daily collaboration among theoretical and experimental scientists that leads to cutting edge research. Students explore complex biological systems using the tools of computational cell biology and quantitative approaches to the analysis of living cells, thereby becoming a cadre of new scientists needed in academia and industry.

The proposed concentration brings together existing and new courses developed by the faculty of the Center and the Biomedical Sciences Ph.D. Program, such that current and future students of UCHC will obtain excellent training in physical, chemical, and computational methods for studying cellular systems. The formalization of the Cell Analysis and Modeling concentration allows for increased recognition of the significant role that the University of Connecticut has and continues to play in training the next generation of biomedical sciences researchers.

Approvals:

Executive Committee of the Graduate Faculty Council
Council of Deans

Date:

January 14, 2009
December 1, 2009

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**APPLICATION TO ADD
CELL ANALYSIS AND MODELING AREA OF CONCENTRATION
TO THE PH.D. PROGRAM IN
BIOMEDICAL SCIENCES**

**The Graduate School
The University of Connecticut**

October, 2008

Summary

The Cell Analysis and Modeling Area of Concentration proposed for the Biomedical Sciences (BMS) Graduate Program at the University of Connecticut Health Center builds on the research and training success of the faculty within the Health Center and most centrally the faculty, resources and research programs associated with the Richard D. Berlin Center for Cell Analysis and Modeling. CCAM is a unique center where faculty from vastly different intellectual backgrounds including chemistry, physics, engineering, computer science and mathematics are housed in contiguous space within an academic health center. The team of faculty researchers is recognized nationally for their collective leadership in research at the interface of cell biology, optics, chemistry, physics, and computation. This creates an exceptional environment for interdisciplinary training. In addition to the excellent faculty, the Center has assembled microscope, computing and research facilities that serve local and national research efforts. The 17 faculty mentors foster an atmosphere of daily collaboration among theoretical and experimental scientists that leads to cutting edge research. Students explore complex biological systems using the tools of computational cell biology and quantitative approaches to the analysis of living cells, thereby becoming a cadre of new scientists needed in academia and industry. The proposed Cell Analysis and Modeling Area of Concentration (AoC) brings together existing and new courses developed by the faculty of the Center and UCHC Biomedical Sciences Ph.D. Program such that current and future students of UCHC will obtain excellent training in physical, chemical and computational methods for studying cellular systems. The formalization of the Cell Analysis and Modeling AoC allows for increased recognition of the significant role that the University of Connecticut has and continues to play in training the next generation of biomedical sciences researchers. The benefits of formalizing the Cell Analysis and Modeling AoC are many and the costs minor given the previous successful extramural grant support for this multi-million dollar interdisciplinary research center.

INTRODUCTION

Cell biology is entering a new era of research driven by tremendous advances in computer technology and imaging technologies over the past several decades. There is now explosive growth in research associated with cross-disciplinary approaches utilizing mathematics, chemistry, computer science, engineering, and applied physics. Ph.D. training programs are beginning to respond to this new area of cell biology by developing appropriate cross-disciplinary training curricula, but the number of such programs is still relatively small in comparison to the national demand. The new Area of Concentration (AoC) in Cell Analysis and Modeling within the existing Graduate Program in Biomedical Sciences brings together faculty and resources from distinct disciplines to create an interdisciplinary environment in which students are trained in quantitative and computational approaches to biological questions studied at the molecular and cellular levels. The proposed new AoC will create the necessary structure for efficient and quality training of next generation biomedical researchers. It will be based within the Richard D. Berlin Center for Cell Analysis and Modeling (CCAM, formerly CBIT) at UCHC. Established in 1994, CCAM has emerged as a Center that promotes the application of physics, chemistry and computation to cell biology. The environment of CCAM is designed to promote interdisciplinary interactions and its cadre of physical scientists are supported and valued in a way that is unique for a medical school.

The establishment of an AoC in Cell Analysis and Modeling addresses a critical gap in cross-disciplinary biology education recognized in reports such as Bio2010, and meets the needs of our research faculty and graduate students to create a clearly established interdisciplinary training program. The concentration enables the faculty and university to recruit to the Biomedical Sciences Program a unique population of students that would otherwise pursue training in non-Medical school environments. The addition of the AoC provides the growing number of pre-doctoral students associated with CCAM and supported by NIH Technology Center for Networks and Pathways funds with an organizational home that complements their career goals. The AoC is also a focal point for recognition of the University of Connecticut as a leader in the field of computational and biophysical cellular research. Importantly, the concentration creates a mechanism for faculty to better secure funding from NSF and NIH through training and research grants, such as the NIH National Institute for Biomedical Imaging and Bioengineering Initiative for Interdisciplinary Graduate Research Training. CCAM has made several previous attempts to obtain funding for training programs in interdisciplinary biology, but the lack of a formal program has been cited in reviews as a weakness of the applications. The formation of an AoC specifically focused on interdisciplinary training that develops students with training in the physical sciences and cell and molecular biology will no doubt enhance our competitiveness in applying for training funds and address a national workforce need. New training grants would ease financial pressures on the graduate program and would allow an increase in the total number of PhD candidates admitted if appropriate.

1. OBJECTIVES

State the objectives of this program in relation to the goals and objectives of the institution. In so doing, public institutions shall relate the proposed program to their approved mission, role, and scope. Identify target clientele and likely post-graduation activities.

The University of Connecticut is dedicated to excellence demonstrated through national and international recognition. As Connecticut's public research university, through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach. Through our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state's flagship public land and sea grant institution, we promote the health and well-being of Connecticut's citizens through enhancing the social, economic, cultural, and natural environments of the state and beyond.

The goal of the Ph.D. program in Biomedical Science at the University of Connecticut Health Center is to educate individuals dedicated to pursuing careers as scientists and scholars in biological and biomedical science in a wide variety of settings including academia, the private sector and in government service. To achieve this goal an academic environment is maintained which fosters creative thinking and supports programs leading to excellence in scholarship, research and teaching. The program is dedicated to quality education tailored to the needs of the individual student.

The new CAM AoC is also consistent with many of the goals detailed in the most recent University of Connecticut Strategic Plan, as delineated below.

Strategic goal 1: Provide a challenging and supportive learning environment that fosters achievement and intellectual interaction among undergraduates, graduate students and faculty members and promotes excellence in research, scholarship and artistic creativity.

Objective 1.7 Identify and prioritize existing and planned focal areas of research and other creative endeavors to maximize effective use of scarce resources. Encourage participation in the world marketplace of ideas.

The Cell Analysis and Modeling AoC makes use of existing faculty recruited by the Richard D. Berlin Center for Cell Analysis and Modeling, which is nationally and internationally recognized for its leadership in the areas related to optical, chemical and physical analysis and computational modeling of cellular systems. For the past 10 years, CCAM has been designated a National Biotechnology Resource by the National Institutes of Health because of CCAM's leadership in developing new technologies for computational simulation in cell and molecular biology. More recently, CCAM has been awarded National Institutes of Health Roadmap Initiative funding as a Technical Center for Networks and Pathways, one of only five such Centers in the nation. An additional indicator of the international recognition and significance of research and training at CCAM has been the creation and expansion of the International Symposium for Computational Cell Biology, held bi-annually since March 2001 and now held annually, alternating between Cold Spring Harbor Laboratories and the UK. A guiding theme of this Symposium is to provide a forum where

experimental and computational cell biologists can interact, and the invited platform speakers have comprised an equal mix of modeling and experiment. CCAM secured grant funds for these Symposia in the past, which led to the establishment of this forum as a permanent event. Cold Spring Harbor Laboratory adopted the 4th Symposium in Fall of 2007.

The new Cell Analysis and Modeling AoC takes advantage of this highly interdisciplinary group of faculty in a medical school setting to create a unique opportunity for interdisciplinary graduate education. The recent absorption of the Pharmacology AoC into the existing Cell Biology AoC provides an opportunity to establish this new graduate area of study without expansion of the administrative resources for the Biomedical Sciences graduate program as a whole.

Strategic goal 2: Recruit and retain outstanding students, faculty and staff.

Objective 2.2 Aggressively recruit students meeting our qualifications from both within and outside the state in order to build applicant pools of sufficient size and diversity to assure stable enrollments.

Objective 2.4 Create an environment that is attractive to outstanding graduate students and supports their intellectual efforts.

All areas of Biomedical Sciences are recognizing the need for increased interdisciplinary research efforts, and the requirement that new training programs need to be created to develop a new cadre of students with background beyond the traditional biology training. The interdisciplinary faculty at CCAM provide a perfect environment that will be attractive to students with non-traditional backgrounds for a biomedical sciences program. Students with physics, computer science, engineering or math backgrounds independent of biological research would be the new pool of students increasing the overall number of applicants, as well providing an opportunity to increase our academic diversity and enrollment. The establishment of the Cell Analysis and Modeling AoC allows for aggressive recruitment efforts to this new population of students, and ensures the involvement of appropriate faculty in the selection of those non-traditional students with the best chances for success in the program and future scientific careers. The establishment of this interdisciplinary AoC also creates an opportunity for new funds to be secured through training grants for which we would otherwise be ineligible.

Strategic goal 5: Allocate and develop resources on the basis of mission value and performance. Hold the community of students, faculty and staff accountable for the success of the University.

Objective 5.1 Resource allocation is to be based on performance in relation to established goals.

The faculty, staff and trainees have shown tremendous success in both publications and securing of funding. This has been recognized by the University with a significant commitment to new space to allow for the growth of the Center and its research programs. It is natural to believe that such excellence in research is to be matched by formally recognized training efforts. The establishment of the Cell Analysis and Modeling AoC is consistent with the current investment of the University in student education, research excellence, and national and international recognition.

2. EDUCATIONAL PLANNING STATEMENT

a. Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.

The modification creates a new AoC within the existing Ph.D. granting Program in Biomedical Sciences. It creates more options for students while stabilizing, through the proposed AoC, the training of students interested in the application of physical, optical and chemical methods to cellular phenomena.

b. Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, independent and proprietary institutions and explain the relationship of the proposed program to existing offerings.

No graduate programs in Cell Analysis and Modeling exist in the New England area. The most closely related programs are the graduate programs in Computational Biology or Quantitative Biology with an emphasis on cellular systems or systems biology. The closest geographic biomedical sciences institutions with such Ph.D. granting programs are Yale and the University of Massachusetts, Boston. Neither of these schools addresses the integrated training in optical physics, chemistry, computation and cell biology that will be offered by the CAM AoC. The AoC will be unique in that it accepts students with backgrounds in physics, optics, chemistry, chemical engineering and computational training, without a pre-requisite for previous biological training.

c. Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends. Indicate evidence of student demand.

The Cell Analysis and Modeling AoC provides qualified students with fundamental interdisciplinary training in quantitative approaches to modern molecular cell biology, emphasizing live cell and biophysical studies. Students explore complex biological systems using the tools of computational cell biology and quantitative approaches to the analysis of living cells. The program prepares students to compete for job opportunities in traditional medical school departments as well as a productive research career in either academia or industry.

Connecticut is second only to Massachusetts in the New England area for its concentration of biopharmaceutical research, development and manufacturing (Biopharmaceutical Industry Contributions to State and U.S. Economics, Milken Institute, 2004). In 2003, this was 92 percent greater than other parts of the country. Each job in biopharmaceutical industries has a multiplier affect which estimates the number of additional non-biopharmaceutical jobs created in other sectors of the economy. In Connecticut, more than

3.5 jobs are generated for each biopharmaceutical job. Support of this aspect of our state economy is dependent on a workforce capable of meeting the needs of the industry. Connecticut's investment into research and development within industry includes its investment in academic research and training scientists.

The Cell Analysis and Modeling AoC provides the training ground for researchers to continue Connecticut's advanced and growing industry in biopharmaceuticals and its associated economic benefits.

- d. Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit which will transfer.**

Not applicable

- e. Board policy requires that the proposing institution circulate a summary of each new program proposal to the higher education community for comment on need.**

See Appendix B

3. ADMINISTRATION

a. Indicate the dates by which students will enroll in and complete the program.

Students will enroll in the Biomedical Sciences Program on the academic calendar year. Students will enroll in the proposed AoC after the first year of course work within the Biomedical Sciences Ph.D. program. The total length of study is determined by both a completion of credit hours and fulfillment of graduation requirements which include completion of a thesis and approval by the students' graduate advisory committee. These are standard procedures within the existing Graduate School and Biomedical Sciences Program and these procedures are consistent with the overall goals of the proposed AoC in Cell Analysis and Modeling. The total length of study is planned for completion within 4 years. Completion will vary based on the individual's capacity to complete program requirements.

The equivalent of at least three years of full-time study beyond the baccalaureate or two years beyond the master's degree (in the same or a closely related field) is required. All work must be completed within eight years of the beginning of doctoral study, or, if the student entered with a master's degree in the same or a closely related field, the doctorate must be completed within seven years. The beginning of doctoral study is defined as the beginning date of the earliest course, wherever taken, listed on the approved doctoral Plan of Study.

b. Describe the position and qualifications of the person directly responsible for administration of the program.

Name Loew, Leslie
Degree Ph.D.
Title Professor
Institution University of Connecticut Health Center
Department Cell Biology
E-mail address les@volt.uchc.edu

Role Description and Relevant Expertise

Dr. Loew's Ph.D. and Post-doctoral training were in the sub-specialty of physical organic chemistry. He was a faculty member of the Chemistry Dept. in SUNY at Binghamton for 10 years before joining the Dept. of Cell Biology (then 'Physiology') at UCHC in 1984. Dr. Loew has established a research program characterized by innovations in technology applied to fundamental problems of cell biophysics. He has approximately 150 publications, including a book and 3 patents, and has had uninterrupted extramural grant support with an aggregate current annual value of ca. \$2M. In addition to a steady stream of progress in understanding the fundamental role of membrane electric potential in controlling cell physiology, he has developed technological innovations that cover such disparate areas as the design and synthesis of fluorescent indicator dyes, image processing and analysis, new

non-linear optical technologies for microscopy, and computational modeling software for cell physiology. Because of the interdisciplinary nature of his research he regularly engages in collaborations with colleagues at UCHC and other institutions and, in 2003 was given a joint appointment in the Department of Computer Science and Engineering within the U. Conn. School of Engineering. In 1994, he established the Center for Cell analysis and Modeling and continues to serve as its Director.

Under Loew's direction, CCAM has developed into a unique, multidisciplinary resource and a national leader in combining high resolution imaging of living cells with computational modeling. CCAM has grown into an impressive multidisciplinary team of ~40 faculty, staff and students from the fields of cell biology, optical physics, chemistry, applied math, and computer science. The presence of such a research team including physical and computational scientists within a major medical research institution is absolutely unique and ensures that technologies developed are immediately useful to the bench biologist and translational researcher. One of the nation's leading centers in the field of computational cell biology, CCAM created and patented the breakthrough Virtual Cell software environment. The Virtual Cell is the first software tool designed for biologist to create spatially realistic simulations of cell function, and is designated by the National Institutes of Health as a 'National Biomedical Technology Resource'. The Virtual Cell is a web-accessible resource used by hundreds of researchers worldwide; investigators input information from their home computers, and the calculations are computed on servers at CCAM. Computer models generated by the Virtual Cell from around the world are stored here at CCAM in an ever-expanding database that serves as a resource for the entire scientific community.

With regard to his commitment to education, he served as the founding director of the Cell Biology AoC within the graduate program in Biomedical Sciences from 1986-90 and continues to be a member of that program as well as in the Neuroscience AoC within the Biomedical Sciences and in the Biomedical Engineering PhD programs. He has organized and taught in a variety of graduate and medical school courses throughout his tenure at UCHC. He has been the major Ph.D. thesis advisor to 17 students and has supported 24 postdoctoral fellows in his laboratory. Among these, many have gone on to academic appointments including at Duke, Case Western, U. Colorado, U. Wisconsin, and U. Pittsburgh. Dr. Loew will direct the proposed AoC in Cell Analysis and Modeling. He will guide the recruitment of new faculty, development of a curriculum in cell analysis and modeling and the development of a graduate student recruitment plan. He will help design and teach the modular courses to be offered in computational modeling, live cell microscopy and biophotonics.

Management and Administration

The AoC will be directed by Dr. Loew, assisted by an Executive Board consisting of three faculty associates of CCAM. Executive board members, including the director of the AoC, will rotate on a biannual basis. For the first two years, Executive Board members will consist of Drs. Carson, Mayer, and Wolgemuth. Drs. Loew, Carson, and Mayer have a strong history in training at all levels and particularly for AoCs at UCHC. Dr. Loew has served as Director of the Cell Biology AoC, Dr. Carson as Director of Neuroscience and the Molecular

Biology and Biochemistry Areas of Concentration, and Dr. Mayer was the Chair of the UCHC Graduate Programs Committee that oversees all of the Biomedical Science Areas of Concentration. Dr. Wolgemuth is a representative of the math\physical sciences faculty and currently has undergraduate, graduate and postdoctoral students in his laboratory group; he also has an adjunct appointment in the Physics Department and appointment in Biomedical Engineering (BME) at the Storrs campus; the "Computational Cell Biology for Biomedical Engineers" course he has developed, BME 6150 (See courses), is offered through Physics, BME, and Molecular and Cellular Biology. The Executive Committee will be selected by the faculty members of the AoC. The exiting director will be succeeded by the Assistant Director, a member of the Executive Committee

The AoC in Cell Analysis and Modeling is a component of the Graduate Program in Biomedical Sciences within the Medical School of the University of Connecticut. The Graduate Programs Committee (GPC) is the policy making body for graduate education at the Health Center. The GPC includes appointed representatives of the several AoC, and establishes rules, regulations and specific policies with respect to academic matters for all graduate school Programs at the Health Center, acting always within the general policies of the Graduate School and the Board of Trustees. The GPC approves proposals for new Areas of Concentration (AoC), assists the Associate Dean in the periodic review of existing AoC, sets policy for awarding graduate assistantships, and other related duties. An Associate Dean, appointed by the Graduate Dean in Storrs, resides at the Health Center.

The Graduate Programs at UCHC are part of the Graduate School of the University of Connecticut, and in this capacity, receive oversight and administrative support from the Graduate School. All graduate programs at UConn (both master's and doctoral, except Law, Medicine, and Dental Medicine) formally report to the Dean of the Graduate School. The academic policies and procedures that govern the Graduate School apply to the Cell Analysis and Modeling AoC in the Biomedical Sciences graduate program as well, including admission requirements, general academic requirements, graduation requirements, and program review policies. The Graduate School is governed legislatively by the Graduate Faculty Council, a group composed of 55 faculty and graduate student representatives elected by constituencies at both the Storrs and the Health Center campuses. The Dean of the Graduate School, who also holds the title of Senior Vice Provost and Vice President for Research, oversees the day-to-day operation of the Graduate School. The Executive Committee of the Graduate School is the steering committee of the Graduate Faculty Council. The membership of the Council elects five of the Committee's nine members, while the Dean appoints four. The Executive Committee schedules Council meetings and sets the agendas, approves new programs for academic merit, oversees the appointment and reappointment of graduate faculty members, and represents the Council in several other ways, including approval of doctoral student Plans of Study and student dissertation proposals.

c. List any specialized accrediting agency to which the institution plans to apply for program accreditation.

Not applicable to this degree.

d. Describe procedures for internal evaluation of the program, including criteria that will be used.

The University of Connecticut has a well established procedure for the evaluation of its graduate programs and the UCHC. The CAM AoC will be reviewed via these guidelines. For the UCHC evaluation, the Associate Dean of the Graduate School at the UCHC in consultation with the CAM AoC will convene a Review Committee consisting of individuals from within and outside of the University. The Review Committee will complete a report describing the strengths and weaknesses of the program and include general recommendations for changes in admission or academic policies, degree requirements, or changes in the AoC director or associated faculty. The Review Committee will take into account the interdisciplinary goals and objectives of the AoC including a statement of the program's target student and their future careers. The review includes consideration of current and past students enrolled in the program as well as the number of applications accepted, number of students enrolled, mean GPA, etc.. It will also evaluate efforts to recruit under represented minorities (URM). As such, the Review Committee will evaluate data on 1) overall and URM student applications and rates of admission, 2.) overall and URM students rates of completion of the PhD program, 3) number of external predoctoral fellowships awarded to all students and URM students, 4.) numbers and lists of publications and meeting presentations during graduate school, 5.) number of students (total and URM) that have obtained postdoctoral positions, and 6.) number of students (total and URM) that have obtained postdoctoral fellowships. The evaluation of the AoC will occur as part of the Biomedical Sciences review process.

4. FINANCE

- a. **Summarize how resources described in questions 5, 7, and 9 will be provided — existing resources, reallocation and/or new resources. In the case of existing or reallocated resources, indicate how the institution will prevent a negative impact on other programs. New costs and sources of funding are to be indicated in the attached resource summary.**

Additional faculty/staff resources: The overall administration of the AoC will be conducted by administrative staff of the Richard D. Berlin Center for Cell Analysis and Modeling, a type II research center at the University of Connecticut Health Center that reports directly to the Dean of the School of Medicine. This is existing staff at the University of Connecticut Health Center. This staff currently oversees funds of associated faculty and students funded by the National Institutes of Health Technology Center for Networks and Pathways.

Additional student support resources: The new AoC will actively pursue additional funding support for students through training grants and faculty research funds. CCAM has recently submitted for a training grant from the National Institutes of Health Biomedical Imaging and Bioengineering to support training of students in interdisciplinary research.

Library resources: Existing resources

Office Space: The Richard D. Berlin Center for Cell Analysis and Modeling currently maintains a 250 sq. ft. administrative office and common room and a 450 sq. ft. conference/seminar room.

Impact on other programs (both positive and negative): It is expected that the proposed new AoC will primarily have a positive impact on the overall Biomedical Sciences PhD Program and on other biological sciences graduate programs at the University of Connecticut. Courses will be available to students in other degree programs; several of the courses recently developed by faculty associated with the new AoC are already cross listed in departments at the Storrs campus such as Physics and Biomedical Engineering. Student recruitment efforts by the AoC, some of which are currently funded by multi-component federal grants, will also reach to areas not traditionally targeted by the current Biomedical Sciences PhD Program, and thus will draw on new student pools for enhancing the graduate program as a whole. In addition, the new area of concentration will enhance the national and international reputation of the program as a whole, because nationally few multidisciplinary programs of this type in the field of cell biology exist.

The new AoC will also provide support for new faculty under the current UCHC strategic plan, specifically in the area of Nanomedicine. The Center for Cell Analysis and Modeling is a major component within the strategic plan, and is proposed to be a focus for several faculty hires in the arena of computational and quantitative cell biology over the next 5 five years. The new Area of Concentration will attract and provide the curricular support for

students with the diverse disciplinary background that these new faculty would train and enlist in their laboratory research efforts.

As discussed previously, all programs will benefit from future successful efforts of the new Area of Concentration to attract federal funding for graduate studies specifically in interdisciplinary studies related to biomedical sciences. The proposal for a new AoC is timely given the recent decreased offerings in the Graduate School due to the Cellular and Molecular Pharmacology AoC being folded into the Cell Biology AoC. The new Cell Analysis and Modeling AoC provides a new set of options for students, enhancing the overall intellectual environment.

b. Complete the resource summary.

The resource summary is contained in Appendix C.

5. FACULTY

- a. **List the name, title and qualifications for each person who will teach specialized courses in the program. Include for each person, degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience, professional publication, and proposed course assignments.**

The seventeen faculty of the Center for Cell Analysis and Modeling are the initial faculty for the AoC; they are listed below, along with current graduate Areas of Concentration and primary department. These faculty are responsible for teaching courses (See section 6b), mentoring and funding of students (Appendix E). New faculty members can apply to participate in the AoC by writing to the Executive Committee of the program as well as the Chair of UCHC Graduate Programs.

Faculty	Department	Current Areas of Concentration
Blinov	Genetics & Dev. Biol.	Genetics & Dev. Biol.
Campagnola	Cell Biology	Cell Biology
Carson	MMSB	Neuroscience, MBB
Cowan	MMSB	MBB, Cell Biology, Genetics & Dev. Biol.
Holmes	Cell Biology	
Huber	Cell Biology	Cell Biology
Koppel	MMSB	MBB, Cell Biology
Loew	Cell Biology	Neuroscience, Cell Biology
Mayer	Genetics & Dev. Biol.	Genetics & Dev. Biol.
Mohler	Genetics & Dev. Biol.	Genetics & Dev. Biol., Cell Biology
Moraru	Cell Biology	
Rodionov	Cell Biology	Cell Biology
Schaff	Cell Biology	
Schiller	MMSB	MBB, Neuroscience
Slepchenko	Cell Biology	
Wolgemuth	Cell Biology	Cell Biology
Yu	Genetics & Dev. Biol.	Cell Biology

A brief synopsis of each faculty member is provided below. Curricula vitae of each of the faculty in the proposed program are in Appendix D. Teaching assignments are included in Section 6b. A summary of the faculty's current research grants is included in Appendix E.

Michael Blinov, PhD. Assistant Professor of Genetics and Developmental Biology.

Dr. Blinov's Ph.D. training is in mathematics and his postdoctoral studies were in theoretical biology and biophysics. He joined the Center for Cell Analysis and Modeling after a successful postdoctoral fellowship at Los Alamos National Laboratory. His research focuses on detailed mechanistic modeling of signal transduction network in single cells, with a focus on Epidermal Growth Factor Receptor signaling. He was instrumental in the development of the rule-based modeling software, BioNetGen, which simplifies the creation and simulation of combinatorially complex signaling pathways. The rule based approach has recently been used in modeling experiments associated with Dr. Carson's research to develop a model of RNA granule assembly that involves explicit

representation of over 4,000 intermediates and reactions in the assembly process. Additionally, he leads efforts to enhance the development of and compatibility of VCell with ontologies such as BioPax, and to become fully MIRIAM compliant to allow easy interchange with the BioModels repository hosted at the European Biotechnology Institute. His current postdoc has designed a format, SBPAX, that will facilitate lossless porting of BioPAX data to SBML and VCML formats.

John Carson, Ph.D. Professor of Molecular, Microbial and Structural Biology

Dr. Carson joined the faculty at UCHC in 1979 and was one of the founding members of CCAM. Dr. Carson was trained as a geneticist and biochemist, and has been at the forefront of utilizing advanced fluorescence imaging techniques to study RNA trafficking in cells. His research focuses on intracellular RNA trafficking in neural cells investigated through a combination of quantitative live cell imaging, fluorescence correlation spectroscopy, and mathematical modeling. His lab discovered and characterized RNA trafficking intermediates called "RNA granules" and delineated the first RNA trafficking pathway in neural cells. His research has driven many the new develops in the Virtual Cell software, such as the ability to mesh stochastic and continuous methods within a model. His work is also providing the groundwork for developing a theoretical basis for modeling of non-stoichiometric, dynamic molecular assemblies in such processes as RNA granule transport. Dr. Carson is a member of both the Molecular Biology and Biochemistry and Neuroscience Graduate AoCs at the Health Center and he has served as Director of both programs in the past. He has had uninterrupted grant support and has supervised 12 graduate students and 6 postdoctoral fellows.

Paul Campagnola, PhD, Assistant Professor of Cell Biology

Dr. Campagnola's Ph.D. and post-doctoral training were in experimental physical chemistry. In this work, he acquired expertise in the design and construction of custom lasers and optical systems. He joined the faculty at CCAM as instructor in 1996 and was promoted to assistant professor in 1998. Dr. Campagnola's research program is characterized by development of optics-based technologies for solving problems in cell biology and biophysics as well as in tissue engineering. One avenue of research has led to development of new non-linear optical technologies for microscopy, in particular Second Harmonic Generation for non-invasive imaging of live cells and tissues, where these methods are being translated to the clinic for diagnosis of musculoskeletal disorders and cancer. A second area of research uses nonlinear optical photochemical methods for nanofabrication of biomedical devices. The work is directed at synthesizing tissue engineering scaffolds with the appropriate properties to direct cell growth and generate tissue. This technology is also used to study mechanisms of ovarian cancer carcinogenesis. A third application of this method is in the fabrication of intracellular barriers to spatially isolate signaling pathways in live cells. Through this research, a novel, inexpensive confocal microscope has been developed, where the design and software has been freely disseminated. He has several active collaborations with colleagues at UCHC, the Chemistry department, and other institutions and was given a joint appointment in the Department of Physics in 2003. He is also a member of the Cell Biology AoC and Biomedical Engineering training program. In 2003 he developed a new course for both Bioengineering and BMS students on microscopy and imaging for biophysical and biological applications that was recently extended to a two-semester sequence including a laboratory component (team taught with Ji Yu). Dr. Campagnola has supported 5 postdoctoral fellows in his laboratory and is currently the Ph.D. thesis advisor of 2 biomedical engineering students.

Ann Cowan PhD. Associate Professor of Molecular, Microbial and Structural Biology

Dr. Cowan was trained as a cell biologist and is one of the founding members of CCAM. As Deputy Director she has been directly involved with both daily operations and overall direction of the center. Dr. Cowan oversees the Microscope user facility, and is PI of fluorescence microscopy cores for

several program project groups that utilize CCAM microscopy facilities. In this role she collaborates with numerous different research groups, bringing state-of-the-art fluorescence technologies to their research projects. She also has primary responsibility for dissemination and training for the National Resource for Cell Analysis and Modeling under the current Biomedical Technology Resource Grant. She has run microscopy courses and tutorials, and organized subgroup meetings on Computational Cell Biology at the last 3 annual meetings of the American Society for Cell Biology, and was chair of the Organizing Committee for the first three biannual International Symposium of Computational Cell Biology. Dr. Cowan's research interests focus on the biophysical characterization of membrane organization and dynamics, with a long standing interest in characterizing membrane organization in gametes. Dr. Cowan is a member of both the Cell Biology and Molecular Biochemistry & Biophysics AoCs and is Director of the Eukaryotic Cell Biology course. She also teaches microscopy and biophysical techniques in several additional graduate level courses and interacts with a wide range of graduate students on a daily basis, and currently serves on the thesis committees of 10 students in the BMS program.

Raquell M. Holmes, PhD, Assistant Professor of Cell Biology

Dr. Holmes was trained as a cell biologist and retains a faculty position in the Center for Computational Science at Boston University. She has spent the past 8 years managing and building computational science education and outreach programs whose primary goals were to increase the participation of under represented minorities in STEM disciplines and to increase the use of high performance computing by basic biology researchers. Her relationships to the education and minority affairs committee of the ASCB as well as professional development providers within computational science are a significant resource for recruiting students to the program. Dr. Holmes began working with CCAM as a consultant for the QCB training program. She joined the CCAM faculty in the fall of 2007 to increase outreach for the program and dissemination of training materials to a broad national audience. Her recently published book "A Cell Biologist's Guide to Modeling and Bioinformatics" highlights the use of the VCell and the work at CCAM. She has advised 15 undergraduate research students and been thesis advisor for one graduate (MA) student. She has organized and delivered training workshops and tutorials that introduce research biologists and biology educators to developing computational models. She plays a key role in linking the products of the training program and research efforts to educational mediums within the cell biology and computational science communities.

Greg Huber, Ph.D. Assistant Professor of Cell Biology

Dr. Huber moved from the Physics Department at the University of Massachusetts to the Cell Biology department at the UCHC in 2005. At UCHC, he has established a computational group in theoretical biophysics, with an emphasis on the interplay of statistical mechanics, biomechanics and fluid dynamics. His research on the nonlinear dynamics of extended systems is well recognized. Currently, his group is working on a number of projects including: statistical descriptions of reaction, diffusion and transport in disorder and crowded systems; equilibrium and dynamic conformations of phospholipid bilayers under biologically-relevant forcings; and nonlinear elastic and fluid models of eukaryotic and bacterial motility. He holds a joint appointment with the Physics and Mathematics departments. Dr. Huber has led the summer internship program for the past three years and has been active in recruiting students from mathematics and biomedical engineering backgrounds to the UCHC campus. In the past, Dr. Huber has taught courses in computational modeling, perturbation theory, differential equations, nonlinear methods for dynamics and flow, and mathematical methods, and physics for life scientists -- all relevant for the Program in Cell Analysis and Modeling. He designed and taught an honors course, "Geometry and Biology", for undergraduate mathematics students interested in biological research, which was first offered in fall 2007.

Dennis Koppel, Ph.D., Professor of Molecular, Microbial and Structural Biology

Dr. Koppel received his Ph.D. from Columbia University in physics. His long term goals have been the correlation of surface membrane macromolecular diffusional dynamics with cell (or membrane) function, and the development of new approaches for evaluating diffusional dynamics parameters for both lipids and proteins. Fluorescence redistribution after photobleaching (FRAP), total internal reflection FRAP (TIR-FRAP), fluorescence correlation spectroscopy (FCS), single particle tracking (SPT), and confocal microscopy methods have been used to establish macromolecular distribution and mobility characteristics. These approaches have been utilized to examine the diffusional behavior of such seemingly diverse systems as membrane proteins on sperm cell surfaces, and lipids in the inner membrane of dormant spores. Work has concentrated on two specific areas: the factors that restrict and control the rate of lateral diffusion of integral membrane proteins and lipids; and the mechanisms that produce and maintain specialized domains on the surfaces of differentiated cells. It is expected that such studies will continue to give new insight into the structural organization of the cell, and the dynamics of intracellular interactions.

Bruce Mayer, Ph.D. Professor of Genetics and Developmental Biology

Dr. Mayer's PhD and postdoctoral studies focused on mechanisms of signal transduction, in particular on the role of modular protein binding domains. In recent years his laboratory has worked actively to develop novel methods to profile and manipulate the signaling state of the cell. This work has greatly benefited from vigorous and productive collaborations with scientists outside of the traditional biological community. For example, his group's efforts to understand the role of small adaptor proteins in coupling signals from outside the cell to local rearrangements of the actin cytoskeleton have led to close ongoing interactions with the imaging and computer modeling groups in CCAM. This work led to Jon Ditlev's decision to pursue a joint thesis project with Dr. Mayer and Dr. Loew, the PI of this proposal, to pursue the quantitative analysis and modeling of signal-induced actin rearrangements. His group also has ongoing collaborations with computer scientists at CCAM to develop quantitative image analysis algorithms, and at the UConn Storrs campus and the Moffitt Cancer Center (Tampa, FL) to analyze phosphoproteomic datasets. Dr. Mayer is a member of the Genetics and Developmental Biology AoC.

William Mohler, Ph.D. Associate Professor of Genetics and Developmental Biology

Dr. Mohler joined the Dept. of Genetics and Developmental Biology at UCHC in 2000 and has been affiliated with the Center for Cell Analysis and Modeling since that time. His research program is characterized by the combination of classical and molecular genetics with quantitative imaging of cell biological processes. His research interests include cell fusion, tissue structural proteins, and the interaction of genes during embryonic development. His group has expertise in multidimensional microscopy, including non-linear optics and the development of new software for image reconstruction and analysis. Throughout the course of his research, he has engaged in interdisciplinary collaborations, working with investigators in Cell Biology, Vascular Biology, Microbiology, Engineering, and Applied Mathematics. With regard to his commitment to education, he is Director of the Graduate Program in Genetics and Developmental Biology, and a faculty member of the Genetics and Developmental Biology and Cell Biology AoCs and the Biomedical Engineering program. Over the last five years, he has directed two courses in Developmental Biology, has developed and directed a graduate seminar course discussing imaging techniques in experimental biology, and has lectured and advised advanced Cell Biology students on research mini-projects. He has been the major Ph.D. thesis advisor to 5 graduate students and has supported 3 postdoctoral fellows in his laboratory, as well as several undergraduate summer and thesis students.

Ion Moraru, M.D., Ph.D. Assistant Professor of Cell Biology

Dr. Moraru is cell biologist and computer scientist interested in biophysical and mathematical models of cellular physiology, in particular molecular interaction networks. He has developed several of the models of calcium signaling and a new detailed model for InsP3 receptor activity. His current work focuses on the design and implementation of software tools geared towards the biologist, a nonmathematical expert user. He is leading efforts to develop international standards for computational cell biology that facilitate model, simulation, and data exchange, with emphasis on modular model building and grid computing technologies. Dr. Moraru's efforts ensure that the needs of biomedical researchers drive the development of such large scale infrastructures as the Comp BioGrid. His participation in national high performance computing initiatives makes exceptional computing resources available within a traditional university health center setting.

Vladimir Rodionov, Ph.D., Associate Professor of Cell Biology

Dr. Rodionov's research focuses on molecular biology of the cytoskeleton. He uses cellular, molecular, and biochemical approaches to understand the mechanisms of self-organization of cytoplasmic microtubules in living cells, regulation of microtubule dynamics, and cellular control over the activity of microtubule-based molecular motors. He currently studies regulation of intracellular transport of membrane organelles. In 2001 he joined the "Virtual Cell" project to combine experimental and computational approaches to understand how the activities of microtubule-dependent and actin-dependent transport systems are coordinated in living cells. Dr. Rodionov is a member of the Cell Biology AoC and has supported an underrepresented minority PhD student and 5 postdoctoral fellows in his laboratory. He also developed two graduate courses ("Molecular mechanisms of signal transduction" and "From microscope to model. Quantitative approaches in cell biology"). Dr. Rodionov also teaches fundamentals of Cell Biology and Live Cell Imaging.

James Schaff, B.S. Assistant Professor of Cell Biology

James Schaff has a Bachelor of Science degree in Computer Science and Engineering from the University of Connecticut with additional studies in linear system theory. He worked at Hamilton Standard as a Senior Design Engineer as a software designer and a systems engineer for space and commercial aircraft applications) Mr. Schaff came to UCHC as a staff researcher, where he initiated development of the Virtual Cell Project. The hierarchical object oriented structure that marries experimental images and kinetic descriptions of reactions to build complex models was his conception, and the entire design of the user interface is largely his work. He is responsible for the Computational Infrastructure of the Virtual Cell national resource, and coordinates the efforts of the software development team. His research has been focused on the identification and generalization of existing and novel modeling formalisms in computational cell biology. He is active in the community of Systems Biology (especially the Systems Biology Markup Language), where the Virtual Cell project continues to provide technical leadership. The project's prominence has attracted a number of important potential collaborators from academia as well as the DOE labs. A current research interest is the application of constraint based modeling to capture implicit modeling assumptions and to formalize the relationship between models and corroborating experimental data. In that connection, he is interested in developing a comprehensive formalism for experimental data in the context of modeling and simulation. In recognition of his contributions to the teaching and research missions of CCAM, he was promoted to Assistant Professor of Cell Biology. Mr. Schaff assists in teaching modeling methodology as well as supporting student research projects in computational biology. As the individual with the greatest knowledge of the technology, he also serves as lead participant in many of the collaborative projects and as a consultant for users of the VCell.

Martin R. Schiller, Ph.D., Associate Professor of Department Molecular, Microbial and Structural Biology

Dr. Schiller's training is in Biochemistry, Molecular Biology, and Neuroscience. His work focuses on developing protein-protein interaction theory that is important for our understanding of the cell, disease mechanisms, and to facilitate drug design. The identification of a rapidly growing number of short peptide motifs (less than 15 amino acids) that can bind to, or be acted upon by protein domains is key factor in our better understanding the breadth of protein interaction networks. Interactions mediated through short motifs provide one of the few means of predicting protein-protein interactions. His lab developed, Minimotif Miner, the first bioinformatics tool that is a comprehensive database of short functional motifs currently containing ~1000 unique motifs, which can be used by any scientist to generate new hypotheses about the function of any protein and postulate mechanisms by which mutations cause any human disease (Schiller, 2007). His work aims to complete the motif database, enhance the specificity of motif definitions and use Minimotif miner to identify new drug targets in HIV.

Boris Slepchenko, Ph.D., Associate Professor of Cell Biology

Dr. Slepchenko's Ph. D. training was in mathematical physics, in the sub-specialty of theory of solids. Before his emigration to the U. S. he was a faculty member of the Physics and Mathematics Depts. of the State University in Chelyabinsk, Russia, and taught in mathematics and physics including Statistical Physics, Probabilities and Statistics, and Numerical Analysis. In the United States, he joined the Virtual Cell Project at the University of Connecticut Health Center (UCHC) in 1996 and received further training in theoretical biophysics. His work includes developing and validating numerical approaches underlying the Virtual Cell software. The development and analysis of mathematical models for the experimental components of the Virtual Cell Project and for collaborative projects is one of his major research interests. He specializes in applications of quantitative analysis of biological systems having worked in the areas of calcium dynamics, intracellular transport, cell cycle, and cell motility. Dr. Slepchenko is a key participant in many collaborative projects, where he is invaluable in interpreting biological processes in terms of their biophysical basis in order to develop appropriate modeling strategies. In the course of these projects, he participated in supervising graduate students and post-doctoral fellows. He teaches in courses covering basic aspects of applied mathematics and physics, essential for quantitative analysis of cell phenomena, as well as principles of computational modeling, and guides graduate students in performing modeling studies arising from concrete experimental research. He has been primarily responsible for formulating approaches for modeling stochastic processes and structural dynamics to the Virtual Cell, and is head of the Modeling Laboratory.

Charles Wolgemuth, PhD, Associate Professor of Cell Biology

Dr. Wolgemuth's Ph.D. and post-doctoral training were in the sub-specialty of biophysical modeling and experiment. He joined CCAM in 2002 and was awarded adjunct appointments in the Departments of Physics and Biomedical Engineering. His research explores the physical and biochemical mechanisms by which cells move, grow, and maintain their shape. His group uses biophysical modeling, such as solid and fluid mechanics, coupled with cellular imaging to probe these mechanisms. His models for bacterial motility have described mechanisms underlying the gliding of myxobacteria and cyanobacteria, the swimming of spiroplasma, and the complex multi-cellular dynamics involved in bioconvection and veil formation in *Thiovulum majus*. He has also designed and built an optical trapping system with which he measured the elastic properties of the cell wall of *Bacillus subtilis*. His current research investigates the mechanisms underlying spirochete morphology and motility, models cell division in *E. coli*, and explores cytoskeletal dynamics in

growing bacterial filaments. He is a member of the Cell Biology AoC and Biomedical Engineering program, and has been advisor to 2 graduate students and 3 postdoctoral fellows. Over the last 3 years, he developed a graduate level course in biophysics that is cross listed between the Departments of Physics, Math, Biomedical Engineering, and Molecular and Cellular Biology.

Ji Yu, Ph.D., Assistant Professor of Genetics and Developmental Biology.

Dr. Yu did his Ph.D. and postdoctoral work in chemistry. He has developed single molecule assays for the study of dynamics in live cells. He joined the Center for Cell Analysis and Modeling in 2006 and has used his innovations in optical microscopy and software to obtain single molecule resolution of translation events. Single molecule analysis of in vivo cellular dynamics provides a powerful means of collecting detailed information on many subcellular processes- i.e. translation, gene expression, DNA segregation in prokaryotes- as well as a means of characterizing cellular variation due to single molecule noise.

b. For each vacant or proposed faculty position, provide title, position qualifications, areas of teaching specialization, and proposed date of appointment.

Not applicable to this application

6. CURRICULA AND INSTRUCTION

- a. **Identify and describe each major component of the program (major or specialization, general education, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites. Attach appropriate excerpts from the catalog.**

Course Work

Course work requirements will be consistent with the current Graduate Program in Biomedical Sciences requirements. The PhD degree will require at least 44 credits beyond the baccalaureate or its equivalent. These credits will be composed of a set of core courses and a number of electives, as outlined below.

Core Courses

While there are no specific course requirements for the doctorate within the University of Connecticut Graduate School, the Executive Committee expects the plan to include about twenty to twenty-four credits of course work beyond the master's degree or its equivalent in the same or a similar field. In other words, the work presented for the Ph.D. degree should equate to 44 to 48 credits beyond the baccalaureate or its equivalent. For students entering since Fall 1998, or later, at least 15 credits of GRAD 6950 (Dissertation Research) must be included in the Plan of Study, representing the research effort the student devotes to the dissertation.

The Ph.D. course work will be consistent with the standard Graduate School credit requirement for students. The credits required for the Ph.D. may be earned through regular courses which include BMS required and elective courses, journal clubs and lab rotations/independent studies. This includes all courses numbered in the 5300 or 6400 series. Special topics courses may account for 9 credit hours and at least 8 credit hours will typically be from the Cell Analysis and Modeling journal clubs. Additional credit hours should be taken as lab rotations/independent study.

Strongly recommended courses
(Full catalog descriptions provided in 6.b)

MEDS 5380. Cell Biology
4 credits. Lecture. Prerequisite: MEDS 350.

Faculty Cowan

MEDS 5382. From Microscope to Model: Quantitative Approaches in Cell Biology Faculty Rodionov
2 credits. Lecture (Currently listed as Molecular Mechanisms of Signal Transduction).

MEDS 6450. Optical Microscopy and Bioimaging
3 credits. Lecture/Laboratory.

Faculty Campagnola, Yu

MEDS 6460. Advanced Optical Microscopy and Bio-imaging
3 credits. Lecture/Laboratory y. Prerequisite: BME 341.

Faculty Campagnola, Yu

BME 6150. Computational Cell Biology for Biomedical Engineers Faculty Wolgemuth
3 credits. Lecture.

MEDS 5351. Biochemistry II
3 credits. Lecture.

Within the Cell Analysis and Modeling AoC, and in addition to the 15 credit hours of Doctoral Dissertation research, students are required to take the Cell Analysis and Modeling journal club associated with CCAM. The catalog listing given below for the journal club awaits submission upon approval of the AoC.

MEDS ### Journal Club in Cell Analysis and Modeling.
2 credits. Lecture

Reading and discussion of research at the interface of physical and cell biological research with emphasis on molecular aspects. Students and postdoctoral fellows present and discuss with faculty a recent paper from the literature.

Trainees in the Cell Analysis and Modeling AoC will also participate in CCAM Group meeting. The weekly CCAM Group Meeting features research updates from all CCAM-associated laboratories. Because this meeting is attended by all scientific personnel associated with the Center, it provides not only scientific continuity but also the social continuity that helps to maintain the unique interdisciplinary focus of the AoC as a whole. Talks at this meeting encompass all research areas, including cell and molecular biology, mathematical modeling, optical engineering, organic chemistry and computational techniques. The diversity of topics makes this a unique learning environment for both trainees and faculty.

Seminar Program, Group Meetings & Journal Club

Students will have access to a diverse set of seminar programs and research meetings. The Center for Cell Analysis and Modeling (CCAM) Seminar Series features invited speakers of international renown. In addition to the main seminar program there is also a "Physics in Biology Seminars" series, and often a single invited speaker will present a seminar in each of these series, the former designed for a cell biology audience and the latter for a more theoretical audience.

Elective Courses

Courses available to trainees during the first and second years include all courses in the Biomedical Sciences and Graduate School curricula. As well, the independent study mechanism will be used to alleviate specific deficiencies in a cross-disciplinary area primarily through short, modular study rotations with an identified set of CCAM faculty members. These may be pursued in the first year, for example for students who lack sufficient biology background to successfully complete traditional first year courses, or may be pursued in the second year, for example for students lacking sufficient training in mathematics, physics, or optical engineering.

The electives related to the degree contain computational and/or biophysical methods developed by faculty associated with CCAM and may be also listed in other programs, specifically Biomedical Engineering (BME). These courses are:

MEDS 5327 The Biochemical and Genetic Language of Modern Biology

4 credits. Lecture

This course covers the fundamental biochemical and genetic principles that underlie all areas of modern biology. The biochemistry and genetics of both prokaryotes and eukaryotes are addressed. Reading and discussion of papers in the literature is an important element of the course. Instructor consent required.

BME 5100 Physiological Modeling

3 credits. Lecture. Recommended preparation: BME 3100 and BM 3400 (or equivalent).

Unified study of engineering techniques and basic principles in modeling physiological systems. Focuses on membrane biophysics, biological modeling, and systems control theory. Significant engineering and software design is incorporated in homework assignments using MATLAB and SIMULINK.

MEDS 5378 Computational Neuroscience

3 – 4 credits

Students study the function of single neurons and neural systems by the use of simulations on a computer. The course will combine lectures and classroom discussions with conducting computer simulations. The simulations will include exercises and a term project. Each student will complete a term project of neural simulation to be developed during the second half of the semester. The topic of the term project should be approved by the instructor by the middle of the semester. The grade will be based on the exercise and the term project.

BME 5800. Bioinformatics

3 credits. Lecture. Recommended preparation: BME 4800 (or equivalent).

Advanced mathematical models and computational techniques in bioinformatics. Topics covered include genome mapping and sequencing, sequence alignment, database search, gene prediction, genome rearrangements, phylogenetic trees, and computational proteomics.

BME 6140. Cellular Systems Modeling

3 credits. Lecture. Prerequisite: BME 5600.

Cellular response to drugs and toxins, as well as normal cell processes such as proliferation, growth and motility often involve receptor-ligand binding and subsequent intracellular processes. Focuses on mathematical formulation of equations for key cellular events including binding of ligands with receptors on the cell surface, trafficking of the receptor-ligand complex within the cell and cell signaling by second messengers. Background material in molecular biology, cell physiology, estimation of parameters needed for the model equations from published literature and solution of the equations using available computer programs are included. Examples from the current literature of cell processes such as response to drugs and proliferation will be simulated with the model equations.

MEDS 5325. Practical Applications of Sequence Analysis

2 credits. Lecture.

Provides an understanding of how to analyze genetic sequence information by computer. Includes basic analyses such as restriction mapping and detection of coding sequences, to more advanced analyses such as sequence similarity searching, sequence comparisons and multi-sequence alignment, prediction of functional motifs from primary sequence information, and current tools for mapping, assembly, and analysis of genomic sequence information. The course emphasizes NCBI and other Web-based tools currently available for use. Students will be exposed to the Genetic Computer Group (GCG) series of sequence analysis programs, but these are not emphasized. Students are required to complete a series of computer-based exercises to demonstrate proficiency in the application and use of the various computer programs presented in class

BME 6110. Computational Neuroscience

3 credits. Lecture.

Explores the function of single neurons and neural systems by the use of simulations on a computer.

Combines lectures and classroom discussions with conducting computer simulations. The simulations include exercises and a term project.

Advisory Committee

First year students generally enter the biomedical sciences program uncommitted to a specific AoC and are each assigned a first year advisory committee by the Associate Dean of the Graduate School at the Health Center. Once a thesis research laboratory has been chosen (typically at the start of the second year), a thesis advisory committee is formed after consultation between the student and the major advisor. It includes at least two associate advisors. The major advisor and at least one associate advisor are members of the graduate faculty appointed to advise Ph.D. students in the student's field of study and AoC. One associate advisor may be chosen from outside the University in accordance with Graduate School procedures.

Plan of Study

The student must prepare a Plan of Study that must be approved by the advisory committee and the Executive Committee of the Graduate School. The plan will specify all formal courses which are to be completed, the scheduling of the General Examination, and the general area of the thesis research. The Plan of Study must gain the approval of the student's advisory committee before the General Examination can be taken

General Examination

The general examination is taken near the end of the student's sequence of formal courses, as contained on the Plan of Study. There will be both a written and oral examination. No fewer than five faculty members, including all members of the student's advisory committee, participate in the examination. No fewer than five faculty shall be invited to submit questions and to evaluate the student's answers.

For the Cell Analysis and Modeling AoC, the examination will be set by the executive committee of the AoC with approval by the Graduate Programs Committee at UCHC. Initially the examination will consist of the preparation and defense of a research proposal, following the format of the NIH National Research Service Award (NRSA).

Dissertation Proposal

As the student reaches the point of undertaking the major part of the dissertation research, he or she prepares a proposal (10 pages in length) that is composed of several parts. These include the background and context of the proposed topic, a description of the work to be done, and the methodology through which it will be accomplished. The thesis committee typically reviews the proposal, followed by the Graduate Programs Committee. It is finally approved by the GFC Executive Committee.

Candidacy

Upon approval of the Plan of Study, passing the General Examination, and having had the Dissertation Proposal fully approved by the Executive Committee of the Graduate Faculty Council, the student becomes a candidate for the degree of Doctor of Philosophy. Students are notified of their advancement to Candidacy.

Dissertation

A dissertation representing a significant contribution to ongoing research in the candidate's field is required. The advisory committee gives final approval of the dissertation following the final examination.

Final Examination

The final examination is oral and under the jurisdiction of the advisory committee. It deals mainly with the subject matter of the dissertation. Invitation to participate in the examination will be issued by the advisory committee, although members of the faculty may attend. No fewer than five members of the faculty, including all members of the candidate's advisory committee, participate in the final examination.

- b. Give the number, title, and a narrative course description for each course in the major area of specialization in the proposed program, noting which courses are new. Attach appropriate excerpts from the catalog.**

Graduate Courses

MEDS 5380. Cell Biology

Faculty Cowan

4 credits. Lecture. Prerequisite: MEDS 350.

Basic eucaryotic cell biology. Major topics include: Methods in Cell Biology; Cell Growth and Proliferation; Cytoskeleton; Transport; Hormone Response; Cytoplasmic Organelles and Membrane Structure, Function, Biogenesis, Transport and Sorting; Cell Motility; Chromatin Structure and Organization; and Extracellular Matrix and Cell Adhesion.

MEDS 5382: Although, this course is currently listed in the catalog as Molecular Mechanisms of Signal Transduction (see below), it has been taught since Spring of 2005 as From Microscope to Models. The course name was approved and description reviewed by the GPC in Fall of 2007. We are in the process of correcting the catalog listings and provide both descriptions and titles for MEDS 5382 for your review.

MEDS 5382. From Microscope to Model: Quantitative Approaches in Cell Biology Faculty Rodionov

2 credits. Lecture

Modern cell biology builds upon a combination of sophisticated methods of high resolution microscopy and computational approaches to modeling of cell physiological processes in the context of the actual three dimensional structure of individual cells. The objective of this course is to develop a general view on the basic cell biology problems from a multidisciplinary perspective. The participating faculty members will give lectures, advise students on modeling exercises and supervise the microscopy laboratory in the key areas of cell biology and modeling. The following topics will be covered: Dynamics of cytoskeleton; growth control; organelle biogenesis; intracellular trafficking; nuclear transport; regulation of ion channels; cell locomotion; signal transduction. Labs will include hands-on experience in the following microscopy techniques: Fluorescence microscopy of living cells; microinjection; fluorescence recovery after

photobleaching (FRAP); fluorescence correlation spectroscopy (FCS); 4D imaging; time-lapse microscopy. *Co- or prerequisite:* This course is designed to be a companion course with Cell Biology I.

MEDS 5382. Molecular Mechanisms of Signal Transduction

2 credits. Lecture.

Intracellular signaling is one of the most rapidly advancing fields in cell biology. The objective of this course is to introduce to the students the most recent achievements in the field of intracellular signaling and regulation. Each of the participating faculty members will give an introductory lecture to provide an overview of signaling events in their field of expertise and discuss the most important recent papers.

MEDS 6450. Optical Microscopy and Bioimaging

Faculty Campagnola, Yu

3 credits. Lecture/Laboratory.

The course presents the current state of the art of optical imaging techniques and their applications in biomedical research. The course materials cover both traditional microscopies (DIC, fluorescence etc.) that have been an integrated part of biologists' tool-box, as well as more advance topics, such as single-molecule imaging and laser tweezers. Four lab sessions are incorporated in the classes to help students to gain some hand-on experiences. Strong emphasis will be given on current research and experimental design.

MEDS 6460. Advanced Optical Microscopy and Bio-imaging

Faculty Campagnola, Yu

3 credits. Lecture/Laboratory. Prerequisite: BME 341.

This course will cover several aspects of state of the art biological and biophysical imaging. We will focus on advanced techniques including nonlinear optical processes (multi-photon excitation, second harmonic generation, and stimulated Raman processes), as well as optical coherence tomography. Three lab projects will supplement the lectures, providing hands-on experience with nonlinear optical methods. Special emphasis will be given to current imaging literature and experimental design.

BME 6150. Computational Cell Biology for Biomedical Engineers Faculty Wolgemuth

3 credits. Lecture. In the last decade, interdisciplinary science has established itself as a leading area of scientific investigation. The use of physics and mathematics to help understand biological systems hints at being one of the major scientific frontiers of this coming century. This course looks at biology at three separate length scales: molecular, cellular, and organismal/population. We will find that the math/physics of elasticity, hydrodynamics, statistical mechanics and reaction/diffusion can explain a broad range of phenomena throughout these size ranges. This course stresses the physical intuition of how to apply quantitative methods to the study of biology through the use of dimensional analysis, analytic calculation and computer modeling

MEDS 5351. Biochemistry II

3 credits. Lecture.

This course covers fundamentals of biomolecular interactions and protein structure. Additionally, the course covers the structure/function of select proteins and enzymes essential to the following: metabolic pathways, DNA/RNA transactions, gene expression, cell cycle and signal transduction, and the cytoskeleton.

The following faculty will be responsible for the subsequent list of courses: Blinov, Campagnola, Carson, Cowan, Huber, Loew, Mayer, Mohler, Moraru, Rodionov, Schaff, Schiller, Slepchenko, Wolgemuth, Yu.

MEDS 5395. Independent Study

1-6 credits. Independent Study.

MEDS 6495. Independent Study

1-6 credits. Independent study.

A reading course for those wishing to pursue special topics in the biomedical sciences under faculty supervision.

MEDS 6496. Laboratory Rotation

1-6 credits. Laboratory.

MEDS 6497. Graduate Seminar

1-6 credits. Seminar. May be repeated for credit with a change of content. Reading and discussion of recent research developments in various areas of biomedical science.

GRAD 6950. Doctoral Dissertation Research,

Variable credit. Hours by arrangement

GRAD 6998. Special Readings (Doctoral).

Noncredit. Continuing registration for doctoral students prior to reaching candidacy.

GRAD 6999. Dissertation Preparation.

Noncredit. Continuing registration for doctoral candidates.

c. Identify program models, program standards, and sources of technical advice employed in designing the program. Enclose copies of model curricula when relevant.

The Cell Analysis and Modeling AoC is designed in structure and standards as other AoCs within the BMS program. It differs from the others in its focus and subsequently the types of student academic backgrounds that are appropriate for the AoC. The new AoC fills a unique location in academic training within Connecticut and neighboring states. Comparisons were made to other institutions with which we often compete for graduate students. Sketches of several of the comparable programs are given below:

Institution 1

Yale University offers a Ph.D. program in Biological and Biomedical Sciences that includes both School of Medicine and School of Arts and Sciences faculty. It includes 8 different specialized tracks; most relevant to the proposed new AoC is a track in Computational Biology & Bioinformatics, which encompasses interdisciplinary training in Computer Science, Statistics, and Mathematics. This is a much broader program than the proposed Cell Analysis and Modeling AoC, which is more narrowly focused on applications in cell biology.

Institution 2

University of Massachusetts Medical School describes two programs that relate to the proposed program change. These are:

- Interdisciplinary Graduate Program provides training in a combination of approaches including classical genetics, molecular genetics, genomics/proteomics, biochemistry, and light and electron microscopy. This program directly compares to our existing Biomedical Sciences Ph.D. program, but does not provide interdisciplinary training along the lines described in our proposal.
- Biomedical Engineering and Medical Physics PhD Program (jointly with Worcester Polytechnic Institute). This is open only to those applicants who already have an undergraduate degree or strong background in mathematics, physics or engineering. This

program has some parallels to the proposed AoC, but it is less focused on arenas related to cell biology, placing strong emphasis on traditional biomedical engineering studies.

Institution 3

Tufts University Sackler School of Graduate Biomedical Sciences includes an integrated Ph.D. program in a number of disciplines of basic cellular and molecular biology research. None of these areas, however, incorporates the specific level of interdisciplinary training in physics, mathematics, and optical engineering we describe, nor research related to computational modeling in cell biology.

Institution 4

University at Albany, State University of New York Wadsworth Center maintains a Biomedical Sciences Graduate Program that offers M.S. and Ph.D. degrees. This program includes specific tracks in

- Immunology and Infectious Disease
- Molecular Genetics
- Neuroscience
- Structural and Cell Biology

There is not a specific track for an interdisciplinary program related to encompass training in physics, optical engineering, and computational sciences as applied to cell biology.

d. Indicate any requirements and arrangements for clinical affiliations, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances.

Not Applicable

7. Resource Centers and Libraries

a. Number of volumes, periodicals, and other materials in the major field and related subject areas

The University of Connecticut Library System holds the largest public collection of research materials in the State of Connecticut. The collection contains over 2.5 million volumes, 9,000 currently received periodicals, 25,000 full-text electronic journals, 2.8 million units of microfilm, 35,000 reference sources and an array of electronic information sources. The University Library System is composed of the Homer Babbidge Library, the Music Library, the Pharmacy Library and Learning Center, and the Historical Manuscripts and Archives Division on the Storrs campus, and Regional Campus Libraries in Hartford, Waterbury, Stamford, Torrington and Avery Point. Specialized subject collections in law, medicine and dentistry, social work, business and insurance, and marine sciences are located at various regional campuses. All collections are available to students of the University and together are capable of supporting advanced research in all fields of study offered by the University.

The Lyman Maynard Stow Library on the Health Center campus supports the academic and research needs of the AoCs within the BMS program. This includes access to 24/7 study rooms, electronic information such as the Web of Science (WOS) database indexes citations from 8,000 major health and social science journals published between 1994 through 2008, Medicus and PubMed.

The Homer Babbidge Library at Storrs provides seating for 3,000 readers. This building contains the major portion of the University's book collection with 2 million volumes of the system's total (excluding Health Center and Law Libraries) of over 2.6 million volumes. Current serial subscriptions total approximately 9,700 at the Homer Babbidge Library and 20,700 for the entire University library system.

Reference and Electronic Information: The Library is committed to teaching students to use electronic information resources and to promoting electronic access to information worldwide. Its reference collection contains more than 30,000 print and electronic indexes, bibliographies, dictionaries, encyclopedias, and other sources that enable researchers to locate information. The Reference Department contains more than 200 CD-ROM databases, and current UConn students, faculty and staff may access major fulltext online services such as LEXIS/NEXIS, Dow Jones, and FirstSearch. The Library also provides Internet access and maintains a gopher server at *spirit.lib.uconn.edu* and World Wide Web site at Spirit, the Library's information server. Curators are available for individual consultation and can also arrange presentations for classes and seminars.

The Map and Geographic Information Center (MAGIC) is a library of digital geospatial information. Faculty and students within the Department of Natural Resources Management & Engineering routinely use and depend heavily on MAGIC's services. All of the data available through FTP are in the public domain; licensed data are available only on the campus of the University of Connecticut in Storrs, Connecticut. MAGIC collects data that primarily relate to Connecticut. All of the TIGER derived data for Connecticut are available

in TIGER native ASCII (ZIPed), MapInfo for Windows (MIF), ARC/INFO (E00). Data from the State's Department of Environmental Protection, the U.S. Geological Survey, U.S. Bureau of the Census and other federal agencies are also available.

b. Representative listing of periodical literature in the Library supporting the Program

The University of Connecticut Libraries provide access to over 10,000 journals, online and in full text. They also provide access to journals indexed by the National Library of Medicine, including Index Medicus and PubMed, which include journals specifically related to cell biology and the application of chemistry, optics and physics to cell biological problems. A sample of such journals follows:

- Nature
- Cell
- Journal of Cell Biology
- Biophysics Journal
- Science
- Proceedings of the National Academy of Sciences

c. List any new learning materials that will be added for the program. Indicate when they will be available for student and faculty use.

Not Applicable.

8. ADMISSION POLICIES

Describe any additions to or variances from the general admission requirements of the institution. For the graduate program, describe specific admission requirements.

Graduate School regulations and policies will govern admission to the program. These regulations require:

1. An earned baccalaureate degree.
2. A minimum grade point average of 3.0 in all courses of record. Alternatively, a student may present a grade point average greater than 3.0 for the last two years of undergraduate study coupled with other evidence of competence and accomplishment. Under exceptional circumstances, a student may present an exceptionally strong grade point average for the most recent year's study, along with compelling evidence of potential for success.
3. A personal statement from the applicant addressing his or her reasons for applying and his or her plans for the future.
4. Three letters of reference from faculty or others who can address the candidate's potential for success in the graduate program.
5. TOEFL Scores (International Applicants ONLY): Students whose native language is not English must submit English proficiency scores on the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 550 (paper), 213 (computer), 80 (internet), or 6.5 (IELTS) is required for admission. However to be considered for FINANCIAL SUPPORT provided through the Graduate Programs Committee, a score of at least 600/250/100/7.0 is required by the program. The TOEFL should be taken well in advance of the admission deadlines to assure consideration for the requested admit term. Copies of score reports sent to students are acceptable.

In addition to Graduate School requirements, the following additional criteria will be used to evaluate students:

6. Verbal, Quantitative, and Analytical GRE Scores.
7. Evidence of demonstrated competence in the discipline, including but not limited to undergraduate research experience or field experience.
8. Personal interview by a potential graduate advisor, whenever possible.

9. FACILITIES AND EQUIPMENT

Describe any specialized physical facilities (classrooms, laboratories, offices) and specialized equipment which are necessary to initiate and maintain the program.

No new specialized facilities or equipment are necessary for the proposed new area of concentration. Existing facilities at the Center for Cell Analysis and Modeling that will be available for student training include a Computational facility with web servers, file servers, database servers, 160-node compute server cluster and 2 entry level 64-bit supercomputers. The Center for Cell Analysis and Modeling also hosts a service center for fluorescence imaging that includes 6 state-of-the-art confocal microscopes, two of which are equipped with both nonlinear optical excitation and fluorescence correlation spectroscopy capabilities, three additional fluorescence imaging microscopes with low light level CCD cameras, and surface plasmon resonance imaging capabilities for characterizing molecular interactions in vivo. CCAM has ca 3500 sq ft. housing the computational, spectroscopy, and imaging facilities. Individual investigators each have ca 1000 sq. ft. laboratory space.

Recognizing the continued growth of CCAM and the need for dedicated space for research associated technology development, UCHC has committed \$50 million toward renovation of a recently purchased 117,000 sq ft building adjacent to the main research building and hospital that will provide new space designed specifically for CCAM's needs. This will provide sufficient lab and office space for growth of the CAM AoC.

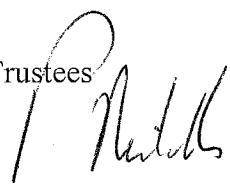


University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President for
Academic Affairs*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost 

RE: Renaming the Master of Arts degree program now called Field of Study in Professional Higher Education Administration to Higher Education and Student Affairs, in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve renaming the Master of Arts degree program now called Field of Study in Professional Higher Education Administration to Higher Education and Student Affairs, in the Neag School of Education.

BACKGROUND:

A Master of Arts degree program in the area of student affairs administration in higher education currently is offered in the Field of Study of Professional Higher Education Administration. The Neag School of Education recently recommended to the Executive Committee of the Graduate Faculty Council that the name of this Field of Study be changed to Higher Education and Student Affairs, noting that this name is more consistent with the current curricular emphasis of this master's program than the current name.

Approvals:
The Executive Committee of the Graduate Faculty Council

Date:
October 7, 2009

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University of Connecticut Department of Human Resources						
Sabbatical Leave Recommendations Requiring Board of Trustees Approval						
February 18, 2010 Board of Trustees Meeting						
CHANGES TO PREVIOUSLY APPROVED SABBATICAL LEAVES						
NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD	
Ortega, Issac M.	Associate Professor	Natural Resources & the Envir.	CANR	Full	Spring 2010	
Bruening, Jennifer	Associate Professor	Kinesiology	Postponed/Modified Education	Full	Spring 2011 CY 2010	
Hiskes, Anne	Associate Professor	Philosophy	Postponed/Modified CLAS	Full	Spring 2010 Fall 2009	
Karan, Orville	Professor	Educational Psychology	Canceled			
Miller, Robert	Professor	Music	Education	Full	Spring 2010	
			Postponed/Modified	Full	Spring 2011	
			Fine Arts	Full	Spring 2010	
			Postponed/Modified	Full	Spring 2011	
SABBATICAL LEAVE REQUESTS:						
Semester at Full Pay						
NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD	
Dino, Richard N.	Associate Professor	Management	Business	Full	Spring 2011	
Hegde, Shantaram	Professor	Finance	Business	Full	Fall 2010	
Zhang, Zhongju	Associate Professor	OPIM	Business	Full	Fall 2010	
Milvae, Robert A.	Associate Professor	Animal Science	CANR	Full	Fall 2010	
Warner, Glenn S.	Professor	Natural Resources & the Envir.	CANR	Full	Fall 2010	
Adams, Eldridge S.	Professor	Ecology & Evolutionary Biology	CLAS	Full	Fall 2010	
Asencio, Marysol	Associate Professor	HDFS	CLAS	Full	Fall 2010	
Broadhead, Robert S.	Professor	Sociology	CLAS	Full	Fall 2010	
Burke, Mary	Assistant Professor	English	CLAS	Full	Fall 2010	
Cazenave, Noel	Associate Professor	Sociology	CLAS	Full	Fall 2010	
Chen, Thomas	Professor	Molecular & Cell Biology	CLAS	Full	Fall 2010	
Cheng, Simon (Hsu Chih)	Associate Professor	Sociology	CLAS	Full	Fall 2010	
Bercaw Edwards, Mary K.	Associate Professor	English	CLAS	Full	Fall 2010	
Graf, Joerg	Associate Professor	Molecular & Cell Biology	CLAS	Full	Fall 2010	

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Hallwood, C. Paul	Professor	Economics	CLAS	Full	Fall 2010
Hertel, Shareen	Assistant Professor	Political Science	CLAS	Full	Fall 2010
Heffley, Dennis	Professor	Economics	CLAS	Full	Fall 2010
Jalbert, Paul L.	Associate Professor	Communication Sciences/Stamford	CLAS	Full	Fall 2010
Joo, Kyungseon	Associate Professor	Physics	CLAS	Full	Fall 2010
Kovner, Alex	Professor	Physics	CLAS	Full	Fall 2010
Langlois, Richard N.	Professor	Economics	CLAS	Full	Fall 2010
Lin, Carolyn A.	Professor	Communication Sciences	CLAS	Full	Fall 2010
Lynch, Michael P.	Professor	Philosophy	CLAS	Full	Fall 2010
Masciandaro, Franco	Professor	Modern & Classical Languages	CLAS	Full	Fall 2010
Miller, Stuart S.	Professor	Modern & Classical Languages	CLAS	Full	Fall 2010
Ravishanker, Nalini	Professor	Statistics	CLAS	Full	Fall 2010
Schultz, Eric	Associate Professor	Ecology & Evolutionary Biology	CLAS	Full	Fall 2010
Travis, Roger M.	Associate Professor	Modern & Classical Languages	CLAS	Full	Fall 2010
Williams, Michelle	Associate Professor	Psychology	CLAS	Full	Fall 2010
Zirakzadeh, Ernesto C.	Professor/Associate Dean	Political Science	CLAS	Full	Fall 2010
Settlage, John	Associate Professor	Curriculum & Instruction	Education	Full	Fall 2010
Bradford, Michael	Associate Professor	Dramatic Arts	Fine Arts	Full	Fall 2010
Rosenberg, Barry A.	Assistant Professor	Art & Art History	Fine Arts	Full	Fall 2010
Utz, Stephen	Professor	Law	Law	Full	Spring 2011
McCoy, Patricia A.	Professor	Law	Law	Full	Spring 2011
<u>Academic Year at Half Pay</u>					
NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	PAY	PERIOD
Albert, Arlene	Professor	Molecular & Cell Biology	CLAS	Half	AY 2010
Conrad, Keith	Associate Professor	Mathematics	CLAS	Half	AY 2010
Elphick, Chris	Assistant Professor	Ecology & Evolutionary Biology	CLAS	Half	AY 2010
Morrell, Michael E.	Associate Professor	Political Science	CLAS	Half	AY 2010
Smith, Kate Capshaw	Associate Professor	English	CLAS	Half	AY 2010
Ramprasad, Ranamurthy	Associate Professor	CMBE	Engineering	Half	AY 2011
Stanley, Glenn	Professor	Music	Fine Arts	Half	AY 2010
Becker, Loftus E.	Professor	Law	Law	Half	AY 2010

University of Connecticut Department of Human Resources
Emeritus Retirees
February 18, 2010 Board of Trustees Meeting

NAME	TITLE	DEPARTMENT	SCHOOL/COLLEGE	RETIREMENT
Crawford, Mary E.	Professor	Psychology	Liberal Arts & Sciences	2/1/2010
Landau, Daniel L.	Associate Professor	Economics	Liberal Arts & Sciences	1/1/2010
Lee, Linda K.	Professor	Ag. & Resource Economics	Agriculture & Natural Resources	1/1/2010



University of Connecticut
*Office of the Vice President and
Chief Financial Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls
Provost

Richard D. Gray
Vice President and Chief Financial Officer

**SUBJECT: FISCAL YEAR 2011 STUDENT ACTIVITY & SERVICE FEES FOR THE
UNIVERSITY OF CONNECTICUT, STORRS AND REGIONAL
CAMPUSES**

RECOMMENDATION:

That the Board of Trustees approve a schedule of Student Activity and Service Fees for Fiscal Year 2011 comprised of increases in the undergraduate and graduate General University Fee (GUF).

BACKGROUND:

Beginning in 2002, the University embraced a new student fee review process. Three categories of fees were established: (1.) Institutional Fees, which require central administrative approval, such as Tuition, Room, Board, Infrastructure Maintenance Fee and self-supporting programs; (2.) Academic Materials Fees, which are for consumables and instructional materials that are specific to a particular course or major; and (3.) Student Fees, which include the General University Fee and student activity and service fees. Senior Management charged permanent committees with promoting a fee structure for the academic and student fees that supports excellence, provides comprehensive procedures, and is uniform without sacrificing efficiency and flexibility. The committees are comprised of students, faculty, and administrative representatives. These fee proposals were presented to and approved by the Vice President and Chief Financial Officer and the Provost.

See attached schedule for summary of recommended annual Student Activity and Service Fees.

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University of Connecticut (Storrs & Regionals)

Summary of Recommended Annual Student Activity & Service Fees

Fiscal Years 2010-2011

Fees designated as “student activity and service fees” include the General University Fee (GUF), the Student Activity Fees and the Service Fees (Parking and Transit). These fees are typically paid by all students thus making it desirable to have students involved in the fee establishment, continuation and review process. These fees are recommended by the Student Fee Advisory Committee. Please note that no student activity, parking or transit fees adjustments are recommended for FY 2011.

	Annual Rates		
	FY 2010 Current	FY 2011 Proposed	% Increase
General University Fee			
Undergraduate-Storrs	\$1,584	\$1,656	4.6%
Graduate-Storrs	\$1,170	\$1,224	4.6%

General University Fee (GUF) Funded Programs

The Student Fee Advisory Committee recommends that the GUF rate be increased by 4.6% for FY 2011 to support the continuation of current programs offered by GUF funded units and provide for collective bargaining increases. This increase results in additional GUF revenue to support increases of between 4.1% to 4.6% in each of the units below. This funding represents a small increase for most units as the FY 2010 GUF allocations were reduced to the FY 2009 dollar amount for all units except Student Health Services and Athletics.

FY 2011 Funding recommended as follows:

Student Health Services \$9,402,586
 One Card Office \$286,380
 Jorgensen Center for Performing Arts \$1,099,660
 Division of Athletics \$8,925,938
 UConn Marching Band \$97,387
 Student Union \$3,042,177
 Student Activities \$4,081,698
 Fraternity & Sorority Life \$420,177
 Career Services \$1,231,256
 Wellness and Prevention Services \$581,834
 Off-Campus Student Services \$284,151

University of Connecticut (Storrs and Regional Campuses)
General University Fee
Fiscal Years 2010 and 2011

FY 2010 Current						
Classification	Undergraduates - Storrs/Regionals		Graduates/Professional Schools ^(A)			
	# of Credits	Annual Rate	Graduate Assistant # of Credits	Annual Rate	Non-Grad Assistant # of Credits	Annual Rate
Storrs:						
Full-Time	(12 or more)	\$1,584	(0 - 9)	\$1,170	(9)	\$1,170
Half-Time	(6 - 11)	\$792			(5 - 8)	\$772
Less Than Half-Time	(1 - 5)	\$396			(0 - 4)	\$386
Regional Campuses:						
Torrington		\$66				
Other than Torrington		\$100				
Professional:						
School of Law						\$66
School of Social Work						\$66

FY 2011 Proposed						
Classification	Undergraduates - Storrs/Regionals		Graduates/Professional Schools ^(A)			
	# of Credits	Annual Rate	Graduate Assistant # of Credits	Annual Rate	Non-Grad Assistant # of Credits	Annual Rate
Storrs:						
Full-Time	(12 or more)	\$1,656	(0 - 9)	\$1,224	(9)	\$1,224
Half-Time	(6 - 11)	\$828			(5 - 8)	\$816
Less Than Half-Time	(1 - 5)	\$414			(0 - 4)	\$408
Regional Campuses:						
Torrington		\$70				
Other than Torrington		\$104				
Professional:						
School of Law						\$70
School of Social Work						\$70

^(A) Graduate Assistants are classified as full-time students and are charged the full-time rate. Continuous Registration Students who are registered for GRAD 398, 399, 498 and 499 are less than half-time students and are therefore charged the less than half-time rate.



University of Connecticut
*Office of the Vice President and
Chief Financial Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls
Provost

Richard D. Gray
Vice President and Chief Financial Officer

**SUBJECT: FISCAL YEAR 2011 ACADEMIC MATERIALS FEES FOR THE
UNIVERSITY OF CONNECTICUT, STORRS AND REGIONAL
CAMPUSES**

RECOMMENDATION:

That the Board of Trustees approve a schedule of Academic Materials Fees for Fiscal Year 2011 as follows: creation of new course fees (Business, Liberal Arts and Sciences, Nursing and Agriculture) and adjustments to course fees (Fine Arts, Education, and Liberal Arts and Sciences).

BACKGROUND:

Beginning in 2002, the University embraced a new student fee review process. Three categories of fees were established: (1.) Institutional Fees, which require central administrative approval, such as Tuition, Room, Board, Infrastructure Maintenance Fee and self-supporting programs; (2.) Academic Materials Fees, which are for consumables and instructional materials that are specific to a particular course or major; and (3.) Student Fees, which include the General University Fee and student activity and service fees. Senior Management charged permanent committees with promoting a fee structure for the academic and student fees that supports excellence, provides comprehensive procedures, and is uniform without sacrificing efficiency and flexibility. The committees are comprised of students, faculty, and administrative representatives. These fee proposals were presented to and approved by the Vice President and Chief Financial Officer and the Provost.

See attached schedule for summary of recommended Academic Materials Fees.

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University of Connecticut (Storrs and Regionals)

Summary of Recommended Academic Materials Fees

Fiscal Years 2010-2011

Academic Materials Fees are assessed for essential consumables, instructional materials and other direct costs (such as equipment rentals and field experiences) that are specific to particular courses and majors. These fees are recommended by the Academic Materials Fee Committee.

	Fee per Semester		
	FY 2010 Current	FY 2011 Proposed	% Increase
Course Fees^A			
Allied Health (MT 3132)	\$50	\$75	Increase/Level 5
Allied Health (MT 3361)	\$50	\$35	Decrease/Level 3
Drama (DRAM 1110 and 4151)	\$25	\$20	Decrease/Level 2
Chemistry (CHEM 1122 and 1124)	\$10	\$20	Increase/Level 2
Chemistry (CHEM 1147Q and 1126Q)	\$10	\$75	Increase/Level 5
Chemistry (CHEM 1148Q)	\$20	\$35	Increase/Level 3
Chemistry (CHEM 3332)	\$20	\$50	Increase/Level 4
Chemistry (CHEM 2242 and 3215)	\$20	\$75	Increase/Level 5
Chemistry (CHEM 3334, 2446, 3442W, 2445, 3566 and 3565WC)	\$20	\$75	Increase/Level 5
Journalism (JOUR 2001W)	\$0	\$10	New/Level 1
Nursing (NURS 3120, 3392, 3592, 3230 and 4292)	\$0	\$75	New/Level 5
Plant Science (PLSC 3271)	\$0	\$20	New/Level 2
Radcliffe Hicks (AGNR 3326)	\$0	\$35	New/Level 3
Radcliffe Hicks (SAAG 316)	\$0	\$35	New/Level 3
Marine Science (MARN 1003 and 1004)	\$0	\$35	New/Level 3
MBA Field Experience (MGMT 5894 and FNCE 5894)	\$0	\$3,500	New

^A Course Fees are assessed at pre-determined levels unless the fee existed prior to the Academic Materials Fees process. There is flexibility at level 3 and below to charge actual cost upon approval by the committee.

Level 1 = \$10, Level 2 = \$20, Level 3 = \$35, Level 4 = \$50, Level 5 = \$75

University of Connecticut (Storrs and Regional Campuses)

Academic Materials Fees Committee

The Academic Materials Fees Committee has reviewed and by consensus, endorsed the following recommendations and adjustments for FY 2011. On behalf of the Committee, the following recommendations are forwarded for your consideration.

Course Fees

School of Business

MBA Field Experience/Laboratory Fee (Optional)

Recommendation: To approve \$3,500 for a field trip for MGMT 5894 and FNCE 5894.

Purpose: This fee covers the cost of the trip.

Justification: Currently, students who wish to participate in this international field experience independently pay for trip expenses, making them unable for reimbursement by their employer because it is not reflected on their fee bill. NOTE: This fee currently exists for students in OPIM 5894 and MKTG 5894.

College of Agriculture and Natural Resources

Allied Health

Recommendation: Approve an increase from \$50 to \$75 for MT 3132 (formally MT 3131).

Purpose: For consumable lab supplies.

Justification: The actual cost per student exceeds \$140.

Recommendation: Approve a decrease from \$50 to \$35 for MT 3361.

Purpose: For consumable lab supplies.

Justification: The actual consumable cost per student is \$35.

Plant Science

Recommendation: Approval of \$20 per student for PLSC 3271.

Purpose: For consumable lab supplies and chemicals.

Justification: The cost per student is approximately \$36.

Radcliffe Hicks

Recommendation: Approval of \$35 per student for SAAG 316.

Purpose: For consumable supplies.

Justification: The actual cost per student is \$44.

Recommendation: Approval of \$35 per student for AGNR 3326.

Purpose: For consumable supplies.

Justification: The actual cost per student is \$44.

School of Fine Arts

Drama

Recommendation: Approve a decrease from \$25 to \$20 for DRAM 1110 and 4151.

Purpose: Decrease fee to actual cost.

Justification: Cost of program has decreased.

College of Liberal Arts and Sciences

Chemistry

Recommendation: Approve an increase from \$10 to \$20 for CHEM 1122 and 1124.

Purpose: For consumable lab supplies.

Justification: The actual cost per student is \$25 and \$35, respectively.

Recommendation: Approve an increase from \$10 to \$75 for CHEM 1147Q and 1126Q.

Purpose: For consumable lab supplies.

Justification: The cost per student approximates \$80 and \$90, respectively.

Recommendation: Approve an increase from \$20 to \$35 for CHEM 1148Q.

Purpose: For consumable lab supplies.

Justification: The approximate cost per student is \$50.

Recommendation: Approve an increase from \$20 to \$50 for CHEM 3332.

Purpose: For consumable lab supplies.

Justification: The cost per student is approximately \$52.

Recommendation: Approve an increase from \$20 to \$75 for CHEM 2242 and 3215.

Purpose: For consumable lab supplies.

Justification: The approximate cost per student is \$113 and \$227, respectively.

Recommendation: Approve an increase from \$20 to \$75 for CHEM 3334, 2446, 3442W, 2445, 3566, and 3565WC.

Purpose: For consumable lab supplies.

Justification: The approximate cost per student ranges from \$75 to \$115.

Journalism

Recommendation: Approval of \$10 per student for JOUR2001W.

Purpose: To cover field trip transportation costs to Legislature or Hartford Superior Court.

Justification: The actual cost per student is \$12.

Marine Sciences

Recommendation: Approval of \$35 per student for MARN 1003 and 1004.

Purpose: For consumable lab supplies and chemicals.

Justification: The approximate cost per student is between \$38 and \$43.

School of Nursing

Recommendation: Approval of \$75 per student for NURS 3120, 3392, 3592, 3230 and 4292.

Purpose: For study and reference materials available online that can be downloaded, utilized and saved indefinitely by the student.

Justification: The cost per student is \$100.



University of Connecticut
*Office of the Vice President and
Chief Financial Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls
Provost

Richard D. Gray
Vice President and Chief Financial Officer

**SUBJECT: FISCAL YEAR 2012 UNIVERSITY OF CONNECTICUT, SCHOOL OF
LAW WINTER TERM (INSTITUTIONAL FEE)**

RECOMMENDATION:

That the Board of Trustees approve a Winter Term for Fiscal Year 2012 for the School of Law. The rate structure proposed for this Winter Term will follow the current methodology used to calculate the per credit charge for the School of Law's June term. Therefore, this per credit fee will be based on the tuition rate per credit in the Fall preceding the Winter Term.

BACKGROUND:

Beginning in 2002, the University embraced a new student fee review process. Three categories of fees were established: (1.) Institutional Fees, which require central administrative approval, such as Tuition, Room, Board, Infrastructure Maintenance Fee and self-supporting programs; (2.) Academic Materials Fees, which are for consumables and instructional materials that are specific to a particular course or major; and (3.) Student Fees, which include the General University Fee and student activity and service fees. Senior Management charged permanent committees with promoting a fee structure for the academic and student fees that supports excellence, provides comprehensive procedures, and is uniform without sacrificing efficiency and flexibility.

This Institutional Fee is proposed by the University leadership as the budget for this Winter Term is largely driven by what it takes to run the program. This fee will only be assessed to School of Law students enrolled in this Winter Term. See attached proposal.

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**University of Connecticut
School of Law
Winter Term Fee
Fiscal Year 2011-2012**

I. Proposed Action

- A. Description of Fee:** The Law School proposes to offer a Winter Term beginning January 2012. The charge for the Winter Term will be a fee calculated in the same manner as the Law School's current per credit charge for June and July Terms. This calculation is based on the tuition charged to day and evening students. The current June and July charge is \$686 per credit. The actual per credit charge in January 2012 will be dependent on the tuition rate per credit for fall 2011.
- B. Description of Recommended Revision:** The Law School faculty has voted to approve a proposal to create a 3-week Winter Term during the month of January. The courses offered during the Winter Term will provide an opportunity for an intense, concentrated learning experience in which the attention and efforts of students will be focused on a single subject in a way not possible during the existing fall and spring semesters. A Winter Term will permit student exposure both to sophisticated U.S. practitioners and professors from other law schools, here and abroad, who are able to spend a brief period at the Law School. Such experts can seldom remain in residence for a complete semester. The Winter Term will also permit us to simulate the more intense experiences of trials and deal-making, which constitute the life of seasoned attorneys.

The Winter Term promises to make a significant contribution to the educational mission of the Law School. To implement it effectively, we need to achieve an increase in revenue to cover the concomitant costs of fielding such concentrated courses. Our current calendar requires first year students to spend January enrolled in our moot court program, while simultaneously taking another class. Our plan would be to isolate the moot court program in a way most conducive to the sort of learning it is designed to impart. The proposed Winter Term will solve this problem. Charging a fee for the second and third year students enrolled in Winter Term will enable us to pay instructors for the concentrated experience we have in mind.

Implementation of the Winter Term will proceed in stages. Due to the increased cost to students, we need to alert our applicant pool of this change. Because our recruitment season for the incoming 2010 class is largely complete, we plan to phase in the Winter Term with the incoming class of 2011-12. In that year, the first-year law students will take their moot court class as part of the new Winter Term. We plan to hire a full time coordinator for the moot court program as this program has long languished under part time leadership. We also plan to increase the stipends of the many adjunct lawyers who help teach the program as we now pay them far below market.

The plan for the following year, 2012-13, is to expand the Winter Term beyond the moot court program for first year students to include upper-class students. We strongly believe in the educational value of such concentrated study and we are eager to bring in sophisticated expertise from those in the working world and from those who teach at other law schools here and around the world. Existing Law School facilities will be sufficient to support this program and we will use existing faculty resources where we have the relevant expertise to provide effective concentrated learning.

- C. Basis of Requested Revision:** The fee is requested for teaching, administrative, library, and other expenditures in support of the program.
- D. Students Affected:** The total day division J.D. enrollment would be affected by this fee. The Law School admits 140 students each year.
- E. Proposed Date of Implementation:** The proposed date of implementation would be January 2012.

II. ANALYSIS

A. Fiscal Need For Fee Revision:

	<u># Credits</u>	<u># Students</u>	<u>Year 1</u>	<u>Year 2</u>
Winter Term Revenue	3	\$ 140	\$ 288,120	\$ 299,460
Winter Term Revenue	2	\$ 70	-	\$ 99,820
Total Revenue			<u>\$ 288,120</u>	<u>\$ 399,280</u>
Total Expenses			<u>\$ 288,000</u>	<u>\$ 398,500</u>
Gain			<u>\$ 120</u>	<u>\$ 780</u>

B. Effect on Other Institutional or Unit Programs if Fee is Disapproved: Intensive educational experiences such as this are increasingly common at other institutions. If the fee is not approved, the Law School risks a decline in its competitive position with regard to other schools.

C. Comparative Student Cost:

For a three-credit course:

Institution	Cost
American University – Washington College of Law	\$4509
University of California – Hastings School of Law	\$3252
Harvard University Law School	\$5991
University of South Carolina School of Law	\$2352
University of Washington School of Law	\$1800
<i>University of Connecticut School of Law -- proposed</i>	<i>\$2058</i>

D. Student Approvals: This proposal was presented to the Law School faculty by the Educational Policy Committee. The Student Bar Association elects 2 students to serve on the Educational Policy Committee to provide student guidance and input to decisions. Students were also apprised of this fee at an open forum.



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Richard D. Gray
Vice President and Chief Financial Officer

Barry M. Feldman
Vice President and Chief Operating Officer

SUBJECT: Revised Allocation of Bond Authorizations as set forth in the Fifteenth Supplemental Indenture (University of Connecticut General Obligation Bonds)

RECOMMENDATION:

That the Board of Trustees approve the reallocation of bond authorizations among capital projects by amending Appendix A of the Fifteenth Supplemental Indenture, as follows:

- Increase the Avery Point Campus Undergraduate and Library Building by \$750,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,550,000; and
- Increase the Engineering Building (with Environmental Research Institute) by \$1,000,000 for a total fiscal year 2008-2009 bond authorization for such project of \$2,500,000; and
- Increase the Fine Arts Phase II by \$500,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,750,000; and
- Increase the Gant Building Renovations by \$750,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,750,000; and
- Add the North Hillside Road Completion for a total fiscal year 2008-2009 bond authorization for such project of \$250,000; and
- Add the Storrs Hall Addition for a total fiscal year 2008-2009 bond authorization for such project of \$1,000,000; and

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- Add the Waterbury Downtown Campus for a total fiscal year 2008-2009 bond authorization for such project of \$150,000; and
- Increase the West Hartford Campus Renovations/Improvements by \$2,100,000 for a total fiscal year 2008-2009 bond authorization for such project of \$5,400,000; and
- Decrease the Deferred Maintenance/Code/ADA Renovation Lump Sum by \$6,500,000 for a total fiscal year 2008-2009 bond authorization for such project of \$41,847,717.46.

BACKGROUND:

The Board of Trustees approved the Fifteenth Supplemental Indenture on June 24, 2008 supplementing the Master Indenture of Trust dated November 1, 1995. On March 10, 2009, the Board amended the Fifteenth Supplemental Indenture to carry forward the bond authorization of \$115,000,000 previously authorized by, but unissued under the Fourteenth Supplemental Indenture and to reallocate the \$140,000,000 in bond authorizations for Fiscal Year 2008-2009. The Board of Trustees amended the Fifteenth Supplemental Indenture on June 23, 2009. Appendix A, attached hereto, lists the projects and the amount of bond proceeds authorized for each project for Fiscal Year 2008-2009, including this submission, and updates the total amounts of debt service commitment bonds ("DSC Bonds") needed as well as the prior DSC Bonds authorized for each project.

**RESOLUTION AMENDING THE FIFTEENTH SUPPLEMENTAL INDENTURE
TO REALLOCATE FISCAL YEAR 2008-2009
GENERAL OBLIGATION BOND AUTHORIZATIONS**

WHEREAS, on June 24, 2008, the University of Connecticut (the “University”), by vote of its Board of Trustees, approved the Fifteenth Supplemental Indenture (the “Fifteenth Supplemental Indenture”) supplementing the Master Indenture of Trust dated as of November 1, 1995 between the University and Fleet National Bank of Connecticut (predecessor to State Street Bank and Trust Company and U.S. Bank National Association), as trustee (the “Master Indenture”); and

WHEREAS, on March 10, 2009, the University amended the Fifteenth Supplemental Indenture to carry forward the bond authorizations for Fiscal Year 2007-2008 authorized by the Fourteenth Supplemental Indenture and to reallocate certain of the Fiscal Year 2008-2009 bond authorizations; and

WHEREAS, on April 16, 2009, the University, in conjunction with the Treasurer of the state of Connecticut (the “State Treasurer”), issued the University’s General Obligation Bonds, 2009 Series A in the aggregate principal amount of \$144,855,000, with sale proceeds in the amount of \$150,000,000 which were to be spent on the Fiscal Year 2007-2008 and Fiscal Year 2008-2009 bond authorizations in accordance with the Fifteenth Supplemental Indenture; and

WHEREAS, on June 23, 2009, the University reallocated certain of the fiscal year 2008-2009 bond authorizations by amending the Fifteenth Supplemental Indenture; and

WHEREAS, it has been determined that the allocations for the proceeds of the bonds authorized by the Fifteenth Supplemental Indenture should be revised to reflect the actual progress being made on certain of the projects; and

WHEREAS, the University desires to amend the Fifteenth Supplemental Indenture to restate the bond authorizations as set forth in Appendix A of the Fifteenth Supplemental Indenture.

NOW THEREFORE, BE IT RESOLVED by the Board of Trustees of the University as follows:

That Appendix A to the Fifteenth Supplemental Indenture hereby is amended to reallocate the Fiscal Year 2008-2009 bond authorization amongst projects as follows: a) increase the Avery Point Campus Undergraduate and Library Building by \$750,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,550,000; and (b) increase the Engineering Building (with Environmental Research Institute) by \$1,000,000 for a total fiscal year 2008-2009 bond authorization for such project of \$2,500,000; and (c) increase the Fine Arts Phase II by \$500,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,750,000; and (d) increase the Gant Building Renovations by \$750,000 for a total fiscal year 2008-2009 bond authorization for such project of \$1,750,000; and (e) add the North Hillside Road Completion for a total fiscal year 2008-2009 bond authorization for such project of \$250,000; and (f) add the Storrs Hall Addition for a total fiscal year 2008-2009 bond authorization for such project of \$1,000,000; and (g) add the Waterbury Downtown Campus for a total fiscal year 2008-2009

bond authorization for such project of \$150,000; and (h) increase the West Hartford Campus Renovations/Improvements by \$2,100,000 for a total fiscal year 2008-2009 bond authorization for such project of \$5,400,000; and (i) decrease the Deferred Maintenance/Code/ADA Renovation Lump Sum by \$6,500,000 for a total fiscal year 2008-2009 bond authorization for such project of \$41,847,717.46 and to update the total amounts of debt service commitment ("DSC") bonds needed as well as the prior DSC bonds authorized for each project.

This Resolution shall take effect upon adoption by the Board of Trustees.

APPENDIX A
As Amended⁽¹⁾

FIFTEENTH SUPPLEMENTAL INDENTURE
UCONN 2000 INFRASTRUCTURE IMPROVEMENT PROGRAM
FISCAL YEAR 2008-2009
UCONN 2000 BOND AUTHORIZATIONS

UCONN 2000 Projects*	UCONN 2000 Phase III Total Needed DSC Bonds**	Fiscal Year 2008-2009 Bond Authorization ⁽²⁾	UCONN 2000 Phase III Prior DSC Bond Authorization***
--<u>Storrs and Regional Campuses</u>			
Arjona and Monteith (new classroom buildings)	\$95,000,000	\$ 11,200,000.00	\$37,900,000
Avery Point Campus Undergraduate and Library Building	12,800,000	1,550,000.00	500,000
Avery Point Renovation	447,283	447,282.54	-
Beach Hall Renovations	8,000,000	500,000.00	1,000,000
Benton State Art Museum Addition	3,400,000	3,200,000.00	200,000
Biobehavioral Complex Replacement	5,000,000	100,000.00	-
Deferred Maintenance/Code/ADA Renovation Lump Sum	282,608,252	41,847,717.46	79,643,575
Engineering Building (with Environmental Research Institute)	41,200,000	2,500,000.00	-
Equipment, Library Collections & Telecommunications	59,414,575	5,005,000.00	43,909,575
Family Studies (DRM) Renovation	6,500,000	3,325,000.00	375,000
Farm Buildings Repairs/Replacement	4,600,000	1,145,000.00	2,600,000
Fine Arts Phase II	23,000,000	1,750,000.00	500,000
Floriculture Greenhouse	5,000,000	600,000.00	-
Gant Building Renovations	63,600,000	1,750,000.00	-
Gentry Completion	10,000,000	5,000,000.00	5,000,000
Intramural, Recreational and Intercollegiate Facilities	34,000,000	500,000.00	31,000,000
Jorgensen Renovation	7,200,000	2,100,000.00	100,000
Koons Hall Renovation/Addition	7,000,000	100,000.00	-
Law School Renovation/Improvements	19,500,000	150,000.00	15,000,000
North Hillside Road Completion	8,200,000	250,000.00	1,250,000
Psychology Building Renovation/Addition	20,000,000	750,000.00	-
Storrs Hall Addition	14,000,000	1,000,000.00	550,000
Torrington Campus Improvements	2,500,000	500,000.00	-
Waterbury Downtown Campus	1,850,000	150,000.00	300,000
West Hartford Campus Renovations/Improvements	12,650,000	5,400,000.00	1,500,000
Young Building Renovation/Addition	10,000,000	<u>750,000.00</u>	-
<u>Subtotal -- Storrs and Regional Campuses</u>		<u>\$91,570,000.00</u>	

--Health Center			
CLAC Renovation Biosafety Level 3 Lab	\$14,000,000	\$500,000	\$530,000
Deferred Maintenance/Code/ADA Renovation Sum —			
Health Center	47,290,000	5,360,000	19,145,125
Dental School Renovation	5,000,000	450,000	3,075,000
Equipment, Library Collections and Telecommunications -			
Health Center	74,050,000	12,590,000	28,565,725
Main Building Renovation	73,910,000	1,900,000	1,745,000
Research Tower	60,000,000	<u>27,630,000</u>	23,935,000
<u>Subtotal – Health Center</u>		<u>\$48,430,000</u>	
Total Fiscal Year 2008-2009 Bond Authorization		\$140,000,000	

*Reflects amendments to project names by Public Act No 02-3 of the May 2002 Special Session and by Public Act No 07-108 of the 2007 Session of the Connecticut General Assembly.

**Includes only Phase III General Obligation Debt Service Commitment amounts needed from 7/1/2005 forward.

***Does not reflect borrowings under Phase I & II including \$50,000,000 of Phase II Project authorizations issued after 7/1/2005 pursuant to the Eleventh Supplemental Indenture.

(1) The Board of Trustees approved the Fifteenth Supplemental Indenture on June 24, 2008 and amended it on March 10, 2009, June 23, 2009 and February 18, 2010.

(2) The amounts presented herein may vary (1) by resolution of the Board of Trustees provided that such reallocation does not result in the expenditure of proceeds in excess of the total aggregate amount approved as set forth in this supplemental indenture, and (2) by up to 5% upon a written determination by the Vice President and Chief Financial Officer, as an Authorized Officer pursuant to the Master Indenture as supplemented, including Section 805 thereof, provided any reallocation shall (i) not result in the expenditure of proceeds in excess of the total aggregate amount approved by the Board of Trustees for all projects as set forth in the Master Indenture as supplemented approving such total expenditures; (ii) shall not result in any adverse tax consequences to the University; (iii) be made only that the UCONN 2000 Projects affected by the reallocation can still be completed within the reallocated amounts, together with any other amounts allocated by the Board of Trustees in subsequent supplemental indentures; and (iv) be reported to the Board of Trustees at its next scheduled meeting.



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Fine Arts Phase II – Core Building
(Planning: \$1,200,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$1,200,000 for the Fine Arts Phase II – Core Building.

BACKGROUND:

The UCONN 2000 PHASE III proposes a total of \$23,000,000 for the upgrade and renovation of the School of Fine Arts buildings on the main campus. A detailed review of both program needs and existing conditions has been completed resulting in a Master Plan for the School of Fine Arts. The Plan defines a series of individual projects to support the School and to improve the gateway to the campus at Bolton and Storrs Roads, facing the proposed new Storrs Center.

The first project identified by the School of Fine Arts Master Plan is a multi-purpose, expandable, core building, which will provide for the critical needs of the Drama Department for rehearsal and support spaces, as well as providing a new home for Printmaking currently located in a building on Storrs Road that is slated to be demolished. The building will connect to the stage of the existing Nafe Katter Theater and the art building, and offer a new entrance from the center of the Fine Arts complex.

The Planning Budget, assuming the design phase only, is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
Facsimile: (860) 486-1070
web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

PROJECT NAME: FINE ARTS PHASE II - CORE BUILDING

<u>BUDGETED EXPENDITURES</u>	PROPOSED PLANNING 2/18/2010
CONSTRUCTION	\$ -
DESIGN SERVICES	1,000,000
TELECOMMUNICATIONS	-
FURNITURE, FIXTURES AND EQUIPMENT	-
CONSTRUCTION ADMINISTRATION	-
OTHER AE SERVICES (including Project Management)	50,000
ART	-
RELOCATION	-
ENVIRONMENTAL	20,000
INSURANCE AND LEGAL	10,000
MISCELLANEOUS	-
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 1,080,000
PROJECT CONTINGENCY	120,000
TOTAL BUDGETED EXPENDITURES	\$ 1,200,000
<u>SOURCE(S) OF FUNDING</u>	
UConn 2000 PHASE III	\$ 1,200,000
TOTAL BUDGETED FUNDING	\$ 1,200,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
UBI901567



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Jorgensen Renovation - Auditorium Seating
Replacement (Planning: \$2,100,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$2,100,000 for the planning, design and construction related to the replacement of the seating at Jorgensen Auditorium.

BACKGROUND:

Jorgensen Auditorium was constructed in 1956. The original seating on the main level can no longer be maintained and is prone to tipping over. The proposed project replaces all 1,300 seats on the main floor and refurbishes the 1,270 seats on the mezzanine. The scope of work also includes replacing the elevated seating platform, new carpet, painting and electrical work. The scope of work also assures code compliant seating, access and egress. Replacement is planned to start in May 2010. Completion is dependent on delivery times for the seats, but is estimate to be completed by November 2010.

This Planning Budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
Facsimile: (860) 486-1070
web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

PROJECT NAME: JORGENSEN RENOVATION - AUDITORIUM SEATING REPLACEMENT

<u>BUDGETED EXPENDITURES</u>	PROPOSED PLANNING 2/18/2010
CONSTRUCTION	\$ 1,050,000
DESIGN SERVICES	105,000
TELECOMMUNICATIONS	-
FURNITURE, FIXTURES AND EQUIPMENT	670,000
CONSTRUCTION ADMINISTRATION	21,500
OTHER AE SERVICES (including Project Management)	31,000
ART	-
RELOCATION	-
ENVIRONMENTAL	-
INSURANCE AND LEGAL	5,000
MISCELLANEOUS	7,500
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 1,890,000
PROJECT CONTINGENCY	210,000
TOTAL BUDGETED EXPENDITURES	\$ 2,100,000
<u>SOURCE(S) OF FUNDING</u>	
UConn 2000 PHASE III DM - FY06	\$ 100,000
UNIVERSITY OPERATING FUNDS	2,000,000
TOTAL BUDGETED FUNDING	\$ 2,100,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10

901553

JORGENSEN RENOVATION – AUDITORIUM SEATING

Project Budget (Planning)

02/18/2010

JORGENSEN CENTER for the PERFORMING ARTS



EXISTING SEATING





University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Mirror Lake Dredging and Related Improvements
(Planning: \$3,500,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$3,500,000 for the planning, permitting, design and construction related to maintenance dredging of the Mirror Lake and related improvements.

BACKGROUND:

Mirror Lake is located along Route 195 (Storrs Road) adjacent to the Mansfield Road entrance to the main campus. The lake represents an attractive site and landscape asset as well as serving an important function related to storm water management. The lake serves as a regulating storage area for storm water surface run-off from a large area of the south campus. Over the years a significant amount of sediment, carried by the storm water flowing into the lake, has accumulated reducing the depth of the water and available storm water storage capacity. In addition, there is a need to make certain repairs to the dam and spillway at the north end of the lake to comply with commitments made to the Connecticut Department of Environmental Protection (DEP).

The proposed project involves the removal and off-site disposal of approximately 17,000 cubic yards of sediment utilizing hydraulic dredging, and repairs and improvements to the dam and existing spillway. The University has retained a consulting engineering firm for the purposes of design, methodology related to dredging and removal of dredged materials, dam repairs and modifications, environmental controls testing and permitting.

This Planning Budget is attached for your consideration and approval.

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
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web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

PROJECT NAME: MIRROR LAKE DREDGING AND RELATED IMPROVEMENTS

<u>BUDGETED EXPENDITURES</u>	PROPOSED PLANNING 2/18/2010
CONSTRUCTION	\$ 2,529,888
DESIGN SERVICES	214,800
TELECOMMUNICATIONS	-
FURNITURE, FIXTURES AND EQUIPMENT	-
CONSTRUCTION ADMINISTRATION	250,000
OTHER AE SERVICES (including Project Management)	38,312
ART	-
RELOCATION	-
ENVIRONMENTAL	-
INSURANCE AND LEGAL	20,000
MISCELLANEOUS	60,000
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 3,113,000
PROJECT CONTINGENCY	387,000
TOTAL BUDGETED EXPENDITURES	\$ 3,500,000
<u>SOURCE(S) OF FUNDING</u>	
UNIVERSITY OPERATING FUNDS	\$ 3,290,000
UConn 2000 PHASE III - FY07 DM	135,000
UConn 2000 PHASE III - FY08 DM	35,760
UConn 2000 PHASE III - FY09 DM	39,240
TOTAL BUDGETED FUNDING	\$ 3,500,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10

901392

MIRROR LAKE DREDGING AND RELATED IMPROVEMENTS

Project Budget (Planning)

02/18/2010

UNIVERSITY OF CONNECTICUT
MIRROR LAKE





University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for West Hartford Campus Renovations/Improvements –
Chemistry Lab (Planning: \$1,260,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$1,260,000 for the planning, design and construction related to the replacement of the Chemistry Lab at the West Hartford Campus.

BACKGROUND:

The existing chemistry teaching lab is located on the second floor of the Undergraduate Building. It is the only chemistry teaching lab on the campus and has a very high utilization rate. The lab is outdated, and there are issues related to environmental safety based on current standards; however, repair of the lab requires approximately four to five months construction time and complete shutdown of the teaching program. The academic program cannot operate without the chemistry lab. The University proposes to renovate portions of the third floor into a new chemistry lab. This will allow the program to remain in operation and still accomplish the goal of a state of the art undergraduate teaching lab. The third floor area is currently used as a student lounge. This project will include funding for a temporary location for the Student Lounge. The project for a permanent location for the student lounge area will be developed and presented to the Board of Trustees as a separate action.

This Planning Budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

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Storrs, Connecticut 06269-2014

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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

**PROJECT NAME: WEST HARTFORD CAMPUS RENOVATIONS/IMPROVEMENTS -
CHEMISTRY LAB**

<u>BUDGETED EXPENDITURES</u>	<u>PROPOSED PLANNING 2/18/2010</u>
CONSTRUCTION	\$ 840,000
DESIGN SERVICES	100,000
TELECOMMUNICATIONS	5,000
FURNITURE, FIXTURES AND EQUIPMENT	1,000
CONSTRUCTION ADMINISTRATION	108,000
OTHER AE SERVICES (including Project Management)	36,600
ART	-
RELOCATION	10,000
ENVIRONMENTAL	15,000
INSURANCE AND LEGAL	5,500
MISCELLANEOUS	12,900
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 1,134,000
PROJECT CONTINGENCY	126,000
TOTAL BUDGETED EXPENDITURES	<u>\$ 1,260,000</u>
<u>SOURCE(S) OF FUNDING</u>	
UConn 2000 PHASE III	\$ 1,260,000
TOTAL BUDGETED FUNDING	<u>\$ 1,260,000</u>

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10

UBI901569

WEST HARTFORD CAMPUS RENOVATIONS/IMPROVEMENTS - CHEMISTRY LAB

Project Budget (Planning)

02/18/2010

UNDERGRADUATE BUILDING – WEST HARTFORD CAMPUS



CHEMISTRY LAB – 3RD
FLOOR

EXISTING CHEMISTRY LAB





University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for West Hartford Campus Renovations/Improvements –
Student Lounge and Office Relocation (Planning: \$825,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$825,000 for the planning, design and construction related to the renovation of the Student Lounge at the West Hartford Campus.

BACKGROUND:

The existing student lounge is located on the third floor of the Undergraduate Building that is the proposed location of the chemistry lab. The selected area for the proposed new student lounge is on the first floor, adjacent to other common areas such as the food service operation and the CoOp. This project will not start until the proposed new chemistry lab project is completed. The proposed new student lounge location is currently occupied by offices. The impacted office area will eventually be relocated to the area vacated by the chemistry lab as a separate project.

This Planning Budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

**PROJECT NAME: WEST HARTFORD CAMPUS RENOVATIONS/IMPROVEMENTS -
STUDENT LOUNGE AND OFFICE RELOCATION**

BUDGETED EXPENDITURES

**PROPOSED
PLANNING
2/18/2010**

CONSTRUCTION	\$ 460,000
DESIGN SERVICES	55,000
TELECOMMUNICATIONS	8,000
FURNITURE, FIXTURES AND EQUIPMENT	76,000
CONSTRUCTION ADMINISTRATION	70,000
OTHER AE SERVICES (including Project Management)	21,250
ART	-
RELOCATION	20,000
ENVIRONMENTAL	12,000
INSURANCE AND LEGAL	2,500
MISCELLANEOUS	14,500
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 739,250
PROJECT CONTINGENCY	85,750
TOTAL BUDGETED EXPENDITURES	\$ 825,000

SOURCE(S) OF FUNDING

UConn 2000 PHASE III	\$ 825,000
TOTAL BUDGETED FUNDING	\$ 825,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
UBI901568



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for the UConn Health Center (UCHC) Dental School Renovation
(Orthodontics Renovation) (Planning: \$2,290,000)

RECOMMENDATION:

That the Board of Trustees approve the Planning Budget of \$2,290,000 for the UCHC Dental School (Orthodontics Renovation).

BACKGROUND:

This project provides for the renovation of the existing Orthodontics teaching clinic space located on the first floor in the Health Center's main building. The approximately 4,500 square feet of existing Dental School space has not been significantly renovated since its construction over 35 years ago. The renovated space will provide an efficient, state of the art environment for the teaching of the orthodontics skills and practice in a patient care setting. The renovated area will increase the number of operating chairs and treatment stations from 16 to 22. This will significantly streamline patient care and increase the orthodontic residency program from the current five new residents each year to seven. This renovation will also allow an increase in new orthodontic patient intake from current approximately 350 to 500.

UConn 2000 Phase III funds in the amount of \$1,835,865 are available for this project. The balance of funds required, currently estimated at \$454,135, will be raised by the Division of Orthodontics, School of Dental Medicine, working with the Foundation. All funds are to be in place prior to the start of construction.

The Planning Budget reflects the conceptual estimate prepared by UCHC Campus Planning Design and Construction and is attached for your consideration and approval. The budget may require adjustment based upon actual design and resulting scope of work.

This project budget has been approved by the UCHC Board of Directors Finance Subcommittee and the UCHC Board of Directors at their respective meetings on January 4, and 7, 2010.

The Planning Budget is attached for your consideration and approval.

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
Facsimile: (860) 486-1070
web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: PLANNING

PROJECT NAME: UCHC DENTAL SCHOOL RENOVATION - ORTHODONTICS RENOVATION

<u>BUDGETED EXPENDITURES</u>	PROPOSED PLANNING 2/18/2010
CONSTRUCTION	\$ 1,374,000
DESIGN SERVICES	179,000
TELECOMMUNICATIONS	37,700
FURNITURE, FIXTURES AND EQUIPMENT	268,000
CONSTRUCTION ADMINISTRATION	-
OTHER AE SERVICES (including Project Management)	1,000
ART	13,740
RELOCATION	4,000
ENVIRONMENTAL	65,100
INSURANCE AND LEGAL	5,000
MISCELLANEOUS	7,460
OTHER SOFT COSTS*	-
SUBTOTAL	\$ 1,955,000
PROJECT CONTINGENCY	335,000
TOTAL BUDGETED EXPENDITURES	\$ 2,290,000
<u>SOURCE(S) OF FUNDING</u>	
UConn 2000 PHASE III	\$ 1,835,865
DEPARTMENTAL FUNDS	454,135
TOTAL BUDGETED FUNDING	\$ 2,290,000

*Does not include Furniture, Fixtures and Equipment.



104 West 29th Street
New York, New York 10001
(212) 889 - 1840
Fax (212) 271 - 0195

Drawing Number: **A101**



1 FLOOR PLAN



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Engineering Building – Planning and Design
(Revised Planning: \$2,000,000)

RECOMMENDATION:

That the Board of Trustees approve the Revised Planning Budget of \$2,000,000 for planning and design work for the Engineering Building project. The proposed budget represents an increase of \$1,000,000 from the Project Budget approved on June 24, 2008 and reflects the current additional available funding for the Engineering project based upon recent changes in phasing named projects.

BACKGROUND:

The proposed planning and preliminary design project will help determine the scope and possible location of a building expansion needed to accommodate School of Engineering academic teaching and research program needs.

The study will also assess alternate opportunities for siting a new facility or expanding existing facilities. An architectural design team has been selected to undertake the pre-planning study. The full design of the project will commence upon completion of the study phase.

This Revised Planning Budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: REVISED PLANNING

PROJECT NAME: ENGINEERING BUILDING - PLANNING & DESIGN

	APPROVED PLANNING 6/24/2008	PROPOSED REVISED PLANNING 2/18/2010
<u>BUDGETED EXPENDITURES</u>		
CONSTRUCTION	\$ -	\$ -
DESIGN SERVICES	760,000	1,300,000
TELECOMMUNICATIONS	-	-
FURNITURE, FIXTURES AND EQUIPMENT	-	-
CONSTRUCTION ADMINISTRATION	10,000	10,000
OTHER AE SERVICES (including Project Management)	50,000	50,000
ART	-	-
RELOCATION	-	-
ENVIRONMENTAL	45,000	45,000
INSURANCE AND LEGAL	5,000	15,000
MISCELLANEOUS	-	350,000
OTHER SOFT COSTS*	30,000	30,000
SUBTOTAL	\$ 900,000	\$ 1,800,000
PROJECT CONTINGENCY	100,000	200,000
TOTAL BUDGETED EXPENDITURES	\$ 1,000,000	\$ 2,000,000
<u>SOURCE(S) OF FUNDING</u>		
UConn 2000 PHASE III	\$ 1,000,000	\$ 2,000,000
TOTAL BUDGETED FUNDING	\$ 1,000,000	\$ 2,000,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
901376



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Gant Building Renovations – Phase I
(Existing Conditions and Design Assessment)
(Revised Planning: \$1,310,000)

RECOMMENDATION:

That the Board of Trustees approve the Revised Planning Budget of \$1,310,000 for investigation of existing conditions and preliminary design regarding the proposed renovation of the Edward V. Gant Science Complex.

BACKGROUND:

The Gant Complex includes over 280,000 square feet in four interconnected wings. The major occupants of the building are the Physics and Mathematics Departments, the Institute of Materials Sciences (IMS), and the University Computer Center. Except for the 26,000 square foot addition built in 2002, the existing building was constructed between 1970 and 1974. Programmatically, Gant houses research and teaching laboratories, offices, classrooms, auditoria and the computer center. The building will require repair, renovations and upgrades over the remaining years of UCONN 2000.

The primary scope of work for the proposed existing conditions and preliminary design phase project is to address problems common in the entire facility including façade and roof repairs, fume hood replacement, new central cooling, installation of energy efficient HVAC units, and new windows. An architectural team has been retained to assist in developing the proposed design study that will serve as the template for the renovation project's final design, scope, budget and phasing. Once the study is complete, the full design will commence.

This Revised Planning Budget is attached for your consideration and approval.

An Equal Opportunity Employer

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Storrs, Connecticut 06269-2014

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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: REVISED PLANNING

PROJECT NAME: GANT BUILDING RENOVATIONS - PHASE I (EXISTING CONDITIONS AND DESIGN ASSESSMENT)

	APPROVED PLANNING 11/23/2009 by VP&CFO	PROPOSED REVISED PLANNING 2/18/2010
<u>BUDGETED EXPENDITURES</u>		
CONSTRUCTION	\$ -	\$ 200,000
DESIGN SERVICES	350,000	720,000
TELECOMMUNICATIONS	-	-
FURNITURE, FIXTURES AND EQUIPMENT	-	-
CONSTRUCTION ADMINISTRATION	-	-
OTHER AE SERVICES (including Project Management)	4,000	100,000
ART	-	-
RELOCATION	-	-
ENVIRONMENTAL	-	-
INSURANCE AND LEGAL	-	30,000
MISCELLANEOUS	42,000	89,000
OTHER SOFT COSTS*	-	40,000
SUBTOTAL	\$ 396,000	\$ 1,179,000
PROJECT CONTINGENCY	44,000	131,000
TOTAL BUDGETED EXPENDITURES	\$ 440,000	\$ 1,310,000
<u>SOURCE(S) OF FUNDING</u>		
UConn 2000 PHASE III	\$ 440,000	\$ 1,310,000
TOTAL BUDGETED FUNDING	\$ 440,000	\$ 1,310,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
901374



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Friedman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for Residential Life Facilities -- Hale and Ellsworth
Elevator Replacement (Design: \$2,140,000)

RECOMMENDATION:

That the Board of Trustees approve the Design Budget in the amount of \$2,140,000 for the planning, design and construction for the replacement of four elevators in the Hilltop Dormitory Complex.

BACKGROUND:

There are two elevators each in the two towers that make up the Hilltop Dormitory Complex – Hale and Ellsworth Halls. These are the original elevators and have only had minor modifications or improvements since installation in 1971. The elevators are in continuous operation and have become increasingly difficult to maintain. The Department of Residential Life plans to replace these elevators with modern hydraulic elevators during the summer of 2010. The increased cost is based on additional work identified during the investigation and preliminary design phase of the project.

This Design budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-4340
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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: DESIGN

**PROJECT NAME: RESIDENTIAL LIFE FACILITIES - HALE AND ELLSWORTH HALLS
ELEVATOR REPLACEMENT**

	APPROVED PLANNING 11/5/2009	PROPOSED DESIGN 2/18/2010
<u>BUDGETED EXPENDITURES</u>		
CONSTRUCTION	\$ 1,200,000	\$ 1,700,000
DESIGN SERVICES	125,000	125,000
TELECOMMUNICATIONS	-	-
FURNITURE, FIXTURES AND EQUIPMENT	-	-
CONSTRUCTION ADMINISTRATION	-	35,000
OTHER AE SERVICES (including Project Management)	25,000	30,000
ART	31,000	-
RELOCATION	-	-
ENVIRONMENTAL	10,000	10,000
INSURANCE AND LEGAL	10,000	10,000
MISCELLANEOUS	-	32,000
OTHER SOFT COSTS*	32,000	-
SUBTOTAL	\$ 1,433,000	\$ 1,942,000
PROJECT CONTINGENCY	167,000	198,000
TOTAL BUDGETED EXPENDITURES	<u>\$ 1,600,000</u>	<u>\$ 2,140,000</u>
<u>SOURCE(S) OF FUNDING</u>		
DEPARTMENTAL FUNDS-RESIDENTIAL LIFE	\$ 1,600,000	\$ 2,140,000
TOTAL BUDGETED FUNDING	<u>\$ 1,600,000</u>	<u>\$ 2,140,000</u>

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
201511



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for a Water Reclamation Facility (*formerly Gray Water Facility*)
(Design: \$28,951,000)

RECOMMENDATION:

That the Board of Trustees approve the Design Budget of \$28,951,000 for a Water Reclamation Facility (formerly Gray Water Facility).

BACKGROUND:

The Board of Trustees previously approved a Revised Planning Budget in the amount of \$28,598,00 for the investigation, planning and design for a wastewater filtration facility. The design phase is well underway with an anticipated completion date of March 2010. A proposed design budget includes the total project cost for the proposed project based on the current state of the design.

This project includes recycling of water from the University's waste water treatment plant for non-potable water uses. The proposed facility would allow the university to reduce current and future demand on potable water. The project will include a new filtration facility and a distribution system to the new cogeneration plant and central utility plant (CUP) including certain improvements to the CUP. Uses for non-potable water include process water for the Cogen Plant and future irrigation. The project is being designed to provide capability of recycling up to one million gallons per day; however, the initial construction phase of the project will only address the requirements at the Cogen Plant of approximately 400,000 gallons per day. The irrigation uses will be developed at a later date.

This Design Budget is based on an opinion of probable construction cost prepared by the University's design consultant and confirmed by a third party cost estimator. The University intends to obtain competitive bids for construction as soon as possible and start work this summer.

This Design Budget is attached for your consideration and approval.

Attachment

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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: DESIGN

PROJECT NAME: WATER RECLAMATION FACILITY

	APPROVED PLANNING 6/24/2008	APPROVED REVISED PLANNING 8/4/2009	PROPOSED DESIGN 2/18/2010
<u>BUDGETED EXPENDITURES</u>			
CONSTRUCTION	\$ -	\$ 23,500,000	\$ 23,500,000
DESIGN SERVICES	1,200,000	1,500,000	1,700,000
TELECOMMUNICATIONS	-	5,000	30,000
FURNITURE, FIXTURES AND EQUIPMENT	-	10,000	10,000
CONSTRUCTION ADMINISTRATION	-	395,000	395,000
OTHER AE SERVICES (including Project Management)	30,000	475,000	600,000
ART	-	-	-
RELOCATION	-	-	-
ENVIRONMENTAL	40,000	20,000	47,000
INSURANCE AND LEGAL	10,000	8,000	8,000
MISCELLANEOUS	-	85,000	30,000
OTHER SOFT COSTS*	10,000	-	-
SUBTOTAL	\$ 1,290,000	\$ 25,998,000	\$ 26,320,000
PROJECT CONTINGENCY	130,000	2,600,000	2,631,000
TOTAL BUDGETED EXPENDITURES	\$ 1,420,000	\$ 28,598,000	\$ 28,951,000
<u>SOURCE(S) OF FUNDING</u>			
UConn 2000 PHASE III - FY07 DM	\$ 40,000	\$ 40,000	\$ 40,000
UConn 2000 PHASE III - FY08 DM	550,000	370,000	370,000
UConn 2000 PHASE III - FY09 DM	830,000	1,010,000	1,010,000
UNIVERSITY PLANT FUNDS	-	27,178,000	27,531,000
TOTAL BUDGETED FUNDING	\$ 1,420,000	\$ 28,598,000	\$ 28,951,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
901229



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feltran
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for the UConn Health Center (UHC) Datacenter
Infrastructure Improvements, Phase 1 (Design: \$2,055,000)

RECOMMENDATION:

That the Board of Trustees approve the Design Budget in the amount of \$2,055,000 for the UHC Datacenter Infrastructure Improvements, Phase 1.

BACKGROUND:

The UHC Datacenter is currently located in 5,000 square feet of space on the 2nd floor of the Administrative Services Building (ASB) on the lower campus of the Health Center. To allow the renovation of the ASB into a clinical building, the UHC planned to be move the Datacenter to a new building at 16 Munson Road and long term infrastructure improvements at the ASB were deferred. Due to the potential creation of a clinical partnership, planning for the ASB renovations and the Datacenter building are on hold and the datacenter will remain in the ASB for several more years (planning assumes a minimum of 5 years); therefore, it is appropriate to reconsider the deferred infrastructure improvements. Consulting architects and engineers have completed a report recommending improvements to the architectural, electrical and mechanical systems for the Datacenter. The recommendations include provisions for appropriate redundancy in the systems and improvements to the layout for added efficiency. The total estimated cost of the recommended improvements is over \$4,000,000. Because of changes that may occur with a clinical partnership, a phased approach is recommended to the improvements, with Phase 1 addressing the most critical items that will reduce risk of power interruption or loss of HVAC systems. Further analysis of the recommendations will determine if a Phase 2 is warranted and if so, we will return with a new request at that time.

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A Planning Budget of \$1,800,000 was approved by the Board of Trustees on June 23, 2009. During the design process, a non-code compliant component of the fire protection system was identified. The replacement of this system has been added to the project scope increasing the project budget to \$2,055,000. The budget may require adjustment based upon actual bids.

Total funding in the amount of \$2,055,000 is designated as part of the Deferred Maintenance/Code/ADA Renovation and Lump Sum amount from UCONN 2000, Phase III.

This project budget has been approved by the UCHC Board of Directors Finance Subcommittee and the UCHC Board of Directors at their respective meetings on January 4, and 7, 2010.

The Design Budget is attached for your consideration and approval.

Attachment

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: DESIGN

PROJECT NAME: UCHC DATACENTER INFRASTRUCTURE IMPROVEMENTS

<u>BUDGETED EXPENDITURES</u>	APPROVED PLANNING 6/23/2009	PROPOSED DESIGN 2/18/2010
CONSTRUCTION	\$ 1,100,000	\$ 1,440,000
DESIGN SERVICES	175,000	245,000
TELECOMMUNICATIONS	190,000	135,000
FURNITURE, FIXTURES AND EQUIPMENT	25,000	-
CONSTRUCTION ADMINISTRATION	-	-
OTHER AE SERVICES (including Project Management)	50,000	25,000
ART	-	-
RELOCATION	-	5,000
ENVIRONMENTAL	-	-
INSURANCE AND LEGAL	5,000	5,000
MISCELLANEOUS	5,000	12,000
OTHER SOFT COSTS*	-	-
SUBTOTAL	\$ 1,550,000	\$ 1,867,000
PROJECT CONTINGENCY	250,000	188,000
TOTAL BUDGETED EXPENDITURES	\$ 1,800,000	\$ 2,055,000
<u>SOURCE(S) OF FUNDING</u>		
UConn 2000 PHASE III - FY09 DM	\$ 1,800,000	\$ 2,055,000
TOTAL BUDGETED FUNDING	\$ 1,800,000	\$ 2,055,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10

09-603.01



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feinman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for the Residential Life Facilities --
Window Replacement Graduate Residence Halls
(Final: \$2,300,000)

RECOMMENDATION:

That the Board of Trustees approve the Final Budget in the amount of \$2,300,000 for the planning, design and construction for the replacement of windows in Graduate Residence Halls Complex.

BACKGROUND:

The Graduate Residence Hall buildings identified above have original windows which have exceeded their life expectancy and need to be replaced with energy efficient, insulated glass windows. The proposed project is scheduled to be completed during the summer of 2010.

The proposed project is currently out to bid with a bid opening scheduled for February 10, 2010. The University would like to award this project prior to the March 2010 Board meeting in order to meet window manufacture lead times. Therefore, this Final Budget is based on the architects estimate and will be update when the bids are received.

This Final Budget is attached for your consideration and approval. If competitive bids result in a qualified and accepted bid at or below the amount resulting in a final total project as stated above the University plans to proceed with the project.

Attachment

An Equal Opportunity Employer

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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: FINAL

**PROJECT NAME: RESIDENTIAL LIFE FACILITIES - WINDOW REPLACEMENT GRADUATE
RESIDENCE HALLS**

	APPROVED PLANNING 9/22/2009	APPROVED DESIGN 11/5/2009	PROPOSED FINAL 2/18/2010
<u>BUDGETED EXPENDITURES</u>			
CONSTRUCTION	\$ 1,830,000	\$ 1,850,000	\$ 1,850,000
DESIGN SERVICES	105,000	105,000	105,000
TELECOMMUNICATIONS	-	-	-
FURNITURE, FIXTURES AND EQUIPMENT	-	-	-
CONSTRUCTION ADMINISTRATION	60,000	65,000	65,000
OTHER AE SERVICES (including Project Management)	27,000	27,000	27,000
ART	-	-	-
RELOCATION	-	-	-
ENVIRONMENTAL	35,000	50,000	50,000
INSURANCE AND LEGAL	5,000	5,000	5,000
MISCELLANEOUS	18,000	18,000	18,000
OTHER SOFT COSTS*	-	-	-
SUBTOTAL	\$ 2,080,000	\$ 2,120,000	\$ 2,120,000
PROJECT CONTINGENCY	220,000	180,000	180,000
TOTAL BUDGETED EXPENDITURES	\$ 2,300,000	\$ 2,300,000	\$ 2,300,000
<u>SOURCE(S) OF FUNDING</u>			
DEPARTMENTAL FUNDS-RESIDENTIAL LIFE	\$ 2,300,000	\$ 2,300,000	\$ 2,300,000
TOTAL BUDGETED FUNDING	\$ 2,300,000	\$ 2,300,000	\$ 2,300,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10

UC201524



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for the UConn Health Center (UCHC) Dowling South Chiller Replacement (Final: \$690,000)

RECOMMENDATION:

That the Board of Trustees approve the Final Budget in the amount of \$690,000 for the UCHC Dowling South Chiller Replacement.

BACKGROUND:

This project provides for the replacement of the main chiller for the Dowling South Building's cooling system. The chiller failed in the summer of 2009. A rental replacement chiller was put in place and work commenced immediately to replace the chiller. Original estimates for the replacement work were less than \$400,000; however, as the design work progressed additional scope items related to existing system deficiencies were identified increasing the total project scope and budget to \$690,000.

We are requesting approval of the Final Budget and an exception to the normal "three stage" budget approval process to allow the procurement and construction to proceed in an expedited manner in order to mitigate rental chiller costs. The rental chiller will be required again beginning in April until the new chiller is in place and rental charges may be as high as \$12,000 per month.

The project is funded by UCHC capital funds in the amount of \$690,000.

This project budget has been approved by the UCHC Board of Directors Finance Subcommittee and the UCHC Board of Directors at their respective meetings on January 4, and 7, 2010.

The Final Budget is attached for your consideration and approval.

Attachment

An Equal Opportunity Employer

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Storrs, Connecticut 06269-2014

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CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: FINAL

PROJECT NAME: UCHC DOWLING SOUTH CHILLER REPLACEMENT

<u>BUDGETED EXPENDITURES</u>		PROPOSED FINAL 2/18/2010
CONSTRUCTION	\$	415,000
DESIGN SERVICES		35,000
TELECOMMUNICATIONS		-
FURNITURE, FIXTURES AND EQUIPMENT		148,000
CONSTRUCTION ADMINISTRATION		-
OTHER AE SERVICES (including Project Management)		20,000
ART		-
RELOCATION		-
ENVIRONMENTAL		-
INSURANCE AND LEGAL		-
MISCELLANEOUS		8,000
OTHER SOFT COSTS*		-
SUBTOTAL	\$	626,000
PROJECT CONTINGENCY		64,000
TOTAL BUDGETED EXPENDITURES	\$	690,000
<u>SOURCE(S) OF FUNDING</u>		
UCHC CAPITAL	\$	690,000
TOTAL BUDGETED FUNDING	\$	690,000

*Does not include Furniture, Fixtures and Equipment.



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget School of Engineering Renovations (Revised Final: \$1,411,000)

RECOMMENDATION:

That the Board of Trustees approve the Revised Final Budget in the amount of \$1,411,000 for various renovations to the School of Engineering; Engineering II, rooms 103 and 108 and room 205 as well as Bronwell 317 and UTEB 166.

BACKGROUND:

The School of Engineering has developed requirements regarding interior renovations for engineering laboratory and computer room spaces located in three separate buildings: Engineering II, Bronwell and UTEB. The renovations include interior finishes, flooring, fume hoods, make up air and air conditioning in certain areas. The proposed scope of work for the five separate projects is currently under design based on initial programming and design funding provided by the School of Engineering and UCONN 2000 Deferred Maintenance. Upon completion of the design phase the University intends to bid and award all five projects based on general contracting delivery and on an expedited basis. A major portion of the renovation anticipated for the laboratories located in Engineering II will accommodate recently filled eminent faculty positions.

This Revised Final Budget represents a change in project funding and is attached for your consideration and approval.

An Equal Opportunity Employer

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web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: **REVISED FINAL**

PROJECT NAME: **SCHOOL OF ENGINEERING RENOVATIONS**

<u>BUDGETED EXPENDITURES</u>	APPROVED FINAL 9/22/2009	PROPOSED REVISED FINAL 2/18/2010
CONSTRUCTION	\$ 1,009,000	\$ 1,009,000
DESIGN SERVICES	91,000	91,000
TELECOMMUNICATIONS	4,000	4,000
FURNITURE, FIXTURES AND EQUIPMENT	500	500
CONSTRUCTION ADMINISTRATION	78,000	78,000
OTHER AE SERVICES (including Project Management)	32,400	32,400
ART	-	-
RELOCATION	-	-
ENVIRONMENTAL	30,000	30,000
INSURANCE AND LEGAL	5,500	5,500
MISCELLANEOUS	20,500	20,500
OTHER SOFT COSTS*	-	-
SUBTOTAL	\$ 1,270,900	\$ 1,270,900
PROJECT CONTINGENCY	140,100	140,100
TOTAL BUDGETED EXPENDITURES	\$ 1,411,000	\$ 1,411,000
<u>SOURCE(S) OF FUNDING</u>		
UConn 2000 PHASE III - FY09 DM	\$ 17,500	\$ 17,500
DEPARTMENTAL FUNDS	700,500	17,500
EMINENT FACULTY FUNDS	693,000	1,376,000
TOTAL BUDGETED FUNDING	\$ 1,411,000	\$ 1,411,000

*Does not include Furniture, Fixtures and Equipment.

BOT 2.18.10
901508



University of Connecticut
*Office of the Vice President and
Chief Operating Officer*

February 18, 2010

TO: Members of the Board of Trustees

FROM: Barry M. Feldman
Vice President and Chief Operating Officer

Richard D. Gray
Vice President and Chief Financial Officer

RE: Project Budget for the UConn Health Center (UHC) Dental School Renovation
(Preclinical Teaching and Prosthetics Labs)
(Revised Final: \$2,420,000)

RECOMMENDATION:

That the Board of Trustees approve the Revised Final Budget of \$2,420,000 for the UHC Dental School Renovation (Preclinical Teaching and Prosthetics Labs)

BACKGROUND:

This project provides for the renovation of approximately 4,500 square feet of existing Dental School space to relocate and create a new teaching lab space. The renovated space will provide a learning environment with the very latest technologies and equipment including an integrated simulation lab with 48 student workstations.

A Final Budget in the amount of \$2,305,000 was approved by the Board of Trustees on November 5, 2009. The Final Budget was based upon the assumed award to the low bidder; however, because of the timing of the bids relative to the Board meetings, a full review of bids with the bidders had not taken place at that time. Subsequent to the Final Budget approval, a full scope review with the low bidder and the 2nd low bidder determined that neither had carried the full lab casework scope in their bids and both bids are considered non-responsive. A scope review with the third bidder determined that they did carry the full scope as required by the bid documents and the increased Revised Final Budget reflects an anticipated contract award to that bidder.

This project budget has been approved by the UHC Board of Directors Finance Subcommittee and the UHC Board of Directors at their respective meetings on January 4, and 7, 2010.

The Revised Final Budget is attached for your consideration and approval.

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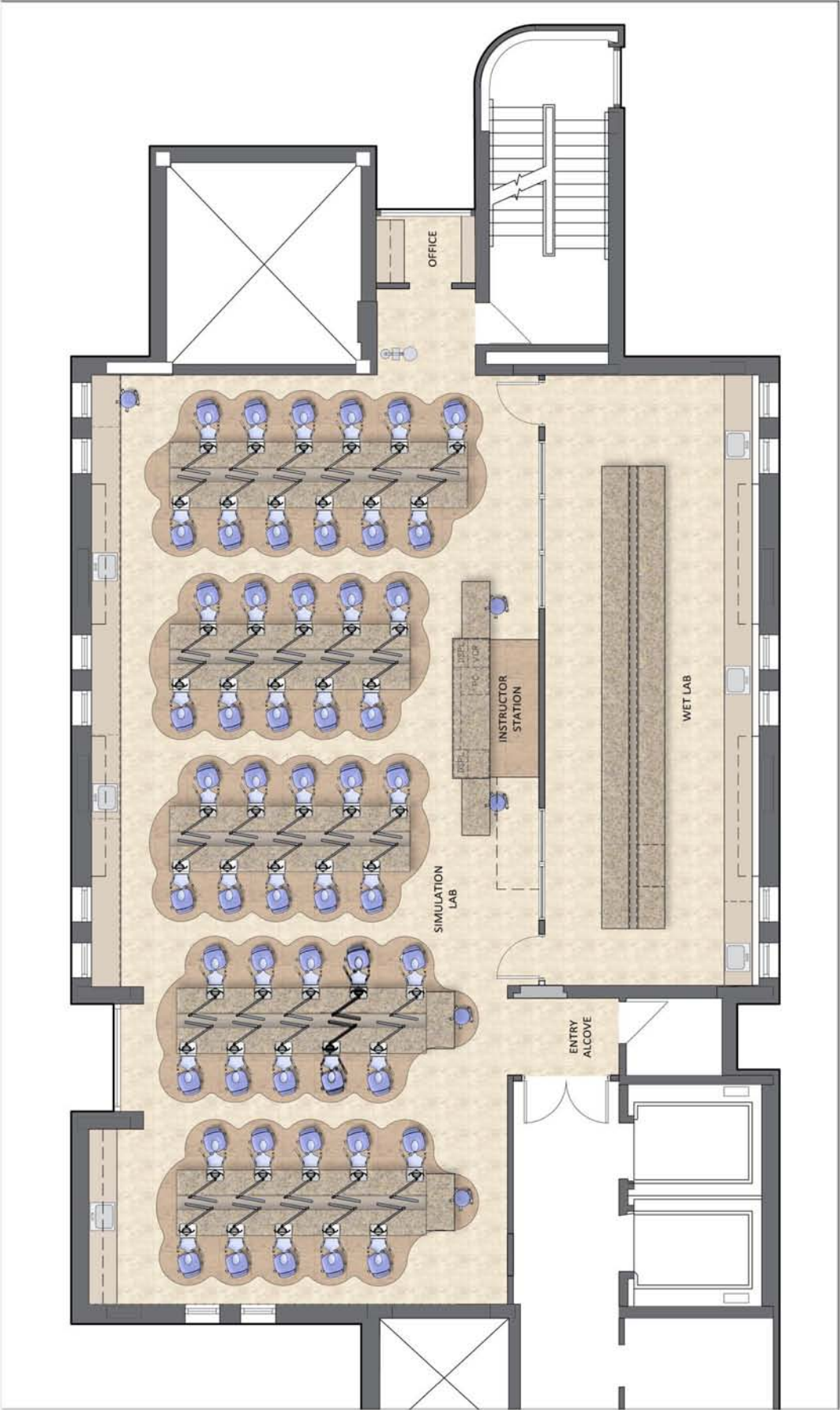
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web: www.uconn.edu

CAPITAL PROJECT BUDGET REPORTING FORM

TYPE BUDGET: REVISED FINAL

PROJECT NAME: UCHC DENTAL SCHOOL RENOVATION - PRECLINICAL TEACHING AND PROSTHETICS LABS

	APPROVED PLANNING 6/20/2006	APPROVED REVISED PLANNING 9/25/2007	APPROVED DESIGN 9/22/2009	APPROVED FINAL 11/5/2009	PROPOSED REVISED FINAL 2/18/2010
<u>BUDGETED EXPENDITURES</u>					
CONSTRUCTION	\$3,445,450	\$ 1,500,000	\$1,870,000	\$1,100,000	\$ 1,222,000
DESIGN SERVICES	350,000	185,000	115,000	115,000	115,000
TELECOMMUNICATIONS	-	40,000	50,000	50,000	50,000
FURNITURE, FIXTURES AND EQUIPMENT	-	850,000	609,000	609,000	609,000
CONSTRUCTION ADMINISTRATION	-	-	-	-	-
OTHER AE SERVICES (including Project Management)	-	-	-	-	-
ART	-	-	-	-	-
RELOCATION	-	5,000	8,000	8,000	8,000
ENVIRONMENTAL	-	80,000	90,000	90,000	90,000
INSURANCE AND LEGAL	-	5,000	10,000	10,000	10,000
MISCELLANEOUS	-	10,000	43,000	43,000	43,000
OTHER SOFT COSTS*	750,000	-	-	-	-
SUBTOTAL	\$4,545,450	\$ 2,675,000	\$2,795,000	\$2,025,000	\$ 2,147,000
PROJECT CONTINGENCY	454,550	400,000	280,000	280,000	273,000
TOTAL BUDGETED EXPENDITURES	<u>\$5,000,000</u>	<u>\$ 3,075,000</u>	<u>\$3,075,000</u>	<u>\$2,305,000</u>	<u>\$ 2,420,000</u>
<u>SOURCE(S) OF FUNDING</u>					
UConn 2000 PHASE III	<u>\$5,000,000</u>	<u>\$ 3,075,000</u>	<u>\$3,075,000</u>	<u>\$2,305,000</u>	<u>\$ 2,420,000</u>
TOTAL BUDGETED FUNDING	<u>\$5,000,000</u>	<u>\$ 3,075,000</u>	<u>\$3,075,000</u>	<u>\$2,305,000</u>	<u>\$ 2,420,000</u>

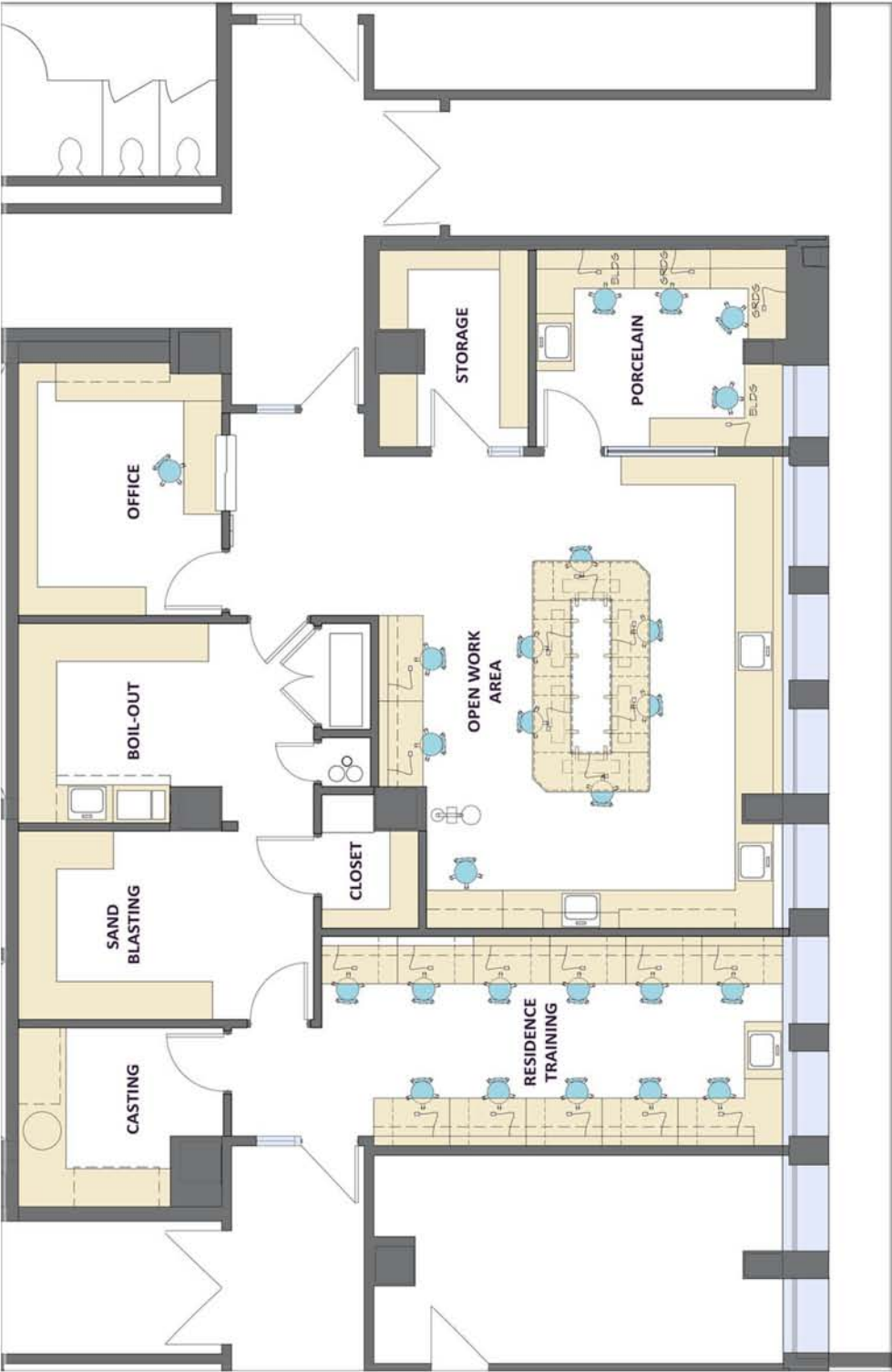


University of Connecticut
Health Center

**UNIVERSITY OF CONNECTICUT HEALTH CENTER
NEW DENTAL PRE-CLINIC LAB**

FLOOR PLAN

JUNE 3, 2009



University of Connecticut
Health Center

UNIVERSITY OF CONNECTICUT HEALTH CENTER NEW DENTAL PROSTHETICS LAB

FLOOR PLAN

JUNE 3, 2009



University of Connecticut Health Center

TO: Members, UConn Board of Trustees

FROM: Cato Laurencin, Ph.D, M.D.
Vice President for Health Affairs
Dean, School of Medicine

Richard Gray
Vice President and Chief Financial Officer

DATE: February 18, 2010

SUBJECT: Proposed Tuition and Fees Rates for FY 11

RECOMMENDATION

That the Board of Trustees approves the proposed tuition and fee increases for the School of Medicine and School of Dental Medicine for the 2010/2011 academic year as described in attachment 1. This resolution was approved by the UCHC Board of Directors January 7, 2010.

BACKGROUND

The tuition and fee rates for the Schools of Medicine and Dental Medicine are set in accordance with the tuition policy of the Board of Governors for Higher Education. This policy requires that the combined tuition and fee rates be set between the 70th and 75th percentile for public medical and dental schools (attachment 2).

Separate tuition rates are established for residents and non-residents. The vast majority of UCHC students fall in the resident category. The Board of Governors also requires that a regional tuition rate (for matriculants from certain other New England states) be set at 175% of the resident rate. The Board of Governor's policy caps any increase in tuition and fees to a maximum of 15% in any year and requires that a minimum of 15% of the tuition be set aside for need based financial aid.

The data on public schools of medicine come from the Association of American Medical Colleges who conducts an annual survey of all U.S. schools of medicine (attachment 3a). In the past, there was no national database for schools of dental medicine, but recently, this is now available from the American Dental Education Association (attachment 3b).

Historically, national tuition and fees rates for public schools have varied widely year to year (attachment 4). UCHC's target has been the 75th percentile. In FY 10, the SoM and SoDM resident rates were at the 73rd and 72nd percentiles respectively. These were 72nd and 74th percentiles respectively for the non-resident rates. Setting rates for two years in advance can be challenging given the relative unpredictable fluctuations in rates and because the spread between

the 70th and 75th percentiles has narrowed. The resident rate spread was \$260 and \$389 in FY 10 for the SoM and SoDM respectively.

For FY 11, we continue to target the 70th - 75th percentile. In order to achieve this, we must first predict the increases in tuition and fees that will be imposed at other public schools. UCHC is mandated to negotiate this 'inflation factor' with the Department of Higher Education and historically, a single inflation factor is set to be applied to both schools.

Last year, given the potential volatility in tuition and fees being driven by the downturn in the national economy, DHE was only willing to set an inflation rate for the 1st year of the biennium. Therefore, the proposal this year is only for the 2nd year of the biennium.

This year, the inflation factor was initially set at 8.5% for FY 11. However, both DHE and UCHC senior management have concerns that our ability to accurately forecast is in question given the uniqueness and severity of the national and state financial downturns. In addition, the hardships associated with estimating too high an inflation rate and corresponding increase in tuition and fees could have a serious impact on our students' ability to pay especially in an environment of high rates of unemployment and difficulties obtaining loans. Therefore, the inflation factor was considered a 'maximum' by DHE and based on such a judgment, UCHC senior leadership believes the maximum increase in tuition and fees for FY 11 should be capped at 5%.

Based on the agreed upon inflation factor, we calculate the target range of 70th and 75th percentiles (attachment 5) and set our tuition and fees accordingly. One goal is to keep the Professional School Fee equivalent between categories within each School and therefore adjust the increases in tuition rate to achieve the combined tuition and fees goals (attachment 1).

Comparisons to our competitors- When compared to other public schools in our geographic regions (appendix 6a), both the SoM and SoDM resident rates stayed at third highest from FY 09 to FY 10. The SoM non-resident rates remained as the highest from FY 09 to FY 10, but the SoDM non-resident rate dropped from highest to 2nd highest.

Just over 100 of the students accepted by the SoM elected to matriculate at another school. This group of competitor schools had an average tuition and fees in FY 10 that was significantly higher than the UConn resident rate (appendix 6b). The same trend occurred for the SoDM.

Student Indebtedness: The Schools monitor the indebtedness of students, especially as this relates to national data (attachment 7a & 7b). SOM students with debt on graduation, have an average total debt (undergraduate and graduate) of approximately \$121 thousand compared to a national average of \$144 thousand. SoDM with debt on graduation, have an average total debt of \$153 thousand.

Financial Aid: Financial aid in the form of scholarships and loans is available to meet student need (attachment 8a & 8b). SoM students received approximately \$4 million in scholarships and \$9.5 million in loans (changes from FY 08 were +3.0% and +2.3% respectively). SoDM

students received approximately \$1.5 million in scholarships and \$5.6 million in loans (changes from FY09 were -16.6% and +1% respectively.)

Student response to proposed increases: Drs. Koeppen and Lepowsky informed all students of the proposed increases in tuition and fees via email. They were also invited to attend a presentation and discussion of the proposal on 10/28/09, either at noon or 5:00 pm. .No students attended either session and no students provided Drs. Koeppen and Lepowsky any comments the proposal by correspondence or verbally prior to those meetings.

Approval: Changes in the rate of tuition and fees require the approval of the Board of Directors and the Board of Trustees.

ATTACHMENT 1

UNIVERSITY OF CONNECTICUT HEALTH CENTER
PROPOSED TUITION AND FEE SCHEDULE FOR FY 2011

School of Medicine Tuition	Current	PROPOSED						75th % Tile
	FY 2010	FY 2010/2011			FY 2011/2012			
	09/10 Base	%	Amount	10/11 Base	%	Amount	10/11 Base	
Resident	\$20,824	5.00%	\$1,041	\$21,865				
Non-Resident	\$43,869	5.00%	\$2,193	\$46,062				
Regional **	\$36,442	5.00%	\$1,822	\$38,264				
Professional School Fee *								
Resident	\$8,752	5.00%	\$438	\$9,190				
Non-Resident	\$8,752	5.00%	\$438	\$9,190				
Regional	\$8,752	5.00%	\$438	\$9,190				
Resident	\$29,576	5.00%	\$1,479	\$31,055				\$31,162
Non-Resident	\$52,621	5.00%	\$2,631	\$55,252				\$55,536
Regional	\$45,194	5.00%	\$2,260	\$47,454				
TOTAL TUITION & FEES								

School of Dental Medicine Tuition	Current		PROPOSED					75th %Tile
	FY 2010		FY 2010/2011		FY 2011/2012			
	09/10 Base		%	Amount	10/11 Base	%	Amount	
Resident	\$19,592		5.00%	\$980	\$20,572			\$29,043 \$55,865
Non-Resident	\$45,120		5.00%	\$2,256	\$47,376			
Regional **	\$34,285		5.01%	\$1,716	\$36,001			
Professional School Fee *								

Notes:

- * The percent increase in professional fees is constant for all categories and set to the SoM resident rate for total tuition & fees.
- ** The regional rate for tuition must be 175% the resident rate.

ATTACHMENT 2

Excerpt from the Connecticut Public Higher Education Tuition and Student Fee Policy

"Health Center Tuition and Fee Policy"

The setting of tuition and required fee rates at the UConn Health Center medical and dental schools shall be targeted at between the 70th and 75th percentile of tuition and required fee charges at public medical and public dental schools respectively. Consistent with the annual increase ceiling included in the policy adopted for other units, the UConn Health Center tuition and required fees for undergraduate medical and dental students shall not increase by more than 15 percent from one year to the next.

The data base for determining the percentile factor will come from tuition/fee data reported annually by the American Association of Medical Schools and the American Dental Association. Adjustments to the data base to account for inflation from the point in time the data is reported to the fiscal year in which the new Health Center tuition rates will take effect will be negotiated between DHE staff and Health Center staff. Negotiations will center on the choice of the most appropriate inflation index for costs associated with medical and dental educational programs.

Paralleling the overall tuition policy for the higher education system, 15 percent of tuition revenues shall be earmarked for financial assistance programs to needy students.

Excerpt from CT General Statutes 10a-8

(This statute concerns the development and submission of a single public higher education budget to the General Assembly based on the individual budgets approved by each higher education unit's board of trustees.

"...if the General Assembly does not appropriate the amount requested by any such board of trustees, such board of trustees may increase tuition and fees by an amount greater than that included in the budget request in response to which the appropriation was made."

ATTACHMENT 3a
Tuition, Fees, Health Insurance Cost for First Year Medical Students
Association of American Medical Colleges (AAMC)
Public Medical Schools - 2009/2010
Preliminary Data as of September 25, 2009

SCHOOL	RESIDENT Tuition, Fees & Health Ins.	Rank	% Tile
Oregon	38,684	1	99%
Penn State	37,336	2	97%
Virginia	37,242	3	96%
Minnesota	36,444	4	95%
Illinois	33,150	5	94%
Northeastern Ohio	32,013	6	92%
Wayne State	31,485	7	91%
MU South Carolina	31,468	8	90%
Wright State-Boonshoft	31,405	9	88%
Indiana	31,353	10	87%
Ohio State	31,128	11	86%
Colorado	30,995	12	84%
Cincinnati	30,726	13	83%
Virginia Commonwealth	30,604	14	82%
Missouri Kansas City	30,150	15	81%
Eastern Virginia	29,997	16	79%
Toledo	29,962	17	78%
UMDNJ-RW Johnson	29,735	18	77%
UC Davis	29,678	19	75%
Vermont	29,583	20	74%
Connecticut	29,576	21	73%
Michigan	29,474	22	71%
Iowa-Carver	29,418	23	70%
UMDNJ New Jersey	29,412	24	69%
South Carolina	29,353	25	68%
Kentucky	29,233	26	66%
Florida	28,727	27	65%
Michigan State	28,344	28	64%
Louisville	28,063	29	62%
Maryland	28,023	30	61%
Nebraska	27,515	31	60%
Hawaii-Burns	27,458	32	58%
SUNY Upstate	27,350	33	57%
UC Irvine	27,336	34	56%
Southern Illinois	27,262	35	55%
UC San Francisco	27,129	36	53%
Missouri Columbia	26,962	37	52%
Stony Brook	26,839	38	51%
South Florida	26,833	39	49%
SUNY Downstate	26,795	40	48%
Kansas	26,593	41	47%
UC San Diego	26,390	42	45%

SCHOOL	NON-RESIDENT Tuition, Fees, & Health Ins.	Rank	% Tile
Southern Illinois	75,238	1	99%
Illinois	66,526	2	97%
South Carolina	63,187	3	96%
Wayne State	61,462	4	95%
Northeastern Ohio	60,626	5	93%
Nebraska	60,115	6	92%
Michigan State	59,566	7	91%
Toledo	58,768	8	89%
Florida	57,967	9	88%
Missouri Kansas City	57,619	10	86%
FIU-Wertheim	57,219	11	85%
Colorado	55,821	12	84%
Alabama	54,877	13	82%
MU South Carolina	54,334	14	81%
South Florida	54,044	15	80%
Kentucky	53,639	16	78%
Hawaii-Burns	53,546	17	77%
Central Florida	53,000	18	76%
Florida State	52,782	19	74%
Eastern Virginia	52,757	20	73%
Connecticut	52,621	21	72%
Oregon	51,840	22	70%
Missouri Columbia	50,474	23	69%
Vermont	50,403	24	68%
U Washington	50,037	25	66%
East Tennessee-Quillen	49,363	26	65%
Penn State	48,914	27	64%
Maryland	48,067	28	62%
Virginia	47,242	29	61%
New Mexico	47,156	30	59%
Marshall-Edwards	47,058	31	58%
South Dakota-Sanford	46,908	32	57%
Utah	46,881	33	55%
West Virginia	46,818	34	54%
Oklahoma	46,685	35	53%
Ohio State	46,638	36	51%
Cincinnati	46,476	37	50%
Wright State-Boonshoft	46,405	38	49%
Kansas	46,041	39	47%
Michigan	45,828	40	46%
Indiana	45,789	41	45%
Tennessee	45,420	42	43%

ATTACHMENT 3a

Tuition, Fees, Health Insurance Cost for First Year Medical Students

Association of American Medical Colleges (AAMC)

Public Medical Schools - 2009/2010

Preliminary Data as of September 25, 2009

SCHOOL	RESIDENT Tuition, Fees & Health Ins.	Rank	% Tile
UCLA-Geffen	26,114	43	44%
Buffalo	26,095	44	43%
Central Florida	25,800	45	42%
FIU-Wertheim	25,719	46	40%
Wisconsin	25,698	47	39%
East Tennessee-Quillen	25,605	48	38%
Utah	25,138	49	36%
North Dakota	24,893	50	35%
South Dakota-Sanford	24,733	51	34%
Tennessee	24,510	52	32%
Arizona	24,396	53	31%
MC Georgia	23,431	54	30%
South Alabama	22,663	55	29%
Oklahoma	22,567	56	27%
West Virginia	22,070	57	26%
Alabama	21,623	58	25%
U Washington	20,997	59	23%
Marshall-Edwards	20,268	60	22%
Arkansas	19,930	61	21%
Massachusetts	19,744	62	19%
New Mexico	18,415	63	18%
Florida State	18,230	64	17%
Nevada	17,267	65	16%
LSU New Orleans	15,898	66	14%
UT Southwestern	15,835	67	13%
Texas Tech-Foster	15,795	68	12%
Mississippi	15,506	69	10%
North Carolina	15,298	70	9%
UT San Antonio	15,170	71	8%
UT Galveston	15,016	72	6%
Texas Tech	14,371	73	5%
LSU Shreveport	13,615	74	4%
East Carolina-Brody	11,638	75	3%
Texas A & M	11,394	76	1%
Puerto Rico	11,091	77	0%
Average	\$25,373		

SCHOOL	NON-RESIDENT Tuition, Fees, & Health Ins.	Rank	% Tile
Iowa-Carver	45,232	43	42%
SUNY Upstate	45,190	44	41%
Louisville	45,159	45	39%
Virginia Commonwealth	45,058	46	38%
North Dakota	44,724	47	36%
Stony Brook	44,679	48	35%
SUNY Downstate	44,635	49	34%
UMDNJ-RW Johnson	44,547	50	32%
Minnesota	44,352	51	31%
UMDNJ New Jersey	44,224	52	30%
Buffalo	43,935	53	28%
UC Davis	41,923	54	27%
UC Irvine	39,581	55	26%
UC San Francisco	39,374	56	24%
North Carolina	39,364	57	23%
South Alabama	39,271	58	22%
Nevada	38,650	59	20%
UC San Diego	38,635	60	19%
UCLA-Geffen	38,359	61	18%
Arkansas	37,054	62	16%
Wisconsin	36,822	63	15%
East Carolina-Brody	36,628	64	14%
MC Georgia	32,999	65	12%
LSU New Orleans	31,494	66	11%
LSU Shreveport	29,212	67	9%
UT Southwestern	28,935	68	8%
Texas Tech-Foster	28,895	69	7%
UT San Antonio	28,270	70	5%
UT Galveston	28,116	71	4%
Texas Tech	27,471	72	3%
Texas A & M	24,494	73	1%
Puerto Rico	20,309	74	0%
Arizona	NA		
Massachusetts	NA		
Mississippi	NA		
Average	\$46,132		

NOTES:

Source - AAMC Primary data as of 09/25/09

NA - Do not accept non-resident students

**Public Dental Schools - 2009/2010
TUITION AND FEES**

School	RESIDENT TUITION & FEES FY09-10	Rank	% Tile
University of South Carolina	44,989	1	97%
University of Illinois	37,182	2	94%
University of Maryland	31,361	3	92%
Univ. of Med and Dentistry, New Jersey	28,942	4	89%
University of Michigan	28,883	5	86%
University of California, San Francisco	27,985	6	83%
University of Missouri, Kansas City	27,836	7	81%
University of Nebraska	27,825	8	78%
University of Minnesota	27,660	9	75%
University of Connecticut	27,579	10	72%
University of Oregon	26,962	11	69%
UCLA	26,911	12	67%
University of Iowa	26,681	13	64%
Southern Illinois University	26,485	14	61%
Ohio State University	26,280	15	58%
SUNY Stonybrook	25,065	16	56%
University of Florida	24,524	17	53%
University of Indiana	23,921	18	50%
University of Colorado	23,625	19	47%
University of Kentucky	23,303	20	44%
Virginia Commonwealth University	22,492	21	42%
University of Oklahoma	20,911	22	39%
University of Louisville	20,653	23	36%
University of Tennessee	20,287	24	33%
University of Texas, San Antonio	20,155	25	31%
University of Washington	19,597	26	28%
University of North Carolina	19,173	27	25%
SUNY Buffalo	17,745	28	22%
Medical College of Georgia	17,364	29	19%
University of Alabama	16,647	30	17%
University of Texas, Houston	16,531	31	14%
West Virginia University	14,754	32	11%
LSU	13,298	33	8%
University of Mississippi	11,530	34	6%
University of Puerto Rico	8,714	35	3%
Baylor College of Dentistry	7,414	36	0%
Average	23,091		

School	Non-RESIDENT TUITION & FEES FY09-10	Rank	% Tile
University of South Carolina	95,380	1	97%
Southern Illinois University	70,005	2	94%
University of Illinois	64,822	3	91%
UCLA	63,798	4	88%
University of Nebraska	58,532	5	85%
Ohio State University	56,793	6	82%
University of Maryland	54,746	7	79%
University of Indiana	53,303	8	76%
University of Connecticut	53,107	9	74%
University of Florida	51,004	10	71%
University of Colorado	48,928	11	68%
University of Louisville	48,177	12	65%
University of Kentucky	46,997	13	62%
University of Washington	46,002	14	59%
SUNY Stonybrook	45,985	15	56%
University of North Carolina	45,790	16	53%
University of Oklahoma	45,525	17	50%
University of Minnesota	45,030	18	47%
University of Iowa	44,871	19	44%
University of Michigan	43,553	20	4
University of Alabama	43,199	21	38%
Univ. of Med and Dentistry, New Jersey	43,185	22	35%
Virginia Commonwealth University	41,633	23	32%
University of Oregon	40,852	24	29%
University of California, San Francisco	40,230	25	26%
University of Tennessee	38,367	26	24%
West Virginia University	36,656	27	21%
LSU	36,162	28	18%
SUNY Buffalo	34,045	29	15%
University of Missouri, Kansas City	32,601	30	12%
University of Texas, San Antonio	29,955	31	9%
University of Texas, Houston	27,331	32	6%
Baylor College of Dentistry	18,214	33	3%
University of Puerto Rico	15,934	34	0%
University of Mississippi	N/A		
Medical College of Georgia	N/A		
Average	45,903		

Source: ADEA 2009 Guide to Dental Schools - for incoming 2010 Students

Note: previous surveys used internet information also. Due to the fee structure of various schools and refinement of ADEA information (which continues), it was decided to use only ADEA info this year.

Historic School Rankings - Combined Tuition and Fees

School of Medicine

	Resident					Non-Resident				
	FY 06	FY 07	FY 08	FY 09	FY 10	FY 06	FY 07	FY 08	FY 09	FY 10
National Average	\$19,981	\$20,980	\$22,303	\$23,596	\$25,373	\$38,885	\$39,974	\$41,870	\$43,780	\$46,132
UConn	\$22,540	\$25,920	\$26,827	\$28,168	\$29,576	\$42,780	\$49,195	\$49,463	\$50,815	\$52,621
National percentage increase	8.5%	4.6%	5.3%	5.8%	7.8% *	4.4%	2.7%	3.9%	4.6%	4.9% *
UConn percentage increase	15.0%	15.0%	3.5%	5.0%	5.0%	15.0%	15.0%	0.5%	3.3%	3.6%
UConn rank (1 - highest)	26	17	18	19	21	19	14	15	16	21
# of Schools reporting	73	74	75	75	77	71	72	73	72	74
UConn percentile	64%	77%	76%	75%	73%	73%	81%	79%	78%	72%
National 75th percentile	\$24,024	\$25,565	\$26,755	\$28,168	\$29,678	\$43,241	\$46,105	\$46,243	\$50,115	\$52,891
National 70th percentile	\$23,251	\$25,048	\$25,942	\$27,926	\$29,418	\$42,159	\$42,374	\$45,215	\$48,206	\$51,840
Target Range	\$773	\$517	\$813	\$242	\$260	\$1,082	\$3,731	\$1,028	\$1,909	\$1,051

* Three new public schools became operational in FY 09. Percentage increases are based on schools in existence in FY 09.

School of Dental Medicine

	Resident					Non-Resident				
	FY 06 *	FY 07	FY 08 *	FY 09	FY 10	FY 06 *	FY 07	FY 08 *	FY 09	FY 10
National Average	\$16,642	\$18,513	\$20,274	\$22,034	\$23,091	\$34,314	\$37,687	\$39,844	\$42,001	\$45,903
UConn	\$18,882	\$21,665	\$23,919	\$25,115	\$27,579	\$38,784	\$44,587	\$47,764	\$50,152	\$53,107
National percentage increase	11.1% **	11.1% **	9.5% **	9.5% **	9.6%	11.2% **	11.2% **	5.7% **	5.7% **	8.9%
UConn percentage increase	15.0%	15.0%	10.4%	5.0%	9.8%	15.0%	15.0%	7.13%	5.0%	5.9%
UConn rank (1 - highest)		12		12	10		10		9	9
# of Schools reporting		36		36	36		35		35	34
UConn percentile		67%		67%	72%		71%		74%	74%
National 75th percentile		\$22,786		\$26,266	\$27,660		\$45,504		\$50,578	\$53,205
National 70th percentile		\$22,401		\$25,928	\$27,271		\$44,572		\$49,267	\$49,966
Target Range		\$385		\$338	\$389		\$932		\$1,311	\$3,239

Notes:

* No national data were collected

** Annualized based on the known 2 year change from FY 05 to FY 07 and FY 07 to FY 09

UNIVERSITY OF CONNECTICUT HEALTH CENTER
School of Medicine and Dental School of Medicine

FY 2011

Notes:

Assumption: National increases of 5.0% in FY 11. This is the DHE approved inflation factor.

UNIVERSITY OF CONNECTICUT HEALTH CENTER
AAMC Database: Public Schools of Medicine 2009/20010
Comparisons to Local, Public Competitor Schools

School of Medicine
Resident

SCHOOL	FY 08	FY 09	FY 10
UMDNJ-R W Johnson Medical Schl	\$26,117	\$28,419	\$29,735
Univ of Vermont College of Med	\$27,143	\$28,470	\$29,583
U of Connecticut School of Med	\$27,827	\$28,168	\$29,576
UMDNJ-New Jersey Medical Schl	\$25,942	\$27,934	\$29,412
Univ of Maryland Schl of Med	\$24,053	\$26,421	\$28,023
SUNY Upstate Medical Univ.	\$22,266	\$22,476	\$27,350
Stony Brook University Health	\$22,665	\$22,718	\$26,839
SUNY Downstate Coll of Med	\$22,639	\$22,665	\$26,795
Univ at Buffalo Sch of Med	\$21,668	\$21,844	\$26,095
Univ of Mass Medical School	\$17,011	\$17,450	\$19,744

Non-Resident

SCHOOL	FY 08	FY 09	FY 10
U of Connecticut School of Med	\$49,463	\$50,815	\$52,621
Univ of Vermont College of Med	\$46,243	\$48,490	\$50,403
Univ of Maryland Schl of Med	\$42,288	\$45,291	\$48,067
UMDNJ-R W Johnson Medical Schl	\$36,966	\$37,176	\$45,190
UMDNJ-New Jersey Medical Schl	\$37,365	\$37,418	\$44,679
Stony Brook University Health	\$37,339	\$37,365	\$44,635
SUNY Downstate Coll of Med	\$39,184	\$42,662	\$44,547
SUNY Upstate Medical Univ.	\$39,009	\$42,177	\$44,224
Univ at Buffalo Sch of Med	\$36,368	\$36,540	\$43,935
Univ of Mass Medical School	N/A	N/A	N/A

School of Dental Medicine
Resident

SCHOOL	FY 08 *	FY 09	FY 10
Univ of Maryland Schl of Med	*	\$27,052	\$31,361
UMDNJ-New Jersey Medical Schl	*	\$26,860	\$28,942
U of Connecticut School of Dental Med	*	\$25,115	\$27,579
SUNY Stony Brook	*	\$22,723	\$25,065
SUNY Buffalo	*	\$19,070	\$17,745

Non-Resident

SCHOOL	FY 08 *	FY 09	FY 10
Univ of Maryland Schl of Med	*	\$48,704	\$54,746
U of Connecticut School of Dental Med	*	\$50,152	\$53,107
UMDNJ-New Jersey Medical Schl	*	\$39,927	\$46,185
SUNY Stony Brook	*	\$39,023	\$45,985
SUNY Buffalo	*	\$34,870	\$34,045

Notes:

Data sorted by current year in descending order

* Data not available

School of Medicine

School of Dental Medicine
Competitor Schools:

Source: 2009 Joint Acceptance Report (Interim) from the AAMC - 10/19/09

School	#	%	Resident Tuition & Fees	Non-Resident Tuition & Fees
Columbia	9	8.7%	\$49,347	\$49,347
Mount Sinai	9	8.7%	\$41,103	\$41,103
Dartmouth	7	6.7%	\$46,640	\$46,640
Yale	7	6.7%	\$46,202	\$46,202
Case Western Res	5	4.8%	\$47,290	\$47,290
Georgetown	5	4.8%	\$48,687	\$48,687
Pittsburg	5	4.8%	\$40,394	\$44,414
Harvard	4	3.8%	\$45,833	\$45,833
NY University	4	3.8%	\$49,203	\$49,203
Cornell	3	2.9%	\$51,547	\$51,547
Massachusetts	3	2.9%	\$19,744	not accepted
Penn	3	2.9%	\$48,244	\$48,244
Stanford	3	2.9%	\$48,309	\$48,309
Tufts	3	2.9%	\$54,244	\$54,244
Vermont	3	2.9%	\$29,583	\$50,403
Subtotal / Average	73	70.2%	\$44,425	\$47,962
Median			\$47,290	\$48,277

School	#	%	Resident Tuition & Fees	Non-Resident Tuition & Fees
Harvard			\$41,797	\$41,797
U Penn			\$56,692	\$56,692
Subtotal / Average			\$49,245	\$49,245
Median			\$49,245	\$49,245

ATTACHMENT 7a

**UNIVERSITY OF CONNECTICUT HEALTH CENTER
Student Indebtedness
School of Medicine**

Percentage of Students with Medical School Debt (amount of debt of indebted students)

2006:	79.20% (\$105,920)
2007:	89.47% (\$108,900)
2008:	70.73% (\$129,742)
2009	89.70% (\$120,511)
National:	85.20% (\$143,870)

Data source: AAMC Financial Aid Summary Report 2008-2009 August 2009)

ATTACHMENT 7b

UNIVERSITY OF CONNECTICUT HEALTH CENTER

School of Dental Medicine

Student Indebtedness

		University of Connecticut 2008	University of Connecticut 2009
		Percent	Percent
1. Did you receive any scholarships or grants (not loans) for dental school?			
Yes		80.95	81.00
No		19.50	19.00
2. Did you have any outstanding educational loans for your college/premedical education, which you are legally required to repay?			
Yes		48.78	52.50
No		51.22	47.50
Premedical Debt Categories			
No debt		51.22	47.50
\$ 1 to \$ 24,999		41.46	52.50
\$ 25,000 to \$ 49,999		4.88	0.00
\$ 50,000 to \$ 74,999		2.43	0.00
\$ 75,000 to \$ 99,999		0.00	0.00
\$ 100,000 to \$ 124,999		0.00	0.00
\$ 125,000 to \$ 149,999		0.00	0.00
\$ 150,000 to \$ 174,999		0.00	0.00
\$ 175,000 to \$ 199,999		0.00	0.00
\$ 200,000 or more		0.00	0.00
Number of responses		41	40
Average premedical debt of all students	\$	9,325	\$ 6,609
Average premedical indebt of all students	\$	19,117	\$ 12,590
3. Do you have any outstanding loans for your dental school education, which you are legally required to repay?			
Yes		85.37	95.00
No		14.63	5.00
Number of responses		41	40
Dental School Debt Categories			
No debt		14.50	5.00
\$ 1 to \$ 24,999		7.20	5.00
\$ 25,000 to \$ 49,999		4.70	0.00
\$ 50,000 to \$ 74,999		7.20	7.50
\$ 75,000 to \$ 99,999		9.60	12.50
\$ 100,000 to \$ 124,999		2.30	5.00
\$ 125,000 to \$ 149,999		9.50	5.00
\$ 150,000 to \$ 174,999		29.00	7.50
\$ 175,000 to \$ 199,999		12.00	50.00
\$ 200,000 or more		4.00	2.50

ATTACHMENT 7b

	University of Connecticut 2008	University of Connecticut 2009
	Percent	Percent
Number of responses	41	40
Average premedical debt of all students	\$ 110,244	\$139,020
Average premedical indebt of all students	\$ 129,144	\$146,337

Total Educational Debt Categories

Dental School Debt Categories

No debt	14.60	5.00
\$ 1 to \$ 24,999	2.40	5.00
\$ 25,000 to \$ 49,999	7.30	0.00
\$ 50,000 to \$ 74,999	7.30	7.50
\$ 75,000 to \$ 99,999	7.30	10.00
\$ 100,000 to \$ 124,999	2.40	7.50
\$ 125,000 to \$ 149,999	12.20	2.50
\$ 150,000 to \$ 174,999	22.00	10.00
\$ 175,000 to \$ 199,999	12.20	30.00
\$ 200,000 or more	12.20	22.50

Number of responses	41	40
Average total educational debt of all students	\$ 119,570	\$145,630
Average total educational indebt of all students	\$ 140,068	\$153,295

UNIVERSITY OF CONNECTICUT
SCHOOL OF MEDICINE
Student Financial Assistance

% of Chg
from prior
year

TOTAL AID PROVIDEDFY 06/07FY 07/08FY 08/09FY 09/10

Amount of Needed
Assistance Not Funded

\$0

\$0

\$0

\$0

0

Total Assistance
Determined Necessary(1)

\$10,986,878

\$9,770,056

\$ 10,414,255

\$ 10,703,344

2.8

Total Amount Funded
By Loans

\$8,465,317

\$8,594,331

\$ 9,251,195

\$ 9,467,870

2.3

Total Amount Funded
By Scholarships

\$3,396,591

\$3,462,686

\$ 3,855,996

\$ 3,971,814

3

Number of Students
Receiving Funds

275

291

289

297

2.7

		<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	
Enrollment	Year 1	86	89	88	
	Year 2	88	88	87	
	Year 3	91	97	87	
	Year 4	85	80	80	
	Totals	350	354	342	-3.4

Number of Students Requesting Aid From All Sources	Year 1	73	74	73	
	Year 2	66	71	70	
	Year 3	68	63	77	
	Year 4	67	65	66	
	Totals	274	273	286	4.8

Number of Students Receiving Loans	Year 1	73	72	72	
	Year 2	66	71	69	
	Year 3	67	63	77	
	Year 4	64	64	61	
	Totals	270	270	279	3.3

Number of Students Receiving Scholarships	Year 1	59	45	52	
	Year 2	41	48	43	
	Year 3	44	44	60	
	Year 4	38	45	44	
	Totals	182	182	199	9.3

Average Total Expense Per Student	Year 1	\$ 51,127	\$ 57,525	\$ 56,910	
	Year 2	\$ 48,718	\$ 51,764	\$ 51,513	
	Year 3	\$ 55,820	\$ 57,615	\$ 55,452	
	Year 4	\$ 53,332	\$ 52,243	\$ 53,226	

(1) Assistance Determined Necessary is the Total Cost of Attendance for all students requesting aid minus their Estimated Financial Aid.

10/30/2009

UNIVERSITY OF CONNECTICUT
SCHOOL OF MEDICINE
Sources of Aid

	FY 06/07	FY 07/08	FY 08/09	FY 09/10	% of Inc/ Dec over prio year
Loans/Federal:					
Federal Subsidized Stafford	\$2,201,643	\$2,205,448	\$2,300,321	\$ 2,371,500	3.1
Federal Unsubsidized Stafford	\$5,173,106	\$5,169,668	\$5,733,658	\$ 5,835,162	1.8
Alternative (Private Loans)	\$130,844	\$129,763	\$264,030	\$ 236,226	-10.5
Fed. Graduate Plus	\$285,460	\$518,541	\$359,543	\$ 581,750	61.8
Fed. P.C. Loans	\$0	\$0	\$0	\$ -	
Total Federal Loans	\$7,791,053	\$8,023,420	\$8,657,552	\$ 9,024,638	4.2
Loans/Institutional:					
Health Professions Loan (HPL)	\$24,088	\$0	\$0	\$ -	
University Loans (UL)	\$649,996	\$570,911	\$593,643	\$ 443,232	-25.3
Total Institutional Loans	\$674,084	\$570,911	\$593,643	\$ 443,232	-25.3
TOTAL LOANS	\$8,465,137	\$8,594,331	\$9,251,195	\$ 9,467,870	2.3
Scholarships - Outside:					
Non-need based	\$0				
Need/Mert based aid	\$136,465	\$122,311	\$130,625	\$ 110,862	-15.1
Medical Scientist Training Program (MSTP)					
National Health Services Corps (NHSC) & Exceptional Financial Needs (EFN)	\$54,340	\$26,952	\$56,737	\$ 29,576	-47.9
Armed Forces Health Professional (AFHP)	\$179,920	\$212,275	\$170,011	\$ 79,976	-52.9
Total - Scholarships Outside	\$370,725	\$361,538	\$357,373	\$ 220,414	-38.3
Scholarships - Institutional:					
University Schol. pd through the Found.***	\$93,975	\$33,500	\$99,000	\$ 93,250	-5.8
Merit Scholarships	\$137,294	\$63,217	\$64,490	\$ 47,980	-25.6
MD/PhD Support	\$688,556	\$776,980	\$1,083,831	\$ 1,001,673	-7.6
Need Based Tuition Remission (TR)	\$783,931	\$901,519	\$1,006,765	\$ 1,119,716	11.2
Underrepresented Minority (URM) Merit	\$1,322,110	\$1,325,932	\$1,244,537	\$ 1,488,781	19.6
Total - Scholarships Institutional	\$3,025,866	\$3,101,148	\$3,498,623	\$ 3,751,400	7.2
TOTAL SCHOLARSHIPS	\$3,396,591	\$3,462,686	\$3,855,996	\$ 3,971,814	3
TOTAL LOANS AND SCHOLARSHIPS	\$11,861,728	\$12,057,017	\$13,107,191	\$13,439,684	2.5

***\$72,000 is Merit Scholarships

UNIVERSITY OF CONNECTICUT
SCHOOL OF DENTAL MEDICINE
Student Financial Assistance

% of Chg
from prior
year

TOTAL AID PROVIDED

		FY 06/07	FY 07/08	FY 08-09	FY 09-10	
Amount of Needed Assistance Not Funded		\$0	\$0	\$0	\$0	0
Total Assistance Determined Necessary(1)		Information not available				
Total Amount Funded By Loans		\$5,149,791	\$5,207,015	\$5,561,287	\$ 5,618,467	1
Total Amount Funded By Scholarships		\$1,235,130	\$1,636,927	\$1,749,135	\$ 1,459,414	-16.6
Number of Students Receiving Funds		143	156	158	157	-0.6
		2007-2008 20082009 2009-2010				
Enrollment	Year 1	42	43	42		
	Year 2	45	45	45		
	Year 3	41	45	41		
	Year 4	41	40	42		
	Totals	169	173	170		-1.7
Number of Student Requesting Aid From All Sources	Year 1	35	40	39		
	Year 2	43	39	41		
	Year 3	38	42	33		
	Year 4	34	38	38		
	Totals	150	159	151		-5
Number of Student Receiving Loans	Year 1	33	39	38		
	Year 2	42	36	39		
	Year 3	35	40	32		
	Year 4	33	35	38		
	Totals	143	150	147		-2
Number of Student Receiving Scholarships	Year 1	21	28	27		
	Year 2	29	18	25		
	Year 3	38	28	23		
	Year 4	33	27	27		
	Totals	90	101	102		0.9
Average Total Expense Per Student	Year 1	\$ 58,703	\$ 60,748	\$ 58,363		
	Year 2	\$ 54,033	\$ 52,333	\$ 49,025		
	Year 3	\$ 55,558	\$ 54,680	\$ 56,603		
	Year 4	\$ 53,262	\$ 54,188	\$ 50,174		

(1) Assistance Determined Necessary is the Total Cost of Attendance for all students requesting aid minus their Estimated Financial Aid. 10-30-09

UNIVERSITY OF CONNECTICUT
SCHOOL OF DENTAL MEDICINE
Sources of Aid

	FY 06/07	FY 07/08	FY 08/09	FY 09/10	% of Inc/Dec over last year
Loans/Federal:					
Federal Subsidized Stafford	\$1,130,500	\$1,120,518	\$1,239,112	\$1,241,000	0.15
Federal Unsubsidized Stafford	\$3,296,639	\$3,189,062	\$3,506,511	\$3,571,972	1.9
Alternative	\$186,749	\$309,300	\$87,732	\$ 93,372	6.43
Federal Graduate PLUS Loan	\$224,890	\$299,188	\$421,432	\$ 500,321	18.72
Fed P.C. Loans (Hlth Care Prof Loan)					
Total Federal Loans	\$4,838,778	\$4,918,068	\$5,254,787	\$5,406,665	2.89
Loans/Institutional:					
Kellogg Forgivable Loan	\$40,000	\$0			
Robert Wood Loan		\$0			
University Loans	\$267,642	\$266,183	\$283,736	\$ 211,802	-25.35
University Loans - Supplemental Loan	\$3,371	\$22,764	\$22,764		
Total Loans/Institutional	\$311,013	\$288,947	\$306,500	\$ 211,802	-30.9
TOTAL LOANS	\$5,149,791	\$5,207,015	\$5,561,287	\$5,618,467	1.03
Scholarships - Outside					
Need/merit based	\$10,150	\$43,800	\$30,000	\$ 6,000	-80
Military Scholarships	\$22,015	\$81,360	\$80,877	\$ 27,579	-65.9
Total - Scholarships Outside	\$32,165	\$125,160	\$110,877	\$ 33,579	-69.71
Scholarships - Institutional					
University Scholarship through the Found.	\$8,000	\$19,000	\$20,750	\$ 29,000	39.75
Merit Scholarships	\$32,500	\$27,500	\$900	\$ 6,909	667.6
DMD/PhD Support **		\$262,961	\$276,137	\$ 193,053	-30.09
Need Based Tuition Remission (TR)	\$408,628	\$494,173	\$459,213	\$ 565,760	23.2
Underrepresented Minority (URM) Merit	\$753,837	\$708,133	\$881,258	\$ 631,113	-28.38
Total - Scholarships Institutional	\$1,202,965	\$1,511,767	\$1,638,258	\$1,425,835	-12.97
TOTAL SCHOLARSHIPS	\$1,235,130	\$1,636,927	\$1,749,135	\$1,459,414	-16.56
TOTAL LOANS AND SCHOLARSHIPS	\$6,384,921	\$6,843,942	\$7,310,422	\$7,077,881	-3.18

** Unable to verify DMD/PhD support


10/30/2009



University of Connecticut
Board of Trustees

February 18, 2010

TO: Members of the Board of Trustees

FROM: Rachel S. Rubin 
Executive Secretary

RE: Revision of Student Trustee Election Committee By-Laws

RECOMMENDATION:

Pursuant to Article III.A of the Student Trustee Election Committee (STEC) By-Laws, the recommendation is as follows: That the Board of Trustees approve revisions to the following articles of the Student Trustee Election Committee By-Laws, as indicated in the attached pages:

Article I, Section B
Article I, Section C
Article I, Section D

Article II, Section B
Article II, Section C
Article II, Section D
Article II, Section E
Article II, Section F

BACKGROUND:

The proposed recommendations serve to better organize the current STEC By-Laws and to provide STEC with more flexibility to respond to changing campaign finance issues, voting technology, and differences among the campuses across the system. These recommendations were made by the Student Trustee Election Committee at its meeting of January 18, 2010 and approved by the Student Life Committee at its meeting of January 26, 2010.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627

STUDENT TRUSTEE ELECTION COMMITTEE BY LAWS

Approved November 2006

Article I - The Student Trustee Election Committee

Section A: Statement of Purpose

The purpose of the Student Trustee Election Committee (hereinafter "STEC") is to initiate, administer, and supervise a fair and efficient student trustee election each year or as required.

Section B: Membership

1. Composition of Committee

The Executive Secretary to the Board of Trustees shall appoint the members of STEC in consultation with recognized student governments in the following manner: the ~~University's Dean of Students~~ Vice President for Student Affairs or designee shall be appointed chairperson of STEC. A majority of these appointments shall be members of recognized student governments, including the professional schools and regional campuses of the University. The current University of Connecticut Student Trustees shall also be appointed to STEC. ~~The term of appointment shall be for the academic term in which a student trustee election is held.~~

2. Committee Member Responsibilities

a. Attendance

It shall be the duty of each Committee member to participate in all meetings of STEC. Participation through teleconferencing or other electronic means shall be permissible.

b. Duties

STEC, through cooperation and coordination with appropriate University officials, shall be responsible for:

- i. Publicizing the availability of the position and actively encouraging participation in the election.
- ii. Campaign monitoring.
- iii. Assuring adequate notice of the election and overseeing the administration of the election.
- iv. Certifying the results

c. Resignation

If a STEC representative has formally expressed his/her intention to run for the Board of Trustees, he/she must resign from the STEC immediately. If a STEC representative chooses to resign, the letter of resignation shall be sent to the STEC chairperson.

3. ~~Resignation~~
If a STEC representative chooses to resign, the letter of resignation shall be sent to the STEC chairperson.
4. ~~Attendance~~
It shall be the duty of each Committee member to participate in all meetings of STEC. Participation through teleconferencing or other electronic means shall be permissible.
5. ~~Duties~~
STEC, through cooperation and coordination with appropriate University officials, shall be responsible for:
 - a) ~~Publicizing the availability of the position and actively encouraging participation in the election.~~
 - b) ~~Campaign monitoring.~~
 - c) ~~Assuring adequate notice of the election and overseeing the administration of the election.~~

Section C: ~~Officers~~ Management of the Committee

1. ~~General~~
 - a) ~~The Officers shall be a Chairperson and a Secretary elected from the membership.~~
 - b) ~~All officers and members with the exception of the Chairperson are privileged to make motions. All officers and members may discuss and vote on all business before the Committee.~~

2.1. Chairperson

The duties of the Chairperson shall be as follows:

- a. To call all meetings of STEC.
- b. To preside at all meetings.
- c. To be a liaison between the Executive Secretary to the Board of Trustees and the Committee.
- d. To establish and appoint members to sub-committees with the consent of the Committee.
- e. Assure administrative support for the Committee

2. Meetings

a. Rules of Order

Roberts Rules of Parliamentary Procedure, Fourth Edition Revised shall be observed in conducting the business of the committee in session.

b. Quorum

STEC shall conduct no committee business without a quorum. A quorum shall be a majority of members, including the Chairperson.

- c. All officers and members with the exception of the Chairperson are privileged to make motions. All officers and members may discuss and vote on all business before the Committee.

3. Interpretive Rules

STEC has the sole authority to interpret its own By-laws

~~3. Secretary~~

~~The duties of the Secretary shall be as follows:~~

- ~~a) To notify each member of all meetings.~~
- ~~b) To keep the minutes of all meetings and to transmit to each member the next scheduled meeting, a copy of those minutes.~~
- ~~c) To establish a list of all members with addresses and phone numbers and to be responsible for its distribution to all members.~~

Section D: Organization

1. Rules of Order

~~Roberts Rules of Parliamentary Procedure, Fourth Edition Revised shall be observed in conducting the business of the committee in session.~~

2. First Meeting

~~Written notice of the first meeting will be sent to the STEC members by the Executive Secretary to the Board of Trustees.~~

3. Officer's Election

~~The officers shall be elected no later than the second STEC meeting.~~

4. Quorum

~~STEC shall conduct no committee business without a quorum. A quorum shall be a majority of members, including the Chairperson.~~

5. Interpretive Rules

~~Where the By-Laws herein do not specify with sufficient clarity the procedure to be taken, STEC shall, on its own initiative, or at the request of a prospective candidate who has a proper basis to raise his/her question, prescribe an interpretive rule. This rule shall be given the same effect as a By-Law provision so long as it is not in contravention of the intent and purposes of the By-Laws or the General Statute. A direct appeal lies with the complaining party to the Executive Secretary to the Board of Trustees if such party initiated and presented his/her interpretation to STEC. In all cases an appeal must be made to STEC in the first instance.~~

6. Budget Request

~~STEC shall be responsible for preparing and adopting a request to the University for the funds necessary to conduct the election. This request should be submitted to the Executive Secretary to the Board of Trustees as soon as possible after appointment to the Committee.~~

Article II - The Student Trustee Election

Section A: Minimum Requirements for Candidacy

1. Full Time Student

The candidate must be a registered full time student at the University during his/her candidacy and at the time of election.

2. Minimal Academic Requirement

The candidate may not be on scholastic probation. The candidate must meet these minimal academic requirements as of the date on which he/she declares his/her candidacy with a letter of intent.

Section B: Procedures for Candidacy

1. ~~Letter~~ Declaration of Intent

Any person interested in becoming a candidate for the student-elected trustee position shall ~~compose a letter stating that he/she wishes to become a candidate~~ complete an "Intent to Run" form. This ~~letter of intent form~~ shall be submitted to the STEC chairperson by a date established by STEC.

2. Additional Materials

The prospective candidate shall submit to the STEC chairperson by a date established by STEC, the following materials:

- a. A biographic sketch and/or position statement of no more than 175 words shall be submitted electronically. This sketch/statement shall be distributed by STEC at no expense to the candidate. A photograph is requested but not required.
- b. A petition signed by ~~two hundred (200)~~ fifty (50) plus 1% of number of registered students at the students home campus. A registered University of Connecticut student is any person who has met all University requirements for registration at any campus of the University. The student may be full or part-time or day or evening division.

~~3. Review and/or Editing of Submitted Materials~~

~~The Committee reserves the right to review the above listed materials with the candidate and to edit any material deemed by the Committee irrelevant to the election. The candidate shall have the right to appeal any editing by the Committee by petition to the Executive Secretary to the Board of Trustees.~~

~~4-3.~~ Candidate Notification of Eligibility

Any decision that STEC makes about the prospective candidate eligibility shall be ~~orally~~ communicated to him/her and shall be followed by a written notice stating the decision and the reasons for it, ~~and the appeal process available through the Executive Secretary~~

to the Board of Trustees. STEC shall make a reasonable attempt to notify the candidate of the decision affecting his/her candidacy prior to any other sources.

5. Appeal

A candidate who wishes to appeal a certification decision by STEC should do so in writing within 24 hours of notification by submitting a written appeal to the Executive Secretary of the Board of Trustees. The Secretary's decision is final.

6. Notice of Election Rules

After each prospective candidate has qualified for candidacy STEC shall send him/her a copy of its By-Laws and all rules and regulations governing the election.

Section C 4: Withdrawal

1. Notice by Candidate of Withdrawal

Any candidate wishing to withdraw his/her candidacy shall send a letter of withdrawal immediately to the STEC chairperson.

2. STEC Response

If the letter of withdrawal is received by the STEC chairperson prior to the printing of the election materials, his/her name will be deleted. Names of candidates who withdraw after the printing of the election materials will appear on the ballot, but a list of their names will be published and votes cast for those candidates will not be counted.

Section D C: Campaign Regulations

1. Campaign Spending & Accounting

STEC will determine campaign expenditure limits and accounting procedures and notify candidates prior to the election.

1. Campaign Fund Accounting

Candidates shall keep accurate records of campaign receipts and expenditures in the format prescribed by STEC. These records shall be made available to STEC on request. A final report of campaign receipts and expenditures along with all support data will be prepared and submitted by each candidate to the STEC chairperson on or before the deadline date established and announced by STEC.

2. Personal Expenditures

No candidate for the trustee position shall spend more than two hundred dollars (\$200) of his/her personal funds for campaign purposes, excluding personal travel expenditures.

3. Campaign Contributions and Maximum Expenditures

A candidate may also accept campaign contributions not to exceed \$50.00 per donor or \$200 in the aggregate. The total amount expended for the campaign may not exceed \$400.

~~4. Donations of Goods and Services~~

~~Fair market value of all donated goods and services used in the campaign shall be included as expenditures and shall be treated in the same manner as contributions in determining whether the candidate has observed the regulated limits.~~

5.2. Limitations of Campaign

No candidate shall engage in campaign activity except during the period designated by STEC, and shall not campaign immediately adjacent to an officially designated voting station. An officially designated voting station is one that is clearly identified by STEC. Candidates will be informed of these locations.

3. University Policies

All candidates must adhere to all University policies. Failure to adhere may result in disqualification from the election at the discretion of STEC.

Section E: Campaign Violations

Violations of campaign rules and regulations shall be referred to STEC ~~which shall take appropriate action pending investigation in writing before the candidates are notified of the results of the election.~~ Review of violations of campaign rules and regulations shall be at the discretion of STEC. Appropriate action may entail disqualifying a candidate should he/she be found in violation of campaign rules or regulations. ~~with recourse of an appeal to the Executive Secretary to the Board of Trustees.~~ The decisions of STEC are final.

Section F: Voting Procedures

1. General Regulations

- a. Only candidates' names and additional materials specified in Article II B 2 will be used on the ballots.
- b. Candidates shall be placed on the ballot in order determined by random drawing conducted by STEC.
- c. Any currently registered student at the University of Connecticut is allowed to vote ~~in the~~ an election.
- d. Each person shall vote for no more than one person per position available.
- e. The candidate receiving the highest number of votes will be declared trustee-elect.

2. Election Procedure

- a. The election shall be conducted in a manner to be approved each year by STEC. ~~The voting process may include, but is not limited to, manual voting with paper ballots, the placement of voting stations in high traffic areas on campus, the use of electronic voting systems, and the designation of a specific voting location on each campus.~~

- b. The voting period designated by the STEC Committee shall last a minimum of two weekdays, shall take place simultaneously on all campuses, and shall be geared toward creating a more visible election that maximizes student voter turnout.
- e. Within one day of the conclusion of the voting period, STEC shall meet to validate the election. ~~and announce the results to the University.~~
- d. The Chairperson of STEC will notify candidates within 24 hours of the certification results.
- e. A candidate who wishes to appeal the validation of the results as decided by STEC should do so in writing within 24 hours of notification by submitting a written appeal to the Executive Secretary of the Board of Trustees. The Secretary's decision is final.
- f. The results will be announced to the University in a timely manner.

Article III: Amendments and Revisions

Section A: Amendments and Revisions

The Executive Secretary to the Board of Trustees, acting upon a motion passed by STEC, shall recommend to the University of Connecticut Board of Trustees amendments and revisions to these By-Laws.

Section B: Ratification

All amendments and revisions become effective upon ratification by the University of Connecticut Board of Trustees.

The University of Connecticut Foundation, Inc.

Development Progress Executive Summary

July 1, 2009 to January 31, 2010

Progress Toward Goals	FYTD09 Results	FY10 Goal	FYTD10 Results	% of Goal
<u>Commitment Results</u>				
Athletics	\$ 3.88 M	\$ 12.00 M	\$ 3.63 M	30%
UConn Health Center	\$ 3.27 M	\$ 12.00 M	\$ 4.00 M	33%
UConn General	\$ 13.75 M	\$ 28.00 M	\$ 15.20 M	54%
Total Commitments	\$ 20.90 M	\$ 52.00 M	\$ 22.83 M	44%
<u>Number of household donors</u>				
	15,826	30,000	15,107	50%
<u>Cash Results</u>				
Cash basis gift receipts	\$ 19.41 M	\$ 50.00 M	\$ 23.97 M	48%
Annual fund unrestricted receipts	\$ 597 K	\$ 1.00 M	\$ 611 K	61%

Campaign Commitments Progress	
Fiscal Year 2010 Campaign Total (to Date)*	\$ 203.94 M
* This total reflects campaign write-offs and pre-campaign total of \$10.6 million, as appropriate.	

Progress	CYTD09 Results	CY10 Limit	CYTD10 Results	% Received
<u>State Match – Calendar Year</u>	\$ 1.94 M	\$ 30.00 M	\$ 6.78 M	23%
Anticipated subscription of endowment state matching program (Current year receipts plus anticipated pledge payments)				

University of Connecticut Department of Human Resources
New Hires Processed from October 16, 2009 to January 31, 2010
Presented to the Board of Trustees for Information on Professional Employees

NAME	TITLE	DEPARTMENT	DATE
ALVARADO, DORALY	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	PAYROLL OFC	10/23/2009
APUZZO-BLATCHLEY, TINA	UC PROFESSIONAL 01 - FINANCIAL ASST I	SPONSORED PROGRAMS	11/30/2009
BAKER, WILLIAM L. JR.	ASST CLIN PROF 11MO	PHARMACY PRACTICE	10/13/2009
BARRON, JOHN C.	U POST DOC FEL 1	CHEMISTRY	1/8/2010
BARTA, WILLIAM	ASST PROF IN RES	NURSING INSTR & RES	1/1/2010
BLUME, PAMELA J.	UC PROFESSIONAL 05 - DNG SERV AR AST MGR	DINING SERVICES	11/20/2009
BOLLAS, GEORGIOS	ASST PROFESSOR	ENGINEERING DEAN OFC	1/1/2010
BRADSHAW, JILL	RESEARCH ASSISTANT 3	SOCIAL WORK INSTR & RES	1/5/2010
BRESNAHAN, SUSAN B.	U ED ASSISTANT 3	HUMAN RESOURCES	1/15/2010
BUCKLEY, CHRISTINE R.	UC PROFESSIONAL 07 - U RELATIONS ASSOC	UNIV COMMUNICATIONS	12/16/2009
BURMEISTER, LAURA K.	ASST PROF IN RES	WOMENS STUDIES PROGRAM	1/7/2010
CANELA, JUAN	UC PROFESSIONAL 05 - COMP TECH SUP CON I	STUDENT AFF IT DEPT	12/4/2009
CARRILLO, JAN-MICHAEL Y.	U POST DOC FEL 1	PHYSICS	1/8/2010
COGSWELL, CATHY	RESEARCH ASSISTANT 2	CTR REGEN BIOLOGY	11/11/2009
COPPOLA, MARIE	ASST PROFESSOR	PSYCHOLOGY	1/1/2010
DAGON, CATHERINE G.	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	ELECTRICAL & CPTR ENGR	12/4/2009
DAVIS, KIMBERLY A.	UC PROFESSIONAL 04 - COMP TECH SUP CONS 1	STUDENT AFF IT DEPT	11/6/2009
DE BONA, PAOLO	U POST DOC FEL 1	MOLECULAR & CELL BIOLOGY	1/4/2010
DESIARDINS, LEAH M.	RESEARCH ASSISTANT 1	ECOLOGY & EVOL BIOLOGY	12/21/2009
DUBE, SUSAN	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	CAREER SERVICES-AUX	10/9/2009
ENGWALL, ALISON	UC PROFESSIONAL 05 - LAB TECHNICIAN III	CHEM MAT & BIOMOL ENGR	1/1/2010
ERNST, THOMAS B.	PROFESSOR IN RES	LINGUISTICS	1/1/2010
FAN, ZHAOYAN	U POST DOC FEL 1	MECHANICAL ENGR	10/16/2009
FASIHUDDIN, ABU	LECTURER	PHYSICS	1/1/2010
FIorentino, ELISE M.	UC PROFESSIONAL 01 - FINANCIAL ASST I	PURCHASING & CNTRL STORES	12/4/2009
FUCIMAN, MARCEL	U POST DOC FEL 1	CHEMISTRY	1/5/2010
GAO, HAIYONG	U POST DOC FEL 1	MATERIALS SCIENCE INST	11/24/2009
GILBERTSON, DAVID G.	ASSOC VICE PRESIDENT - CHIEF INFO OFFICER	VP INFORMATION SERVICES	1/1/2010
GLAUDE, PETER A.	UC PROFESSIONAL 04 - MECH DESIGN TECH II	ENGINEERING DEAN OFC	12/18/2009
GODMAN, CASSANDRA A.	U POST DOC FEL 1	MOLECULAR & CELL BIOLOGY	1/7/2010

University of Connecticut Department of Human Resources
New Hires Processed from October 16, 2009 to January 31, 2010
Presented to the Board of Trustees for Information on Professional Employees

NAME	TITLE	DEPARTMENT	DATE
GOODALE, LAUREN A.	RESEARCH ASSISTANT 1	PATHOBIOLOGY	11/1/2009
GORBATYUK, VITALY	ACAD ASSISTANT IV	BIOTECH/BIOSERVICES CTR	12/12/2009
GRAHAM, CARRIE	UC PROFESSIONAL 05 - PROGRAM COORD	ISS-FIRST YEAR PROGRAMS	1/1/2010
GRYN, MARZENA	LECTURER	REGIONAL CAMPUSES	1/19/2010
HAN, YEN-LIN	ASST PROF IN RES	MECHANICAL ENGR	1/1/2010
HUZAREWICZ, STAN F.	UC PROFESSIONAL 05 - U LIBRARIAN I	LIBRARY ACCESS SERV	1/15/2010
ISHIKAWA, TOMOMI	U POST DOC FEL 1	PHYSICS	9/28/2009
JIN, JIANFENG	U POST DOC FEL 1	CTR CLEAN ENERGY ENGINEER	11/3/2009
JUDD, JAMISON E.	ACAD ASSISTANT I	EDUCATION DEAN OFC	11/20/2009
KIJAS-MASTERSON, ANNA E.	UC PROFESSIONAL 05 - U LIBRARIAN I	LIBRARY RESEARCH SERVICES	1/15/2010
KROVI, HARI	U POST DOC FEL 1	COMPUTER SCIENCE & ENGR	10/1/2009
KUMAR, KAMAL	ASST RESEARCH PROF	ENGINEERING DEAN OFC	10/13/2009
LONG, THOMAS L.	ASSOC PROF IN RES	NURSING INSTR & RES	8/23/2008
MALIK, CHANCHAL K.	U POST DOC FEL 1	CHEMISTRY	11/3/2009
MAROFSKY, BRIAN A.	UC PROFESSIONAL 07 - COMP TECH SUP CONS 2	CHIP	11/12/2009
MCCANN, JOSEPH M.	U STAFF PROF III - DIRECTOR	ACCOUNTS PAYABLE	12/7/2009
MCCOY, SHANTIA M.	VISITING INSTRUCTOR	NURSING DEAN OFC	10/13/2009
MEISTERLING, ELLEN C.	UC PROFESSIONAL 01 - ASST TEACHER - CDL	HUMAN DEV/FAM STUDI&R	1/1/2010
MIDYETTE, KIMBERLEY	U TECHNICIAN I	HUMAN RESOURCES	10/30/2009
MIESZKOWICZ, LISA	UC PROFESSIONAL 08 - PURCHASING AGENT II	CAPITAL PROJ/CONTRACTS	11/20/2009
MYERS, EMILY B.	ASST PROFESSOR	COMMUNICATION SCIENCES	1/1/2010
NELSON, GEORGE J.	ASST RESEARCH PROF	MECHANICAL ENGR	10/30/2009
PARKER, STEPHANIE	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	PAYROLL OFC	10/19/2009
PASCUAL-VILLANUEVA, PEDRO	RESEARCH ASSISTANT 3	LINGUISTICS	12/4/2009
PAYTON, ALICE J.	U STAFF PROF III - ASSOCIATE DIRECTOR	ANIMAL RESEARCH SRV	12/14/2009
PROVATAS, ANTHONY A.	RESEARCH ASSOCIATE 2	ENVR SCI & ENGRNG CTR	12/4/2009
REILLY, CHERYL A.	ASST PROFIN RES 11MO	NURSING INSTR & RES	1/1/2010
SALISBURY, JOEL R.	UC PROFESSIONAL 06 - COMP PROG/ANLYST 1	UNIV COMMUNICATIONS	1/4/2010
SHARIFI, MAHMOUDREZA	U POST DOC FEL 1	MECHANICAL ENGR	11/20/2009
SLAYTON, JEANNIE E.	UC PROFESSIONAL 07 - PROGRAM SPEC II	EDUC DEV & TRAIN PROG	1/11/2010

University of Connecticut Department of Human Resources
New Hires Processed from October 16, 2009 to January 31, 2010
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NAME	TITLE	DEPARTMENT	DATE
STEVENSON, GORDON	LECTURER	PHILOSOPHY	1/1/2010
SZCZEPANEK, STEVEN M.	U POST DOC FEL 1	ALLIED HEALTH SCIENCES	1/7/2010
TILL, DARIA L.	UC PROFESSIONAL 03 - PROG ASSISTANT I	STUDENT ACTIVITIES	12/4/2009
TONGBRAM, VANITA	RESEARCH ASSISTANT 2	PHARMACY PRACTICE	8/26/2009
TRIBUZIO, PETER	UC PROFESSIONAL 03 - PROG ASSISTANT I	TRI-CAMPUS URBAN STUDIES	11/13/2009
VADAS, TIMOTHY M.	ASST PROFESSOR	CIVIL & ENVIRON ENG	1/1/2010
VAIL, DONNA	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	STUDENT ACTIVITIES	10/23/2009
VEERAMACHANENI, SUPRIYA	UC PROFESSIONAL 08 - COMP TECH SUP CONS 3	BUSINESS DEAN OFC	1/4/2010
VIENS, MICHAEL P.	UC PROFESSIONAL 05 - DNG SERV AR AST MGR	DINING SERVICES	11/20/2009
WATROUS, INDA M.	UC PROFESSIONAL 05 - ACADEMIC ADVISOR I	ENGLISH	12/7/2009
WELZ, CATHERINE	UC PROFESSIONAL 04 - ADMIN SERV SPEC II	PAYROLL OFC	10/9/2009
WOWOR, ANDY J.	U POST DOC FEL 1	MOLECULAR & CELL BIOLOGY	1/11/2010
YANG, QINMIN	U POST DOC FEL 1	MECHANICAL ENGR	11/6/2009
ZHANG, YONGFENG	U POST DOC FEL 1	ENGINEERING DEAN OFC	10/2/2009

University of Connecticut Department of Human Resources
Employee Separations Processed from October 16, 2009 to January 31, 2010
Presented to the Board of Trustees for Information on Professional Employees

NAME	TITLE	DEPT.	SEPARATION REASON	SEPARATION DATE
ADDESSO, NANETTE	UC PROFESSIONAL 03 - PROG ASSISTANT I	CHEM	RESIGNATION (GOOD STANDING)	12/4/2009
BIVONA, JOSEPH	RESEARCH ASSISTANT 1	PLSC	RESIGNATION (GOOD STANDING)	1/18/2010
BROWN, ROBIN	UC PROFESSIONAL 11 - NETWORK TECHNICIAN 4	CENASC	RESIGNATION (GOOD STANDING)	1/22/2010
CANFIELD, REBECCA L.	UC PROFESSIONAL 05 - DNG SERV AR AST MGR	FOOD	RESIGNATION (GOOD STANDING)	12/17/2009
CERVERA, BARBARA R.	UC PROFESSIONAL 10 - U LIBRARIAN IV	LIB	RETIREMENT (25+ YRS SERVICE)	12/31/2009
CHEN, MING	RESEARCH ASSISTANT 2	MCB	RESIGNATION (GOOD STANDING)	10/21/2009
CORR, DOUGLAS J.	RESEARCH ASSISTANT 1	SW	DEATH (NON-EMPLOYMENT RELATED)	10/28/2009
DAVIS, KIMBERLY A.	UC PROFESSIONAL 04 - COMP TECH SUP CONS 1	SAITD	RESIGNATION (GOOD STANDING)	11/11/2009
DONG, WEI	U POST DOC FEL 1	ME	RESIGNATION (GOOD STANDING)	7/24/2009
EICHELBERGER, RANDLE	RESEARCH ASSISTANT 1	PSYC	RESIGNATION (GOOD STANDING)	12/4/2009
HILL, JEFFREY P.	UC PROFESSIONAL 07 - ADMIN MANAGER II	FOOD	RETIREMENT (55/W 10-24 YEARS)	12/31/2009
ISLAM, RAFIQUE	U POST DOC FEL 1	AHS	RESIGNATION (GOOD STANDING)	10/30/2009
KOMITOV, MILLA	U POST DOC FEL 1	PNB	RESIGNATION (GOOD STANDING)	11/12/2009
LAKATOS, SCOTT	SPECIALIST IIA - ASSISTANT COACH	ATH	RESIGNATION (GOOD STANDING)	1/18/2010
LANDAU, DANIEL L.	ASSOCIATE PROFESSOR	RG CMP	RETIREMENT (25+ YRS SERVICE)	12/31/2009
LEACH, LAUREL A.	UC PROFESSIONAL 09 - SHS APRN	HEALTH	DEATH (NON-EMPLOYMENT RELATED)	1/7/2009
LEE, JENNIFER J.	ASST CLIN PROF	PHPRC	RESIGNATION (GOOD STANDING)	1/8/2010
LEE, LINDA K.	PROFESSOR	AERS	RETIREMENT (25+ YRS SERVICE)	12/31/2009
MAGANTI, RAJANIKANTH	U POST DOC FEL 1	PATH	RESIGNATION (GOOD STANDING)	11/13/2009
MCMICHAEL, FORREST D.	SPECIALIST IIA - ASSISTANT COACH	ATH	RESIGNATION (GOOD STANDING)	1/15/2010
MITCHELL-EDMONDS, APRIL	UC PROFESSIONAL 04 - COMP TECH SUP CONS 1	CSR	RESIGNATION (GOOD STANDING)	1/10/2010
MOSES, JULIA P.	U POST DOC FEL 1	MCB	RESIGNATION (GOOD STANDING)	10/18/2009
POPTSOVA, MARIA	U POST DOC FEL 1	MCB	RESIGNATION (GOOD STANDING)	1/3/2010
QI, ZHI	U POST DOC FEL 1	PLSC	RESIGNATION (GOOD STANDING)	12/31/2009
REDD, SARA	UC PROFESSIONAL 03 - LAB TECHNICIAN I	CHEM	RESIGNATION (GOOD STANDING)	12/3/2009
ROZUM, JOHN	ASSOC COOPEXED RES	EXTENS	RESIGNATION (GOOD STANDING)	12/31/2009
RUBIO, MARIA E.	ASSOCIATE PROFESSOR	PNB	RESIGNATION (GOOD STANDING)	11/30/2009
SANTOR, LISA M.	UC PROFESSIONAL 06 - ADMIN SERV ASST IV	NURS	RETIREMENT (55/W 10-24 YEARS)	10/31/2009
SIGNOR, MARY E.	U STAFF PROF IV	ODE	RESIGNATION (GOOD STANDING)	10/15/2009
STADEL, REBECCA	U POST DOC FEL 1	MCB	RESIGNATION (GOOD STANDING)	1/14/2010
WALSH, MELISSA	UC PROFESSIONAL 04 - PROGRAM ASSISTANT II	SGCP	RESIGNATION (GOOD STANDING)	1/15/2010
YAN, RUQIANG	U POST DOC FEL 1	ME	RESIGNATION (GOOD STANDING)	10/31/2009

University of Connecticut Department of Human Resources
Leaves of Absence Processed through 01/27/10
Presented to the Board of Trustees for Information on Professional Employees

NAME	TITLE	DEPARTMENT	DATES	REASON FOR LEAVE
Depathy, Nancy G	UCP 4 - Admin Serv Spec II	Student Activities	12/14/09-1/12/10	Medical leave with pay
Echevarria, Wilfredo	UCP 9 - Media Producer III	Social Work Instr & Re	11/6/09-1/15/10	Medical leave with pay
Ehret, Megan	Assistant Professor	Pharmacy Practice	10/29/09-12/24/09	Maternity leave with pay
Flaherty, Melissa M	UCP 5 - Admin Serv Spec III	Torrington Director Ofc	12/4/09-1/14/10 (17.75 days)	Medical leave with pay
Flaherty, Melissa M	UCP 5 - Admin Serv Spec III	Torrington Director Ofc	1/15/10-3/2/10	Maternity leave with pay
Geary, Steven J	Department Head	Pathobiology	12/9/09-1/4/10	Medical leave with pay
Hallenbeck, Theresa	UCP 1 - Program Aide	Athletics Admin	10/26/09-11/10/09	Medical leave with pay
Hryn, Donna J	UCP 8 - Academic Adv Ctr Dir	ISS-Acd Ctr Enter Stud	10/19/09-12/29/09	Maternity leave with pay
Hryn, Donna J	UCP 8 - Academic Adv Ctr Dir	ISS-Acd Ctr Enter Stud	12/30/09-3/15/10	Parental leave with pay
Jessen, Paula	UCP 6 - SHS Nurse	Student Health Service	12/15/09-12/23/09	Medical leave with pay
Jessen, Paula	UCP 6 - SHS Nurse	Student Health Service	12/24/09-2/28/10	Medical leave without pay
Litman, Ellen	Assistant Professor	English	10/8/09-12/8/09	Maternity leave with pay
Mackie, Adrienne	Assistant Professor	Dramatic Arts	11/30/09-2/9/10	Medical/maternity leave with pay
Mason, Robert	Professor	Marine Sciences MSTC	1/1/10-12/31/10	Leave with pay
McCoach, Dorothy	Associate Professor	Educational Psychology	9/28/09-11/12/09	Maternity leave with pay
McLean, Willajeanne	Professor	Law Sch Instr & Res	1/1/10-6/30/10	Personal leave without pay
Orcutt, Marcia	UCP 7 - Program Spec II	ISS-Academic Program Center	12/4/09-1/15/10	Medical leave with pay
Patel, Komal	Research Assistant 2	Physiology & Neurobiology	7/28/09-9/8/09	Maternity leave with pay
Sfridis, James	Assoc Prof in Res	Finance Dept	1/4/10-4/5/10	Medical leave with pay
Teschke, Carolyn	Professor	Molecular & Cell Biology	1/19/10-3/16/10	Medical leave with pay
Tilton, Robert S	Associate Professor	English	1/20/10-8/22/10	Medical leave with pay
Wilson, Emily	Asst Coopeduc Res	Department of Extension	11/25/09-1/6/10	Maternity with pay

January 12, 2010

Joint Audit & Compliance Committee

Agenda

9:00am – 9:30am – Executive Session

9:30am – 10:30am - Public Meeting

Issue	Proposed Action	Tab
Executive Session [CGS Sections 1-200(6) (C) & (E)] to discuss: <ul style="list-style-type: none"> McDermott Will & Emery - STARK Review Preliminary Draft Reports and Notes 		None
Opportunity for Public Comment - Welcome New Member - Francis Archambault		None
Minutes of the September 24, 2009 JACC Meeting	Approval	1
JACC Approval <ul style="list-style-type: none"> Revised 2009-2010 JACC Meeting Schedule Charter – Office of Audit, Compliance & Ethics (OACE) Charter – Joint Audit & Compliance Committee (JACC) 	Approval Discussion/ Approval	2
Significant Compliance Activities	Update	3
Status of Audit Assignments (Storrs & UCHC)	Update	4
External Engagements <ul style="list-style-type: none"> Seward & Monde – Agreed Upon Procedures UHY – UConn 2000 – Request to Rehire KPMG Financial Statements – Fiscal Year 2009 <ul style="list-style-type: none"> University Medical Group (UMG) John Dempsey Hospital (JDH) Financial Corporation 	Presentation Approval Presentation	5
Informational/Educational Items <ul style="list-style-type: none"> Storrs & UCHC – Compliance Courier ARRA Update Report on Research Compliance “Agencies Poring Over ARRA Reports, Say Most Were on Time” 	Information Only	6

Individual Responsibility, Institutional Success

AGENDA
Meeting of the
BUILDINGS, GROUNDS AND ENVIRONMENT COMMITTEE
December 8, 2009, 1:00 p.m.
University of Connecticut
Zachs Community Room, School of Social Work

PUBLIC COMMENT

ACTION ITEMS:

1. Approval of the Minutes of the Buildings, Grounds and Environment Committee Meetings of October 14, 2009 and November 5, 2009, as circulated

INFORMATION/DISCUSSION ITEMS:

2. Project Updates:

Planning:

- ◆ Landscape Master Plan
- ◆ Access Master Plan
- ◆ Student Rec Center

Design:

- ◆ Reclaimed Water Facility
- ◆ Storrs Hall (School of Nursing)
- ◆ CLAC (UHC)

Construction:

- ◆ Compost Facility
- ◆ Former UConn Waterbury Campus Remediation
- ◆ New Classroom Buildings (SSHB)
- ◆ 400 Farmington Avenue (UHC)

3. Infrastructure Projects – Summer 2010

- ◆ Mirror Lake
- ◆ Rte 195/Mansfield Road Realignment
- ◆ Utility Infrastructure

4. Development of Design Standards

5. Status of Deferred Maintenance

OTHER:

6. New Business

EXECUTIVE SESSION:

Executive Session anticipated to discuss commercial and financial real estate information given in confidence.

*The next meeting of the Buildings, Grounds and Environment Committee is scheduled for March 18, 2010,
at 10:30 a.m., in the Merlin D. Bishop Center, University of Connecticut, Storrs*

AGENDA
Meeting of the
CONSTRUCTION MANAGEMENT OVERSIGHT COMMITTEE
University of Connecticut
School of Social Work, Storrs, Connecticut
December 8, 2009 @ 11 a.m.

ACTION ITEMS:

- 1) Approval of the Minutes of the Construction Management Oversight Committee Meeting held on September 15, 2009.

PRESENTATIONS AND DISCUSSIONS:

- 2) Quarterly Report on Construction Performance Reported by the Office of Construction Assurance
- 3) Status of On-Going Management Initiatives:
 - A. Development of Project Delivery Manual – UCHC and Storrs
 - B. Verification Report – Update on Implementation
 - AES
 - CPCA
- 4) CPCA Policy and Procedures Manual – Notice of Revisions
- 5) Status of Code Correction Projects:
 - A. UCONN 2000 Plan Reviews and Inspections Update – State Building Inspector
 - B. CMOC Monthly Code Inspection Status Report - Comments/Questions

INFORMATIONAL ITEMS:

- 6) September 2009 Quarterly Construction Status Report – Comments/Questions
- 7) Status Report – Selected Projects
 - SSHB – West Building (Construction)
 - 400 Farmington (UCHC) (Construction)
 - Storrs Hall (Design)
 - Law School Façade (Completed)
 - Gentry (Construction)
 - Summer 2010 Infrastructure Projects (Planning)
- 8) Project Delivery Presentation – Construction Management at Risk (CMr)
 - Use of CMr Contract Format – J. Reynolds
 - Selection and Award Process – J. Reynolds
 - Pre-Construction and Guaranteed Maximum Price (GMP) – J. Bradley

OTHER

- 9) New Business

EXECUTIVE SESSION

SPECIAL MEETING

UNIVERSITY OF CONNECTICUT BOARD OF TRUSTEES EXECUTIVE/STRATEGIC PLANNING COMMITTEE

AGENDA

University of Connecticut
Gulley Hall
Basement Conference Room
Storrs, Connecticut

December 23, 2009

Call to order at 2:00 p.m.

1. Approval of a contract: SciQuest
2. Executive Session anticipated to discuss commercial or financial information given in confidence, and preliminary drafts and notes.
3. Adjournment

AGENDA
Meeting of the
FINANCIAL AFFAIRS COMMITTEE
February 18, 2010 at 10:00 a.m.
University of Connecticut
Rome Commons Ballroom

**ATTACHMENT
LOCATION
COMMITTEE FULL BOARD**

EXECUTIVE SESSION:

Executive Session anticipated to discuss preliminary drafts and notes.

ACTION ITEM(S):

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1) Approval of the Minutes of the Financial Affairs Committee Meetings of August 4, 2009; September 22, 2009; and November 5, 2009, as circulated | A |
| 2) Contracts and Agreements for Approval | 1 |
| 3) Signature Authority for and Board of Trustees Review of Contracts | 2 |
| 4) Fiscal Year 2011 Institutional Fees (Tuition, Room & Board) for the University of Connecticut, Storrs and Regional Campuses | (Separate Cover) |
| 5) Fiscal Year 2011 Student Activity & Service Fees for the University of Connecticut, Storrs and Regional Campuses | 18 |
| 6) Fiscal Year 2011 Academic Materials Fees for the University of Connecticut, Storrs and Regional Campuses | 19 |
| 7) Fiscal Year 2012 University of Connecticut School of Law Winter Term Fee (Institutional Fee) | 20 |
| 8) Proposed Tuition and Fees Rates for Fiscal Year 2011 for the University of Connecticut School of Medicine and School of Dental Medicine | 37 |
| 9) Revised Allocation of Bond Authorizations as set forth in the Fifteenth Supplemental Indenture (University of Connecticut General Obligation Bonds) | 21 |

Project Budgets for Approval:

	<i>Project</i>	<i>Phase</i>	<i>Budget</i>	<i>Tab</i>
10)	Fine Arts Phase II – Core Building	Planning	\$1,200,000	22
11)	Jorgensen Renovation - Auditorium Seating Replacement	Planning	\$2,100,000	23
12)	Mirror Lake Dredging and Related Improvements	Planning	\$3,500,000	24
13)	West Hartford Campus Renovations/Improvements – Chemistry Lab	Planning	\$1,260,000	25
14)	West Hartford Campus Renovations/Improvements – Student Lounge and Office Relocation	Planning	\$825,000	26
15)	UCHC Dental School Renovation (Orthodontics Renovation)	Planning	\$2,290,000	27
16)	Engineering Building – Planning and Design	Revised Planning	\$2,000,000	28
17)	Gant Building Renovations – Phase I (Existing Conditions & Design Assessment)	Revised Planning	\$1,310,000	29
18)	Residential Life Facilities – Hale and Ellsworth Elevator Replacement	Design	\$2,140,000	30
19)	Water Reclamation Facility (<i>formerly Gray Water Facility</i>)	Design	\$28,951,000	31
20)	UCHC Datacenter Infrastructure Improvements, Phase 1	Design	\$2,055,000	32
21)	Residential Life Facilities – Window Replacement Graduate Residence Halls	Final	\$2,300,000	33
22)	UCHC Dowling South Chiller Replacement	Final	\$690,000	34
23)	School of Engineering Renovations	Revised Final	\$1,411,000	35
24)	UCHC Dental School Renovation (Preclinical Teaching and Prosthetics Labs)	Revised Final	\$2,420,000	36

DISCUSSION ITEM:

25) Health Center Financial Update

INFORMATION ITEMS:

26) Contracts and Agreements (\$100,000-\$499,999)

B

27) University-wide FY09 Closeout and FY10 Six Month Update

28) Master Schedule for UCONN 2000 Phases I, II & III

29) Construction Status Report

(Separate Cover)

30) UCONN 2000 Book 29

(Separate Cover)

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
BUDGET WORKSHOP
November 5, 2009

TRUSTEES PRESENT: Archambault, Bailey, Burrow, Colon, Dennis-LaVigne, Drotch, Jacobs, Lobo, Martinez, McHugh, Nayden, Prelli, Ritter, Schmitt, Shepperd and Ward

STAFF PRESENT: Andrews, Biancamano, Bradley, Bull, Callahan, Carone, Chiaputti, Cooper, Garber, Gray, Hogan, Kirk, Kraus, Laurencin, Locke, McDowell, Nicholls, Patel, Reynolds, Riley, Roy, Rubin, Saddlemire, Singha, JSullivan, MSullivan, Teal, Troyer, Trutter, Urban, Walker, Walter, Wetstone and Wrynn

SENATE PRESENT: Bansal, English, Fox, Moiseff, Stwalley and Zirakzadeh

GUESTS: Nancy Brady, Department of Higher Education
Sharon Dixon-Peay, State Treasurer's office
John Noonan, Office of Policy and Management

Committee Chairman Peter Drotch convened the annual Budget Workshop of the Board of Trustees at 10:00 a.m. in room 7 of the Merlin D. Bishop Center on the University of Connecticut campus in Storrs.

President Hogan informed the committee that the Budget Workshop was not held in June due to receiving the State's budget later than usual. He added that in light of the difficulties facing the State budget, the University's budget should be viewed as tentative.

Despite the State budget crisis, UConn continues to remain among the top 25 public research universities in the United States. The University's ranking is attributable to a number of factors including exceptional undergraduate programs and the achievements of the faculty and students working in those programs. The average time to graduation has remained steady at 4.3 years, which is the 7th best among public research universities in the nation. This year the overall freshmen retention rate was 92% with a minority freshmen retention rate of 94%. Of the incoming freshmen class, approximately 400 were honors students; with an average freshman SAT score of 1212; 92% of recent UConn graduates are either employed or continuing their studies in graduate or professional schools. Approximately 70% of UConn graduates are working full time in the State of Connecticut. Research funds for Storrs based programs increased approximately 20% from the previous year. Strong progress is seen in some key areas of distinction including stem cell research, fuel cell technologies and the interdisciplinary human rights program. Over the last twelve years UConn faculty have been awarded 226 patents; and 28 new companies have been started from faculty inventions and innovations.

President Hogan stated that UConn is very good for the State of Connecticut as on-going operations add approximately \$2.3 billion to Connecticut's gross domestic product (GDP).

Every State dollar allocated to the University results in a \$5 increase in Connecticut's GDP; over a 500% return on investment. The support from the State is leveraged to attract an additional \$713.5 million to the Connecticut economy. Connecticut businesses experience approximately \$3.2 billion in new sales through the University's on-going operations. A great deal has been accomplished over the last year and much of it with State support particularly through UCONN 2000 program.

There are challenges ahead and as in many other states, State support is waning for higher education. Tuition and fee revenue for the year is 31.5% of total revenues which is 1.3% less than State support at 32.8%. It is anticipated that next year those numbers will switch and for the first time more revenue will be generated by student tuition and fees than from State support. 70% of the overall revenue will come from sources outside of State appropriations. Just fifteen years ago State support surpassed tuition by approximately 20 percentage points and just two years ago it surpassed tuition by 6 percentage points. The cost of public higher education is being increasingly managed by revenues generated by the University through tuition, fund raising, grants, contracts and auxiliary services. Self generated revenues are now subject to State needs; as was seen this year by a \$3 million reduction in university reserves and subject to a \$5 million reduction in next year's reserves. The reserves are generated through tuition, fees, grants and contracts not through State support. This hinders the University's ability to react to special needs and circumstances as well as its ability to maintain overall reserves as mandated by the Board of Trustees. Last year approximately \$1 million in reserves was utilized for emergency financial aid to help students remain at the University during some difficult economic times and \$1 million was utilized to improve public safety on campus. Reserves are utilized strategically to meet expenditures that are not covered by State appropriation, and as more reserve funds are required by the State the University's flexibility to meet needs will be minimized.

The University's ability to generate funds and solutions is critical to solving problems. There must be flexibility to generate revenues through tuition as tuition revenues are the primary source of the financial aid provided for students. Nearly 40% of every tuition dollar is applied to financial aid; 17.7% is dedicated to need based financial aid with the balance going to students who have both need and merit claims on the financial aid pool. 77% of all UConn students receive some form of financial aid. The FY10 budget includes an increase in financial aid expenditures of approximately \$30 million. The University has taken steps to optimize the ability to help students to acquire Federal support. Washington lawmakers have negotiated an additional \$620 per student for the maximum in Pell Grant awards; and the students are eligible for approximately \$200,000 more in Federal work study funding. The adoption of the direct lending program has streamlined loan programs for students and lowered student borrowing costs. Students from average income families, which are the majority of UConn's students, are going to be somewhat better off with regard to their college costs this year and next.

The Health Center budget situation looks good for this fiscal year due in great part to the commissioning of PricewaterhouseCoopers and their assessment and recommendations. LarsonAllen was also commissioned to assess the faculty practice plan. The results include \$11 million in revenue enhancements via improvements to the revenue cycle with the potential for an additional \$5 million in savings through the faculty incentive program and \$4 million in savings via improvements in the faculty practice plan for a total of \$20 million. President Hogan

thanked Dr. Laurencin, Dr. Summerer, Mr. Biancamano, and Ms. Andrews for implementing the reforms and recommendations. Despite these efforts the Health Center is still fiscally challenged. While the Health Center may break even this year it is anticipated that future fiscal year deficits will reappear at a rate of \$10-12 million per year and increase at a rate of \$1-2 million thereafter. The University continues to seek a long term solution to the Health Center problems through a partnership with Hartford Hospital and State support for the building of a new hospital on the Farmington campus.

Mr. Richard Gray, Vice President and Chief Financial Officer, expressed concern about the University's budget situation. While the results for 2009 and the spending plan for 2010 look reasonably good; there are underlying factors which need to be addressed on an ongoing basis. During FY11 and FY12 the ARRA stimulus money from the State budget ends and there is no longer any protection under the maintenance of effort assuming the stimulus bill is not extended. The University ended FY09 with a surplus of \$4.8 million because the University limited spending and hiring with a strict freeze. This will affect future programs and may affect the University's ranking and reputation especially in terms of faculty hiring. Current decision making will have important affects on services in FY12. There are reports in area newspapers that the Governor may need to make additional budget rescissions. If she does so, and the University's FY10 budget is approved, additional decisions will need to be made.

The Health Center's budget for FY09 was breakeven. There was a small loss of approximately \$766,000 after the \$22.2 million deficiency appropriation granted by the Legislature. As part of the ongoing effort to restructure the John Dempsey Hospital the Legislators have indicated that they are dissatisfied with the deficiency appropriations. The deficits are due primarily to volume problems, not realizing the full 15% GME for the medical school; higher malpractice reserve requirements generated by the malpractice trust funds; and consulting expenses associated with the potential affiliation with Hartford Hospital. On the positive side, the Health Center staff should be congratulated as they have controlled salaries, expenses, ensured that all contracts are under control and negotiated improved reimbursement rates with third party payers.

The budget for Storrs based programs ended the year with a net gain of \$4.8 million due in great part to the lack of hiring and expenditures as well as higher than projected tuition and fee income and an increase in research activity.

The FY09 unaudited unrestricted net assets at the Health Center and hospital were \$3.5 million which equals 1-2 days of operating cash; and monies set aside for the education and research function equal only about 15 days worth of operations. In addition, there are internally restricted funds for a variety of capital projects.

Storrs had an increase in unrestricted net assets. The current fund balance of \$69.0 million equals approximately 30 days of cash. Board of Trustees reserve policy mandates 90 days of cash or approximately \$203 million in reserves. Mr. Gray stated his intention for a future review of the reserve policy with the Board. The University restricts funds for debt service payments. Rating agencies and bond documents require that a cushion be kept to make the payments on an ongoing basis. He stated that this issue is important as discussions take place

about the State's bond rating. Unexpended plant funds are cash resources for capital projects, usually for auxiliary enterprises, but not always. Plant funds have been set aside for code related corrective action.

Over the last 15 plus years, State support, including deficiency appropriation for the Health Center, has been fairly stable. 77% of the operating revenue at the Health Center and hospital are internally generated. Given that the State has a number of public service mandates in the hospital and the fact that the State is contributing 23% of the total revenue; the Health Center is a good bargain for the State.

The FY10 budget includes a September 2009 rescission. The University has a closed financial system so when a major component of revenue is reduced; expense reductions must be determined and a rebalance of revenue sources must occur. This may include increasing research, philanthropy or student tuition and fees. The University will need to set policy to account for the continued erosion of funds by the State. This is important in order to maintain commitments to quality education as well as financial aid.

The Health Center's breakeven budget was approved by the Board of Directors on November 3. The budget includes a reduction in State appropriation as a result of the of \$1.7 million rescission in September 2009. The revenue breakdown includes 42.4% patient revenue; 12.8% correction managed care; 11.4% philanthropy and State support of 22.6%. President Hogan clarified that corrections managed care is a breakeven program which utilizes beds that would otherwise be revenue producing and he reminded the committee that state support is provided for the medical and dental schools, basic sciences and fringe benefits.

The Storrs FY10 breakeven budget incorporates savings generated from wage freezes due to the generosity of both union and non-union employees. The budget has total revenues of \$992.3 million and expenses of \$991.3 million projecting a small surplus in the operations including the reduction of \$3.2 million in September due to the State rescissions. For FY10 the University is utilizing the tuition and fee budget previously approved by the Board. Notable budget items include a significant increase in restricted grants and contracts including Pell Grants; personal service expenditures are down; fringe benefits are up; and financial aid is up. The savings realized from the Retirement Incentive Program (RIP) are under review and strategic discussions are underway to determine how best to fill the vacancies. The savings from the wage freezes are part of the transfer number and Mr. Gray stated his hope that some fund balances can be utilized to offset payment of wage increases scheduled for FY11. The legislature has indicated that there are mandatory transfers to the State of \$3 million and \$5 million respectively in the biennium. The \$3 million can only be obtained by charging the P&L. The \$1 million surplus the University was experiencing is prior to the \$3 million charge to the reserves which will cause the University to experience a \$2 million loss. Mr. Gray stated his concern that these are student funds generated through efficient operations which are then given to the General Fund.

The FY09 State appropriation for Storrs was \$234.1 million which includes reductions and rescissions of \$14.0 million. The FY10 appropriation is forecast at \$233.0 million, which includes a reduction of \$2.3 million (excluding fringe benefits). The State appropriation for the

Health Center for FY09 was \$128.2 million including a deficiency appropriation of \$22.2 million and the FY10 appropriation is forecast at \$117.7 million including a reduction of \$1.2 million.

Mr. Gray stated that the University will be looking at a number of other sources of revenue to accommodate diminished and limited State support. Those sources include clinical revenue and research support at the Health Center and tuition, fees, room and board at the Storrs based programs. The University has been very successful in attracting additional research grants. As of October 30, 2009 the University received 77 ARRA awards for approximately \$33.9 million. The UConn Foundation provides a high level of support and is looking to provide more through its current campaign. Endowment assets have grown by 399% from FY95-FY09 and disbursements have grown 465% over the same period.

Tuition and fee decisions will need to be made at the January meeting of the Board of Trustees. The University of Connecticut is a tremendous value economically and academically. This year, as a result of the stimulus plan, students received an additional \$620 in Federal Pell Grants as well as a refundable tax credit. With these two programs combined and the increase in tuition there was a \$3,100 decrease in the cost of higher education. There was an additional \$200,000 in work study funds and the direct lending program has been successful. University scholarships increased \$4.7 million. The University's commitment to financial aid remains strong. When tuition is raised there is an automatic allocation to financial aid out of every tuition dollar. FY10 total financial aid is budgeted to increase 10% and need based grants are projected to increase by 13%; 77% of students receive some form of financial aid.

Highlights of the FY10 spending plan for Storrs based programs include academic enrichment, faculty hires in areas of strategic importance and equipment and plant renewal. For the first time the budget contains \$3 million for equipment and \$2 million for plant renewal. This is an acknowledgement to start moving away from funding these expenses through the UCONN 2000 Program. Trustee Schmidt inquired how much money, per tuition dollar, is applied to financial aid. Mr. Gray responded that 40% goes toward financial aid and directed the Trustees to tab 6, page 15 for a more detailed breakdown.

Trustee Nayden stated his concern about student reserves being taken by the State, adding that it was a tax and a bad process. Mr. Gray agreed and added that it was done as a result of budget exigencies and but for the good efforts of the University's Government Relations staff, Joanne Lombardo and Gail Garber, would have been much worse as the initial amounts were higher than \$3 million and \$5 million. One dollar of reserves swept to the General Fund is a tax on students. Trustee Nayden said that in the spirit of transparency a discussion of the process should take place. He reiterated his belief that the process was wrong. Trustee Drotch stated that the gross allocation goes through an extensive legislative and administrative process at the Governor's office. He asked if that process applies on the reserve take backs. Mr. Gray responded that proposals were made on both sides of the aisle and the amounts varied within the various caucuses but also within the Governor's office.

President Hogan stated that there had been a recent article in the New York Times about state flagship universities becoming increasingly privatized. Two institutions in the top 25 have struck bargains with their states that show a gradual decline in state support in return for which

the university gets more control over its non-state revenues. This allows the state to retain a wide system of higher education, but flagship universities, due to their research mission, have a special function which protects the role they play.

Trustee Jacobs inquired whether other areas of higher education in the State were targeted for a sweep of reserves. Mr. Gray responded that varying levels of reserve sweeps affected the CSU system and the community colleges. UConn was the biggest target due to having the highest level of reserves. The University does not have a large pot of reserves centrally. Many reserve funds are in schools/colleges/units and are used to support a variety of strategic plans. Fund balances in auxiliary units are used for dormitories and as working capital required by bond issues. Reserves are committed funds.

Trustee Prelli asked what the percentage of the budget goes to pay off debt service for the UCONN 2000 Programs. Mr. John Sullivan, Office of Treasury Services, responded that the state pays the debt service on the general obligation bonds. Mr. Prelli stated that the payment of the debt service should be considered as support by the State. He also commented that if 77% of students receive financial aid and 40% of tuition goes toward financial aid; should tuition not be increased so much so that fewer students would be looking for financial aid. Mr. Drotch recommended that this be tabled for discussion at that January meeting.

Peter Nicholls, Provost and Executive Vice President, stated that the allocation of resources are driven by the Academic Plan and its priorities of undergraduate enrichment; increased collaborations, research and graduate education; and faculty hiring.

Undergraduate Enrichment encompasses expanding the Honors Program; adding three Living and Learning Communities; increased scholarship support for study abroad programs; increased focus on regional campuses mission and quality; national scholarship successes; and increased undergraduate research opportunities

Increased collaborations (interdepartmental and intercampus) including those with the Connecticut Institute for Clinical and Translational Science (CICATS) ; nanotechnology partnerships with other state agencies; stem cell research in Storrs and at the Health Center; post doctoral nursing faculty training at the Health Center; the medical and the engineering schools have submitted a proposal to NSF for an engineering research center in the area of regenerative medicine; and there are new hires anticipated in the area of Human Rights which will be shared between the Law School, College of Liberal Arts and Sciences and the Human Rights Institute.

There is a concentration on successful graduate programming including the development of on-line programming in certain professional areas; strategic investment in cultural and artistic programming; pursuit of state workforce development needs; and there is a report on the administrative structure of the graduate school currently under review.

An increased emphasis on research areas include a successful eminent faculty program which has hired ten new renowned faculty researchers with two more starting soon. The Center for Entrepreneurship program is successful, serving 133 clients, hired six faculty and have 112 student participants. The University has been building the faculty over the last several years;

however, in FY10 the University lost 38 full time faculty members. In addition, there are fewer adjuncts. He expressed concerns about the effect these losses will have including larger class sizes and potential loss of research funds. Rebuilding the tenure track faculty base is essential. A three year hiring plan is in place to hire approximately 100 faculty. The student/faculty ratio goal is 15:1 but has increased to 18:1. Trustee Nayden inquired how many retirees are anticipated over the next 3 years. Dr. Nicholls stated that he expects a loss of approximately 40 faculty per year for various reasons.

Dr. Cato Laurencin, Vice President for Health Affairs and Dean, UConn School of Medicine, stated that there were a number of individuals in new leadership roles at the Health Center including John Biancamano, Chief Financial Officer; Carolle Andrews, Chief Administrative Officer; Mike Summerer, Hospital Director; and Tom Callahan, Chief of Staff. The Health Center has a proposed regional partnership with Hartford Hospital and Hartford Healthcare in keeping with the CASE recommendations and are working with the legislature to finalize those plans. There is also a research and teaching partnership with all of the hospitals in the area called The Collaborative. The Health Center is continuing efforts in cost reduction and revenue enhancement.

The Health Center faces clinical challenges including the John Dempsey Hospital (JDH) structural problems which have been recognized by the legislature. The hospital has 109 of its 224 beds as low-reimbursement specialty beds. Medicaid patients equal 17.34% of discharges. The fringe benefit differential has long been an issue and the University has been fortunate to receive the fringe benefit differential from the State. The hospital is undersized, built about 30 years ago and is outdated. As a flagship academic medical center, a flagship academic hospital is needed. The practice plan, UMG, work is underway to rebalance the clinical service mix to enhance revenue while still meeting the needs of a comprehensive medical education program. The priority for the hospital is clinical stabilization utilizing revenue cycle improvement and performance improvement in all areas. Strategic research investments include the Connecticut Institute for Clinical and Translational Science (CICATS) and recruitments in nanomedicine, cardiovascular, stem cells, aging, neuroscience, musculoskeletal, structural biology, and bio-behavioral (additions) areas.

Dr. Laurencin clarified that the budget numbers he provided were prior to the block grant appropriation. The research budget deficit is estimated at \$10.7 million. The F&A recovery on new federal grants in FY10 will be 53%, a 5% increase over previous. Most existing federal grants would continue to receive F&A at previously awarded rates of 48%. The Health Center recently received 33 ARRA stimulus awards worth approximately \$10 million in year one and \$9 million in year two. Other awards activity is budgeted to remain static and F&A recovery is budgeted at 25% on the stem cell grants.

Dr. Laurencin stated that the proposed budget is \$780.7 million, which supports "current operations" and increases in some limited new programs. There are increases in the general fund block grant; increased state support for JDH fringe benefits; and cost recovery in the intern/residency program. There has been a minimal growth in salaries; increased fringe benefit expenses; medical house staff increases; and cost increases associated with utilities, repairs and maintenance, medical supplies and other outside purchased services.

The JDH has a budgeted loss of \$20.9 million, of which \$13.5 million is offset by the fringe benefit support from the State. Much of the loss, due to the public service mission, is associated with the NICU, psychiatry, and high risk maternity OB/GYN programs. Total net patient revenue is anticipated to increase by \$2.8 million. The UConn Medical Group has a budgeted loss of \$12.5 million. Total net patient revenue is anticipated to increase by \$5.0 million, which is 5.8% above FY09 (3.8% rate increase and 2.0% volume increase). In FY08 the Health Center budgeted zero and had a \$25 million deficit; FY09 budgeted a -\$115 million and had a \$23 million deficit; FY10 budgeted zero and anticipates breaking even. First quarter numbers were released and the Health Center is \$2.3 million ahead of budget making this the first positive quarter in the last several years.

Chairman McHugh commended President Hogan and the Health Center staff for the good work taking place at the Health Center. He stated that he is very comfortable with what has been done to move forward in this very competitive area.

Trustee Drotch stated that as there was concern beyond FY10 and he requested a preliminary discussion take place to review revenues and expenses for FY11, FY12, and FY13. He suggested this take place at an upcoming meeting of the Financial Affairs Committee. If there are actions that can take place to influence those results it should be part of the discussion. Chairman McHugh stated his strong support for this avenue of discussion.

Trustee Martinez thanked Mr. Gray, Dr. Nicholls, and Dr. Laurencin for their informative presentations. Trustee Drotch stated that there being no additional agenda items and the meeting was adjourned at 11:40 a.m.

Respectfully submitted,

Debbie L. Carone

Debbie L. Carone
Secretary to the Committee

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
November 5, 2009

TRUSTEES PRESENT: Archambault, Bailey, Burrow, Dennis-LaVigne, Drotch, Jacobs, Martinez, McHugh, Nayden, Prelli, Schmitt, Shepperd and Ward

STAFF PRESENT: Andrews, Biancamano, Bradley, Bull, Callahan, Carone, Chiaputti, Cooper, Gray, Hogan, Kirk, Kraus, Laurencin, Locke, McDowell, Nicholls, Patel, Reynolds, Riley, Roy, Rubin, Saddlemire, Singha, JSullivan, MSullivan, Teal, Troyer, Trutter, Urban, Walker, Wetstone and Wrynn

SENATE PRESENT: Bansal, English, Moiseff, Stwalley and Zirakzadeh

GUESTS: Nancy Brady, Department of Higher Education

Committee Chairman Peter Drotch convened the meeting at 9:30 a.m. in room 7 of the Merlin D. Bishop Center on the University of Connecticut campus in Storrs.

Trustee Drotch directed the committee to agenda *Item #1, Contracts and Agreements for Approval*. On a motion by Trustee Burrow and seconded by Trustee Prelli the item was recommended to the full Board for approval.

Trustee Drotch briefed the committee on agenda *Item #2, Annual Report of the Endowed Chair Program Entitled "Aetna English Chair in Writing"*. On a motion by Trustee Prelli and seconded by Trustee burrow the item was referred to the full Board for approval.

The committee was referred to *Deferred Maintenance/Code/ADA Renovation Lump Sum Expenditures for Fiscal Year 2009 Authorized Projects*, a comprehensive listing of DM expenditures. The University has been working for a number of years to transition funding of these expenses to the operating budget from UCONN 2000. Mr. Drotch stated that the committee should be mindful of what will happen when the UCONN 2000 program ends and the future funding these expenses. On a motion by Trustee Martinez and seconded by Trustee Prelli the item was recommended to the full Board for approval.

James Bradley, Associate Vice President for Architectural and Engineering Services, detailed the project budgets presented for approval. These included a Planning Budget for *Residential Life Facilities – Hale and Ellsworth Elevator Replacement*; a project for two elevator rebuilds in the amount of \$1.6 million which will be funded by departmental funds; and a Design Budget for the *Mansfield Road Alignment* in the amount of \$2 million, a budget increase to add project scope. Trustee Prelli recommended looking into State or Federal transportation funds to assist with this project. Mr. Bradley agreed and stated that the relocation plan is driven by a master state traffic commission permit for the Storrs campus. This is one of the final obligations under that permit requiring completion in calendar year 2010. Mr. Drotch asked that Mr. Bradley report back to

the committee on his findings regarding Federal or State transportation funds that could be used for this project.

Mr. Bradley detailed a Design Budget for ***Residential Life Facilities – Window Replacement Graduate Residence Halls - \$2.3 million***; and Final Budgets for the ***Replacement of Chemical House (Well Water Treatment Facility)- \$3.5 million***; ***Fine Arts Phase II – Photo Lab Ventilation Improvements \$700,00***; ***Gant Building Renovations – Phase I - \$560,000***; ***UConn Health Center (UCHC) Dental School Renovation (Preclinical Teaching and Prosthetics Labs) - \$2,305,000***; and ***UConn Health Center (UCHC) 800 Mhz NMR Purchase and Installation - \$2.9 million*** as presented for approval. The Health Center projects were previously reviewed and approved by the Health Center Board of Directors. Mr. Bradley introduced the Revised Final Budget for the project budget for ***Residential Life Facilities – Holcomb, Whitney, Sprague Masonry Repairs***. The project budget increased due to discovery of more extensive masonry deterioration that required repair.

Mr. Bradley noted that on smaller project budgets the committee is requested to approve budgets prior to final bid with the understanding that if the bids come in over the approved budget the project will not be started until the Board approves the new budget. Mr. Drotch stated that this process has been in place for over a year.

On a motion by Trustee Prelli and seconded by Trustee Burrow the project budgets were recommended to the full Board for approval.

Trustee Drotch stated that there being no additional agenda items and the meeting was adjourned at 9:50 a.m.

Respectfully submitted,

Debbie L. Carone

Debbie L. Carone
Secretary to the Committee

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
September 22, 2009

TRUSTEES PRESENT: Archambault, Bailey, Barry, Bozzuto, Burrow, Colon, Dennis-LaVigne, Drotch, Jacobs, Martinez, McDonald, McHugh, Nayden, Prelli, Ritter, Schmitt, Shepperd and Ward

STAFF PRESENT: Andrews, Biancamano, Bradley, Bull, Callahan, Carone, Chiaputti, Feldman, Garber, Gray, Hathaway, Hogan, Laurencin, Locke, Makowsky, McDowell, McGee, Melvin, Munroe, Nicholls, Roy, Rubin, Saddlemire, Singha, Sullivan, Troyer, Trutter, Urban, Walker, Walters, Wetstone and Wrynn

SENATE PRESENT: Bansal, Fox, Moiseff, Stwalley and Zirakzadeh

GUESTS: Nancy Brady, Department of Higher Education

Committee Chairman Peter Drotch convened the meeting at 1:33 p.m. in the South Campus Ballroom of the University of Connecticut in Storrs. He directed the committee to a revised agenda and additional materials. He stated that there would not be an executive session in the Financial Affairs Committee meeting.

Trustee Drotch directed the committee to agenda *Item #1, Contracts and Agreements for Approval*. Trustee Prelli inquired about the contract with Makiaris Media and what service will be provided. Thomas Callahan, Associate Vice President for Administration and Operations, responded that various schools and departments within the University advertise either for programs or course offerings. This contract is for a media firm that assists the University by the negotiating and purchasing of media. The amount listed is a maximum amount that may be spent on the contractor during the contract term.

The committee was directed to agenda *Item #2, Environmental Impact Evaluation (EIE) – Construction of Two Academic Classroom/Departmental Buildings Arjona and Monteith (New Classroom Buildings)*. Barry Feldman, Vice President and Chief Operating Officer, stated that the EIE is prescribed by state law. The University evaluates the existing environmental conditions where the buildings will be located and attempts to analyze any adverse impacts of the building locations and take appropriate mitigation action. The buildings are being designed to LEED standards per Board policy. Trustee Ritter added that the Board of Trustees Buildings, Grounds and Environment Committee had reviewed the EIE in detail and are comfortable with the evaluation.

Trustee Drotch asked for a motion to add two project budgets to the agenda, *Final Budget for the School of Engineering Renovations - \$1,411,000 and Revised Final Budget for Beach Hall Renovation of Rooms 245 and 246 - \$970,000*. On a motion by Trustee Martinez and seconded by Trustee Burrow the items were added to the agenda.

Dr. Feldman stated that most of the project budgets presented for approval were in the design or final budget approval stage. Of particular note is the request for final approval of \$95 million for the two classroom buildings to be built to replace the Arjona and Monteith buildings.

James Bradley, Associate Vice President for Architectural and Engineering Services, provided a brief description of each project presented for budget approval. He stated that the window replacement for the graduate residence halls was funded by Residential Life. The floriculture greenhouse project is increased by \$2 million to include code correction and roof issues. The scope of work for the south campus express line modifications project is revised to include modifications to the sanitary sewer lines in the same area. The Fine Arts photo lab ventilation project is for lab repair and renovation as part of the Fine Arts master plan. The Health Center's project budget for the purchase and installation of an 800 Mhz NMR is funded through an NIH grant. The Health Center's Dental School renovation project is presented with a reduced budget. The Health Center's Finance Committee and Board of Directors have approved the Health Center's two proposed project budgets. The Arjona and Monteith replacement buildings project was presented in the final stage for \$95 million and is expected to begin construction in the fall. There is a small budget problem with the project of less than 5% and it is anticipated that the bidding phase will assist with the budget discrepancy. The West Hartford campus project will repair the School of Social Work building envelope issues. The Waterbury Property Transfer project is a budget increase for environmental remediation on the former Waterbury campus. Trustee Prelli expressed concern over why the University was spending so much on remediation of the property. Mr. Bradley responded that the remediation is required by the CT Department of Environmental Protection.

The School of Engineering renovations project included a request to waive the three phase budgeting process. Many small engineering renovation projects were combined to be cost efficient and include renovations to accommodate incoming eminent faculty as well as requisite code correction. Trustee Drotch requested an explanation of eminent faculty funding. Peter Nicholls, Provost and Executive Vice President for Academic Affairs, stated that eminent faculty funding of approximately \$2 million per year provided by the State of Connecticut. The state required matching dollars from industry as part of the eminent faculty program. The funds will be utilized for paying salaries when eminent faculty are hired but until that time the funds can be utilized to update labs and equipment for their scientific work.

The Beach Hall renovations project is brought for approval of a budget increase of less than 5%. Trustee Drotch stated that minimal project cost overruns have not had to come to the Board due to a well run construction program.

On a motion by Trustee Prelli and seconded by Trustee Bozzutto revised agenda Items #3-11 in addition to the two project budgets added to the agenda were recommended to the full Board for approval. The projects included, ***Residential Life Facilities – Window Replacement Graduate Residence Halls; Floriculture Greenhouse; South Campus Express Line Modifications (Water and Sewer Distribution); Fine Arts Phase II – Photo Lab Ventilation Improvements; UCHC 800 Mhz NMR Purchase and Installation; UCHC Dental School Renovation (Preclinical Teaching and Prosthetics Labs); Arjona and Monteith (New***

Classroom Buildings); West Hartford Campus Improvements – School of Social Work Building Envelope Repair; Waterbury Property Transfer (Old Campus); School of Engineering Renovations; and Beach Hall Renovation of Rooms 245 and 246.

John Biancamano, UCHC Chief Financial Officer, provided an update on the Health Center's financial situation. John Dempsey Hospital has experienced a significant loss in patient volume over the last four months. Patient discharges have dropped 5-6% and patient days have dropped by 10%. The hospital is paid by the case, so a length of stay drop is positive from a revenue viewpoint. However; revenue projections are \$1.5 million below projected. Cost controls have been effective. The Health Center is ahead of budget for the first two months. Trustee Drotch asked why the drop in patients. President Hogan responded that the University has been making its case for a new hospital and that coupled with several years of deficit budgets at the hospital caused a lot of negative publicity which may have influenced patient volume. The budget situation hasn't allowed the University to advertise and promote the hospital to the same extent as competitors. He stated that if the State funds a new hospital and the partnership with Hartford Hospital occurs there could be a significantly positive change in patient volume. *(Trustee Treibick joined the meeting at this time.)*

Trustee Drotch stated that there being no additional agenda items and the meeting was adjourned at 2:00 p.m.

Respectfully submitted,

Debbie L. Carone

Debbie L. Carone

Secretary to the Committee

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
August 4, 2009

TRUSTEES PRESENT: Bailey, Barry, Burrow, Colon, Dennis-LaVigne, Drotch, Jacobs, Martinez (*via teleconference*), McDonald, McHugh, Nayden, Noble, Prelli, Ritter, Schmitt, Shepperd, Treibick (*via teleconference*), and Ward

STAFF PRESENT: Andrews, Biancamano, Bradley, Bull, Callahan, Carone, Evanovich, Feldman, Garber, Gray, Hathaway, Hogan, Laurencin, Locke, Makowsky, McDowell, Munroe, Nicholls, Patel, Rubin, Saddlemire, Singha, Sullivan, Troyer, Urban, and Walker

SENATE PRESENT: Bansal, English, Korb, Stwalley and Zirakzadeh

GUESTS: Nancy Brady, Department of Higher Education
Grace Merritt, Hartford Courant

Committee Chairman Peter Drotch convened the meeting at 1:40 p.m. in the South Campus Ballroom of the University of Connecticut in Storrs.

On a motion by Trustee Prelli and seconded by Trustee Burrow agenda ***Item #1, Approval of the Minutes of the Financial Affairs Committee Meeting of June 23, 2009*** were approved, as circulated.

Mr. Drotch asked Richard Gray, Vice President and Chief Financial Officer, to provide a financial update to the committee. He also thanked Mr. Gray for the financial update provided to the Trustees the previous week. Mr. Gray stated that State budget discussions were instituted on the date of the meeting. There are two general budget themes under discussion: one budget is higher than current and the other maintains the budget at the 2008 level as required by the Federal Stimulus Act. Both budgets require the transfer of fund balances (reserves) back into the General Fund in order to fill some of the deficit. The University annually states to the legislature the importance of the University's reserves to its operation. Some of the University's reserves are set aside for debt service as required by the bond covenant; some are set aside for renewal and replacement as required by bond covenants; and some are in plant funds. A request was made to OPM for approximately \$28 million representing the payroll obligations for July. Notification was received that the University would be receiving approximately \$26 million of that liability; as of the meeting date the funds had not been received. Quarterly fringe benefit payments are also due. The University has used approximately \$35 million of cash reserve to finance the timing difference.

Board policy states that the University is to have approximately 90 days of operating reserves; this would be approximately \$250 million. The University has a little more than \$60 million in that fund which represented approximately 22 days of cash. That policy needs to be

brought to the Board for discussion. A determination has been made that the next Board meeting will be a Budget Workshop utilizing the Governor's proposed budget as the baseline if a State budget is not yet passed.

Trustee Drotch directed the committee to agenda ***Item #2, Contracts and Agreements for Approval***. Thomas Callahan, Associate Vice President, provided background information on the contracts. On a motion by Trustee Martinez and seconded by Trustee Prelli the item was recommended to the full Board for approval.

Dr. Feldman provided a brief overview of the eight project budgets presented for approval. Two of the project budgets were noted as significant; the replacement classroom buildings and the water reclamation facility. Mr. Drotch asked about the funding for the projects considering there is no operating budget and there is no bonding for FY10. He also asked about the construction environment and if bids received are favorable to the University and how will inflation affect the building program? Mr. Gray stated that the project budgets are presented with anticipated funding sources. A re-phasing has been done for the new classroom buildings, which indicates that if bonding is allowed at anticipated program levels for FY11 the project can proceed as anticipated. The water reclamation project has partial funds available. Projects will not start until all funds are available. Dr. Feldman added that the funding for the West Building the first of the two classroom buildings, is funded. The second building will be funded by FY10 bond proceeds. If the University is not permitted to issue debt for FY10 the second building will be paid for in the FY11 allocation which will affect other FY11 projects. The construction market is favorable and recent bid openings have seen competitive pricing.

Dr. Feldman provided a brief overview of the project budgets presented for approval. He stated that the University provides water and sewer services to the Storrs and Depot campuses and approximately 17% of the Mansfield community. Thomas Callahan, Associate Vice President for Administration and Operations, provided a PowerPoint presentation on the Water Reclamation Facility project (*formerly Gray Water Facility*). A revised planning budget in the amount of \$28,598,000 was presented to the Committee for approval and recommendation to the full Board for approval. He stated that water supply issues, including this project, have been a continuing part of the Board Buildings, Grounds and Environment Committee's agenda. The water reclamation project helps the University supplement its water supply by taking high intensive non-potable uses off the water system at the cogeneration plant and for campus irrigation. (*Trustee Treibick joined the meeting at this time.*) The use of reclaimed water is commonly used throughout the country in areas where water resources are scarce. The project has been developed with input from the Town of Mansfield, CT DEP, and CT DPH. The University draws its water supply from two river basins. The University has registration diversions for 840,000 gallons per day from the Fenton River wellfield and 2,310,000 gallons per day from the Willimantic River wellfield. These registrations are grandfathered as they were in place before the State adopted its diversion framework. The University experiences low water demand in the summer and peak usage in August and September. The campus conservation efforts have decreased demand during peak periods. In 2005 the University agreed to protect stream flows during dry periods. The University will stop pumping from the Fenton River wellfield when the stream flow reaches 3 cubic feet per second or less; taking approximately 25% of the University's water supply off line during dry seasons. The University, in conjunction

with the Department of Environmental Protection (DEP), have undertaken a stream flow study on the Willimantic River to understand what impact University withdrawals may have on stream habitat. Results of the study may impact the University's dry period withdrawal amounts.

DEP is encouraging the University and other water providers across the State to plan water supply and withdrawal efforts to be more environmentally responsible and calibrate based on environmental conditions at the time.

The project will include a million gallon storage facility and a distribution line from North Eagleville Road to Glenbrook Road to the Central Treatment Plant and a distribution line to follow to service irrigation purposes. The Cogeneration Plant accounts for approximately 25-30% of the University's water use. The project is being led by the design team of Hazen & Sawyer, assisted by Milone & McBroom with engineering and environmental permitting. The feasibility and schematic design work are complete. Construction drawings are anticipated by year end with bidding anticipated in spring 2010.

Trustee Nayden asked if the project was eligible for federal infrastructure stimulus funds. Mr. Callahan responded that discussions have taken place with DPH and DEP on this issue. The State of Connecticut received \$20 million in priority drinking water stimulus funds which is fully allocated to other State projects.

Trustee Ritter stated that the Buildings, Grounds and Environment Committee has reviewed this issue extensively and will continue to do so.

Mr. Bradley detailed the new classroom buildings which will replace Arjona and Monteith. This is a \$95 million project to build an East and West building in the campus core. The West Building, to be built on the site of the former School of Pharmacy building, is anticipated to begin construction in the fall of this year. The East Building, to be built on the former site of the UConn Co-Op, is anticipated to begin construction in 2011. Trustee Barry asked what the effect would be on the University of delaying the construction of the East building. Mr. Bradley responded that the University is managing Arjona and Monteith as carefully as possible. There have been periodic environmental upgrades in the buildings including fire alarm upgrades and new 10 year roofs. The University is not planning to invest a lot of money into these older buildings.

Trustee Prelli asked why the University is spending \$1 million on a 16" water main due to a fire safety concern regarding chilling and heating but there is another water reclamation project for piping to bring water to chilling and heating. Mr. Bradley stated that the water reclamation issue is a capacity issue and the 16" water main is a distribution issue for that part of campus. This will increase pressure and volume in an area that is critically important as it is part of the entire utility feed.

On a motion by Trustee Martinez and seconded by Trustee Prelli agenda ***Items #4-10, Benton Art Museum Addition – Mechanical System Improvements; Fine Arts Phase II – Photo Lab Ventilation Improvements; Fine Arts Phase II – Master Plan; Water Reclamation Facility (formerly Gray Water Facility); Arjona and Monteith (New Classroom Buildings); New 16" Water Main – Towers to Glenbrook and North Eagleville; West Hartford Campus Improvements – School of Social***

Work Building Envelope Repair; Avery Point Campus Undergraduate & Library Building – Roof and Exterior Building Envelope and Masonry Repairs, were recommended to the full Board for approval.

Dr. Cato Laurencin, Vice President for Health Affairs and Dean, UConn School of Medicine, stated that he would provide the Health Center financial update and that John Biancamano, Chief Financial Officer for the Health Center, was available if there were specific questions. From July 2008-June 2009 the fiscal year ended with a forecasted loss of \$23 million and the Health Center received a deficiency appropriation of \$22.2 million. The original budget had an \$11.5 million deficit. The main variances from the approved budget were Clinical Practice expenses which were \$7.6 million higher due to lower than budgeted net revenue. The School of Medicine billing for indirect costs related to interns and residents was delayed due to negotiation with consortium hospitals. Payments were to begin in April 2009 at 7.5% and effective October 1 the Health Center will be reimbursed at the full 15% indirect costs. Volume was below costs at the Dental Implant Center. The John Dempsey Hospital was approximately \$5.7 million below budget driven by unbudgeted affiliation costs of \$1.9 million and an increase in malpractice expenses of \$5 million due to actuarial variations. Institutional support department expenses for the Health Center were below budget because of personnel costs savings; IT maintenance and utility savings. There were also revenue cycle improvements due to the PriceWaterhouse Coopers initiative. Some of the financial issues are being addressed through a reorganization of the clinical practices. A Dean's clinical task force has been created to address practice revenue cycle; practice overhead; faculty productivity and empowerment; and payor contracting. Hospital revenue cycle improvements are on-going. The quality improvement initiatives are expected to improve the financial picture.

President Hogan reinforced the connection between the financial situation of the Health Center and the on-going negotiations regarding the partnership with Hartford Hospital. The hospital suffers from an acute structural deficit.

Trustee Drotch directed the committee members to review the balance of the information items. There being no additional questions or action items appearing on the agenda he motioned for the meeting to be adjourned; the motion was seconded by Trustee Burrow and the meeting was adjourned at 2:28 p.m.

Respectfully submitted,

Debbie L. Carone

Debbie L. Carone

Secretary to the Committee

**CONTRACTS AGREEMENTS
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New Contracts with a value of \$100,000 - \$500,000 or services previously approved on a Project Budget

PROCUREMENT - NEW						PROCUREMENT	
No.	Contractor	Amount	Term	Fund Source	Program Director	Purpose	
1	Accent Travel Group	\$111,501	11/19/09-11/29/09	Multiple Sources	Shantaram Hegde, Assoc Dean, School of Business (Stanford)	Provide travel and trip organization to China for Stanford MBA Program for faculty and students as part of the MBA Program curriculum.	
2	Agilent Technologies	\$128,936	12/21/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One-time purchase of ICP mass spectrometer for the Civil & Environmental Engineering Department for on-going research.	
3	Alfred Wegener Inst. for Polar and Marine Research	\$100,000	11/01/09-12/31/10	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with Dr. Ann Bucklin of the Department of Marine Sciences on the project entitled, "The Census of Marine Zooplankton (CoMarZ): Synthesis Renewal Proposal for a CoML Ocean Realm Field Project."	
4	Alstom Power/APCOM Power	\$350,000	07/29/09-06/30/10	Auxiliary Services	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Provide power plant services for the Central Utility Plant / COGEN. Initial one year term w/option to renew for four one year terms.	
5	All-Phase Enterprises, Inc.	\$100,250	10/08/09-01/10/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will provide exterior restoration to the Willis Nicholas Hawley Armory located at Storrs campus to include waterproofing below grade and the installation of a perimeter foundation drainage system. (Final Project Budget approved by BOT on 04/15/08, \$2.72M - P Project No. 901182a)	
6	Allied Restoration Corporation	\$355,217	12/09/09-05/30/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor and equipment required to provide the roof replacement and parapet restoration to the Edward B. Gant Math/Science Building at the Storrs campus (Final Project Budget approved by BOT on 11/5/09, \$560K - Project No. 901374)	
7	Animal Care Systems	\$151,652	12/10/09	Operating Fund - Grant	Suman Singa, Sr VP, Research & Dean, Graduate School	One-time purchase of mouse cages to house mice used in on-going research.	
8	Aquatic Habitats	\$250,728	09/17/09	Plant Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	One-time purchase of housing for various fish species for the Office of Animal Research Services for on-going research.	
9	B&W Paving & Landscape	\$400,000	11/13/09-06/30/10	Plant Funds	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Provide snow and ice control services on the Storrs Campus. Initial one year term w/options to renew for five one year terms.	
10	B&W Paving & Landscape	\$116,453	08/10/09-8/28/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide paving and associated site improvements at Horsebarn Hill Road at Storrs campus. (Final Project Budget approved by BOT on 06/23/09, \$2.6M - Project No. 901318B)	
11	Barton Rubenstein	\$162,500	11/03/08-06/18/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will provide an exterior water sculpture for the Courtyard at the Waterbury campus. (Project No. 901179)	
12	Blue Heron Consulting	\$169,900	07/01/09-05/31/12	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Ana Legrand of the Plant Science Department to evaluate the impact of an Integrated Pest Management program nationally.	
13	Boston Symphony Orchestra, Inc. f/s/o Boston Pops	\$125,000	12/05/09-12/05/09	Auxiliary Services	Rodney Rock, Director, Jorgensen Center	Provide one performance by the Boston Pops Esplanade Orchestra at the Jorgensen Center for the Performing Arts on 12/05/09.	
14	Brenton Evans Piano Restoration, Repair & Sales	\$350,000	04/01/09-06/30/14	Auxiliary Services	David Woods, Dean - School of Music	Contractor to provide piano tuning and repair services for the Music Department including maintenance of the inventory of upright and grand pianos in classrooms and rehearsal and performance halls.	
15	Bruker AXS	\$152,900	08/10/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One-time purchase of advance diffractometer system for the Connecticut Global Fuel Cell Center for on-going research.	
16	CUH2A, Architects Engineers Planners, P.C.	\$1,492,841	11/15/09-08/14/13	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Architect will provide professional services for the Bousfield Psychology Building Renovations and Addition at the Storrs campus. (Final Project Budget approved by BOT 09/23/08, \$20M - P Project No. 901388)	
17	Cardinal Health	\$380,000	07/01/09-06/30/10	Auxiliary Services	John Saddlemire, VP, Student Affairs	Purchase of pharmaceuticals for use by the UConn Infirmary.	
18	Cherry Hill Construction	\$258,898	07/30/09-08/21/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide paving for the Towers Parking Lot Extension at the Storrs campus. (Final Project approved by BOT on 06/23/09, \$2.6M - Project No. 901318C)	

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PROCUREMENT - NEW (Continued)						
No.	Contractor	Amount	Term	Fund Source	Program Director	Purpose
19	DPC Architecture, Inc. (DBA: Design Partnership of Cambridge)	\$426,290	01/04/10-06/30/15	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Architect will provide professional services for the Young Building to include Assessment, Design and Construction Administration. The contract encompasses funding only through the Design Development Phase. (Planning Budget approved by BOT on 06/24/08, \$10M - Project No. 901373)
20	Duke University	\$106,714	09/15/09-06/30/11	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with Dr. Robin Chazdon of the Department of Ecology and Evolutionary Biology on the project entitled, "Detecting Changes from Fusion of Radar & Lidar: Developing DESDynl Measurement Requirements."
21	Eastern Michigan University	\$292,382	10/01/09-04/31/13	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with Dr. Kerry Marsh of the Center for Health, Intervention, and Prevention (CHIP) on the project entitled, "Implicit Attitudes and HIV Risk Behavior in Virtual Environments."
22	FEI Company	\$434,000	09/29/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One-time purchase of scanning electron microscope for the Connecticut Global Fuel Cell Center for on-going research.
23	Fisher Tank Company	\$1,729,800	12/17/09-02/16/11	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor and equipment required to provide the demolition of two existing water tanks and construction of a new water tank (standpipe) near Tower Loop Road at the University of Connecticut, Storrs campus, Storrs, CT. (Final Project Budget approved by BOT on 04/21/09, \$2.5M - Project No. 901311)
24	Gar San Corporation	\$289,486	07/24/09-11/24/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide roof replacement and envelope repair to the Library Building at the University of Connecticut, Avery Point campus. (Final Project Budget approved by BOT on 08/04/09, \$573K - Project No. 901525)
25	Genius dba Finetech	\$145,147	12/17/09	Research Funds	Peter Nichols, Provost	One-time purchase of lambda 1 micron bonder for federally funded research project.
26	Hartford Hospital	\$342,651	07/15/09-07/14/10	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Charles White of the Pharmacy Practice Department to prepare report of project entitled, "Comparative Effectiveness Review for the Medicare Prescription Drug, Improvement and Modernization Act of 2003 (MMA) Section 1013".
27	Iowa State University	\$450,000	10/01/09-09/30/12	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with Dr. Cameron Faustman of the Department of Agriculture on the project entitled, "Kirklyn M. Kerr Grant Program" to provide five contract-positions for qualified Connecticut State residents to complete a veterinary program at Iowa State University.
28	JC Technology Inc. DBA Ace Computers	\$126,454	09/30/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One time purchase of HPC head node, computer nodes and accessories - additional details: A 64-bit high performance computing Linux cluster.
29	Janis Research	\$102,540	07/22/09	Multiple Sources	Mun Y. Choi, Dean, School of Engineering	One-time purchase of micromanipulated probe station for Dept of Electrical and Computer Engineering for on-going research.
30	Kittredge Equipment	\$232,918	02/01/10	Auxiliary Services	Dennis Pierce, Director, Dining Services	One-time purchase of dish machine equipment and installation at South Campus Dining Hall.
31	Kratos Analytical	\$195,000	01/16/09	UCONN 2000	Mun Y. Choi, Dean, School of Engineering	One-time purchase of mass spectrometer for Chemical, Materials and Biomolecular Engineering Dept. for on-going research.
32	Kronenberger & Sons Restoration, Inc.	\$710,400	01/04/10-09/03/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor and equipment required to provide the facade repair to the School of Social Work at the West Hartford campus. (Final Project Budget approved by BOT on 09/22/09, \$1M - Project No. 901524)
33	Kulicke & Soffa	\$125,000	01/18/10	Research Funds	Peter Nichols, Provost	One-time purchase of iconn power series gold ball bonder for federally funded research project.
34	MBF Bioscience	\$199,215	11/02/09	Research Funds	Jeremy Teitelbaum, Dean, College of Liberal Arts & Sci	One-time purchase of axioimager M2 microscope system for the Center for Regenerative Biology for on-going research.
35	Mediasociates	\$125,000	11/01/09-08/31/10	Operating Funds - General	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Assist the University and Health Center in developing strategic media placement campaigns, leverage buying power with media outlets, and purchase media space in a variety of mediums including print, radio, TV and the web.
36	Meeks, Watson & Company	\$118,359	12/01/09-10/14/10	Operating Funds General	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide restoration of the Austin Dunham Memorial Carillon and the installation of five (5) additional treble bells located at the Storrs Congregational Church at 2 North Eagleville Road, Storrs, Connecticut (Project No. 201510)

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PROCUREMENT - NEW (Continued)						
No.	Contractor	Amount	Term	Fund Source	Program Director	Purpose
37	Millennium Builders, Inc.	\$824,500	01/04/10-06/22/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide renovation work to the Engineering II building, Bronwell Building and United Technologies Engineering Building at the Storrs Campus. (Final Project Budget approved by BOT 09/22/09, \$1,411M - Project No. 901508)
38	MIRACORP, Inc.	\$361,537	07/01/09-06/30/13	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Donald Leu of the Curriculum and Instruction Department to develop the Online Reading Comprehension Assessment (ORCA) - Multiple Choice Assessment and develop and revise the ORCA - Closed Internet Assessment.
39	Mitchell Giurgola Architects, LLP	\$340,764	12/01/09-6/30/15	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Architect will provide professional services for the School of Engineering Complex to include Assessment, Design and Construction Administration. The contract encompasses funding for only the Pre-Design Study Phase. (Planning Budget approved by BOT on 06/24/08, \$1M - Project No. 901376)
40	Montagno Construction, Inc.	\$674,643	09/10/09-12/08/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide roof replacement and envelope repair to the Law Library Building at West Hartford campus. (Final Project Budget approved by BOT on 11/15/08, \$1.5M - Project No. 901285)
41	National Institute of Statistical Sciences	\$467,395	07/01/09-06/30/13	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Donald Leu of the Curriculum and Instruction Department to conduct studies of the revised Online Reading Comprehension Assessment (ORCA) - Multiple Choice, ORCA - Open Internet and Closed Internet for three states, and develop a Standardized Assessment of Offline Reading Comprehension (SAORC).
42	Netzs	\$124,561	04/15/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One-time purchase of differential scanning calorimeter for IM/MS/SE Program for on-going research.
43	Pennsylvania State University	\$231,650	07/01/09-06/30/13	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Donald Leu of the Curriculum and Instruction Department to analyze reliability and validity of instruments designed for the project, test statistical models to examine the relationship between online and offline reading, and examine variables such as the use and availability of technologies in schools sampled in Connecticut, Maine, and North Carolina.
44	Proton Energy Systems	\$162,063	04/16/09	Operating Fund - Grant	Mun Y. Choi, Dean, School of Engineering	One-time purchase of hydrogen generator for the Connecticut Global Fuel Cell Center for on-going research.
45	Red Technologies LLC	\$310,200	11/02/09-12/15/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install materials, labor, and equipment required to provide removal of contaminated soil around the perimeter of the White House/Co-Op, Facilities Building, Smith House and Smith Garage, Hart House, and Benedict Miller Mansion at the old Waterbury campus. (Final Project Budget approved by BOT on 09/22/09, \$1.18M - Project No. 901097)
46	Rigaku	\$496,700	12/02/09	Research Funds	Suman Singa, Sr VP, Research & Dean, Graduate School	One-time purchase of x-ray diffraction system for the School of Pharmacy for on-going research.
47	Sarazin General Contractors	\$135,130	10/29/09-12/29/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will furnish and install all materials, labor, and equipment required to provide removal of the existing stairs and associated sidewalk for the Greer Fieldhouse, and Ellsworth and Hale Residence Halls at the Storrs campus. (Project No. 901502)
48	Simplicity Engrg.	\$295,900	12/28/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	One-time purchase of compost turner/windrower for new Compost Facility.
49	Strategic Building Solutions	\$277,680	12/15/09-6/14/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Contractor will provide Assistant Project Management Services for the new Social Sciences and Humanities Building located at the Storrs campus. (Final Project Budget approved by BOT on 09/22/09, \$95M - Project No. 901126)
50	SUNY Stony Brook	\$181,817	03/01/09-07/31/11	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Sylvain De Guise of the Sea Grant College Program to study the interaction of biological and physical factors controlling bottom dissolved oxygen, impacts of climate change on the export of the spring bloom, summer synoptic weather variability as the control of the seasonal evolution of hypoxia, and the distribution, causes, and impacts of the <i>Alexandrium fundyense</i> blooms in coves, near shore, and open water regions of the Long Island Sound.
51	Syracuse University	\$259,350	04/01/09-02/28/14	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP	Collaborate with UCONN's Dr. Blair Johnson of the Center for Health, Intervention, and Prevention (CHIP) to analyze and report baseline levels of condom use and infection aversion.
52	Technical Safety Services	\$100,000	08/01/09-06/30/15	Research Funds	Robert Hudo, Assoc VP, Public & Env. Safety	Contract for clean air device certification and maintenance administered by University Department of Environmental Health & Safety. For services to bio-safety cabinets, laminar flow benches, etc. in labs throughout the university.

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PROCUREMENT - NEW (Continued)					
No.	Contractor	Amount	Term	Fund Source	Program Director
53	Technicolor Creative Services	\$117,975	01/04/10-06/30/10	Operating Fund - Grant	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
54	Temple University	\$319,480	06/01/09-07/31/12	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
55	The Hillier Group Architecture, New York, P.C. dba RMJM	\$198,450	12/21/09-06/30/15	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
56	Thermo Electron	\$275,494	11/30/09	Auxiliary Services	Jeremy Teitelbaum, Dean, College of Liberal Arts & Sci
57	Tabacco & Son Builders, Inc.	\$248,576	07/24/09-11/21/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
58	Tabacco & Son Builders, Inc.	\$346,466	10/06/09-12/01/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
59	Unisource	\$195,000	12/01/09-05/31/10	Auxiliary Services	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
60	University College Dublin	\$104,040	09/05/09-05/15/10	Auxiliary Services	Ross Lewin, Director, Study Abroad Programs
62	Universidade Federal de Santa Catarina	\$442,958	05/15/09-03/31/14	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
62.8	University of Granada	\$153,768	09/20/09-05/21/10	Auxiliary Services	Ross Lewin, Director, Study Abroad Programs
64	University of Montana	\$257,836	05/01/09-12/31/12	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
65.2	University of Rhode Island	\$139,091	07/01/09-06/30/13	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
66.4	University of Sevilla	\$138,024	07/01/09-06/30/12	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
67.6	University of Sussex	\$133,187	04/01/09-02/28/11	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
68.8	University of Virginia	\$211,503	07/01/09-06/30/10	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
70	URS Corporation	\$229,252	11/09/09-12/31/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
71	URS Corporation	\$352,928	11/09/09-12/31/10	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations

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PROCUREMENT - NEW (Continued)					
No.	Contractor	Amount	Term	Fund Source	Program Director
72	Virginia Tech	\$220,751	03/01/09-12/31/11	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
					Collaborate with UConn's Dr. Amir Faghih of the Mechanical Engineering Department to research and develop novel composite materials for the Phase Change Materials (PCM) - based thermal storage device and optimize various heat pipe/thermosiphon configurations for thermal energy
73	W.I. Clark	\$121,475	12/28/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
					One-time purchase of wheel loader for new Com post Facility.
74	Woods Hole Oceanographic Institution	\$100,000	11/01/09-12/31/10	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
					Collaborate with Dr. Ann Bucklin of the Department of Marine Sciences on the project entitled, "The Census of Marine Zooplankton (CMarZ): Synthesis Renewal Proposal for a CoML Ocean Realm Field Project."
75	Yale University	\$894,464	06/01/09-07/31/09	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
					Collaborate with Dr. Susanne Yelin of the Department of Physics on the project entitled, "Production, Manipulation and Applications of Ultracold Polar Molecules."
PROCUREMENT - AMENDMENTS					
No.	Contractor	New Approval Amount	Term	Fund Source	Program Director
1	CDW-G	\$125,000 [Total Contract Amount \$397,945]	01/25/10-01/24/11	Multiple Sources	David Gilbertson, Chief Information Officer
					Expenditures FY07 \$91,000 Expenditures FY08 \$56,816 Total Expenditures to Date \$272,945 Purpose Vendor furnishes and delivers tape cartridges for the University Information Technology Services (UITS) department. This is the third of four (4) extensions.
2	Capasso Restoration Inc.	\$50,604 [Total Contract Amount \$460,104]	08/13/09-11/15/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
					Amendment for additional repairs/replacement of brick conditions and flashing of the façades at the Holcomb, Whitney and Sprague Hall buildings as well as Wilson Hall buildings on the Storrs campus. Additional temporary fencing. (Revised Final Project Budget approved by BOT on 11/05/09, \$775K - Project No. 901471)
3	Cloud Nine Catering	\$60,000 [Total Contract Amount \$111,408]	10/21/08-08/31/13	Operating Funds - General	Atishin Ghial, Director, Executive MBA Program
					Catering services for Executive MBA Program in Hartford. This is the first of four (4) one-year extensions.
4	Clough Harbour & Associates LLP	\$32,500 [Total Contract Amount \$101,500]	09/29/08-04/10/10	Auxiliary Services	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
					Amendment to extend the term of the contract through 04/10/10 to provide added renderings for the Baseball/Softball Facility Improvements Project. (Project No. 201435)
5	Commercial Roofing & Contracting, Inc.	\$94,775 [Total Contract Amount \$200,275]	11/21/08-09/01/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations
					Amendment for additional roof repairs to stop additional leaks for the Castellan Building, Storrs campus. (Project No. 901256)
6	Duke University	\$10,000 [Total Contract Amount \$181,326]	01/01/09-12/31/10	Research Fund	Michael Crouch, Ed.D., Executive Director, OSP
					Collaborate with Dr. John Slander of the Department of Ecology and Evolutionary Biology on the project entitled, "A Multi-Scale Approach to the Forecast to Potential Distributions of Invasive Plants." Amend to increase the agreement by an additional \$10,000.
7	Horwitz Career Apparel	\$60,000 [Total Contract Amount \$156,098]	07/19/06-06/30/11	Operating Funds - General	Robert Hudd, Assoc VP, Public & Env. Safety
					Provide Police Dept uniform items. This is the third of four (4) one-year extensions.

**CONTRACTS AGREEMENTS
FOR INFORMATION
FEBRUARY 18, 2010**

New Contracts with a value of \$100,000 - \$500,000 or services previously approved on a Project Budget

PROCUREMENT - AMENDMENTS (Continued)									
No.	Contractor	New Approval Amount	Term	Fund Source	Program Director	Total Expenditures to Date	Expenditures FY08	Expenditures FY07	Purpose
8	Leers Weinzapfel Associates Architects, Inc.	\$465,864 [Total Contract Amount \$8,349,694]	02/28/08-10/31/14	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$5,330,339	\$467,528	\$0	Amendment to provide construction documents phase design services in the development of Atrium and Montleith - New Classroom Buildings (Social Sciences and Humanities Buildings) at Storrs campus. (Final Project Budget approved by BOT on 09/22/09, \$95M - Project No. 901126)
9	Milton C. Beebe & Sons, Inc.	\$10,895 [Total Contract Amount \$292,273]	07/22/09-10/12/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$292,273	\$0	\$0	Amendment for replacement of catch basin and sidewalks for the Human Development Lot, Storrs campus. (Final Project Budget approved by BOT on 06/23/09, \$505K - Project No. 901418)
10	Milton C. Beebe & Sons, Inc.	\$1,228 [Total Contract Amount \$268,886]	07/22/09-9/05/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$268,886	\$0	\$0	Amendment to provide additional curb and concrete walks for Mansfield Road, Storrs campus. (Final Project Budget approved by BOT on 06/23/09, \$505K - Project No. 901318F)
11	Newman Architects, LLC	\$51,333 [Total Contract Amount \$333,889]	9/22/08-10/31/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$333,889	\$0	\$0	Extending the term of the contract to 10/31/09 to complete master planning and designing of the upgrade and renovation of the Fine Arts facilities at the Storrs campus. (Revised Planning Budget approved by BOT on 08/04/09, \$1.05M - Project No. 901369)
12	Post Road Stages	\$100,000 [Total Contract Amount \$482,049]	08/01/03-07/31/13	Multiple Sources	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$382,049	\$90,189	\$71,465	Contract to provide charter coach bus service on an "as needed" basis for all University departments. Currently in last five year extension. Amend to increase by \$100,000 for FY10 expenses.
13	Prime Electric, LLC	\$3,076 [Total Contract Amount \$189,738]	06/23/09-09/30/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$189,738	\$186,662	\$0	Amendment to provide additional code remediation services for lighting and grounding protection at Hilltop Apartments, Storrs campus. (Project No. 901350)
14	Riddell/All American Sports	\$53,400 [Total Contract Amount \$102,363]	07/01/08-06/30/13	Auxiliary Services	Jeffrey Hathaway, Director, Athletics	\$48,963	\$48,963	\$0	Provide the football program with Riddell protective equipment including helmets, shoulder pads and accessories. This is the first of four (4) one-year extensions.
15	Skanska USA Building Inc.	\$25,929,780 [Total Contract Amount \$26,177,780]	01/23/09-05/06/11	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$789,138	\$0	\$0	Amendment reflects the Construction Manager's Guaranteed Maximum Price for the New Social Sciences Classroom Building - West at Storrs campus. (Proposed Final Project Budget approved by BOT on 09/22/09, \$95M - Project No. 901126)
16	Skanska USA Building Inc.	\$31,500 [Total Contract Amount \$26,209,280]	01/23/09-05/06/11	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$0	\$0	\$0	Amendment in connection with the CM preconstruction phase of the contract to incorporate estimating for the second classroom building (East Bldg) for the New Social Sciences Classroom Buildings on the Storrs Campus. (Proposed Final Project Budget approved by BOT on 09/22/09, \$95M - Project No. 901126)

CONTRACTS AGREEMENTS

FOR INFORMATION

FEBRUARY 18, 2010

New Contracts with a value of \$100,000 - \$500,000 or services previously approved on a Project Budget

PROCUREMENT - AMENDMENTS (Continued)

No.	Contractor	New Approval Amount	Term	Fund Source	Program Director	Total Expenditures to Date	Expenditures FY08	Expenditures FY07	Purpose
17	Svigals & Partners, LLP	\$22,000 [Total Contract Amount \$917,500]	09/21/08-12/15/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$766,552	\$0	\$0	Amendment for additional design services in connection new furnishings to the Century Building. (Proposed Final Project Budget approved by BOT on 04/21/09, \$10M - Project No. 901280)
18	Tabacco & Son Builders, Inc.	\$46,962. [Total Contract Amount \$144,660]	08/06/09-09/01/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$87,928	\$0	\$0	Amendment to provide additional paving, rebuild stone headwall and replacement of drainage piping related to the Fenton River Road improvements. (Revised Final Project Budget approved by BOT on 06/23/09, \$2.6M - Project No. 901318E)
19	Tabacco & Son Builders, Inc.	\$4,058 [Total Contract Amount \$190,481]	11/13/08-07/31/09	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$173,638	\$0	\$0	Amendment to provide additional downspouts, passage sleeves and sidewalk angles in the Northwood Apartments Sidewalk and Speed Bump Installations on the Storrs campus. (Project No. 201460)
20	Tai Soo Kim	\$388,900 [Total Contract Amount \$887,900]	10/20/08-10/19/12	UCONN 2000	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	\$122,688	\$0	\$0	Amendment to provide additional design services in support of increased funding and thus extending the end date of the contract to 10/24/12 for the Storrs Hall Addition on the Storrs campus. (Final Project Budget approved by BOT on 06/23/09, \$14M - Project No. 901265)
21	Warehouse Store Fixture	\$184,000 [Total Contract Amount \$244,000]	03/06/06-02/28/11	Auxiliary Services	Dennis Pierce, Director, Dining Services	\$184,000	\$55,000	\$41,000	Provide Metropolitan and Windsor pattern stainless steel silverware as needed by Chuck & Augie's, Catering and Dining Services. This is the fourth and final one-year extension.

APPROVED PREVIOUSLY BY THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

No.	Contractor	Amount	Term	Fund Source	Program Director	Purpose
1	SciQuest	\$1,999,340	Execution of Contract thru 12/30/14	Operating Fund - General	Jeffrey Reynolds, Interim Assoc. VP, Admin & Operations	Purchase of e-procurement software. <i>Approved by the Executive Committee of the Board of Trustees on 12/23/09.</i>

AGENDA

Board of Trustees
ACADEMIC AFFAIRS COMMITTEE

Thursday, February 18, 2010

Rome Commons Ballroom

Storrs, CT

9:00 a.m. – 10:00 a.m.

	<u>COMMITTEE</u>	<u>ATTACHMENT</u>
1) Approval of the Minutes of the Academic Affairs Committee Meeting of September 22, 2009, as circulated	A	

ACTION ITEMS:

2) Appointment of Professor Michael Neumann as the Stuart and Joan Sidney Professorship of Mathematics in the College of Liberal Arts and Sciences	3
3) Appointment of Professor Patricia McCoy to the Connecticut Mutual Chair in Insurance Law in the School of Law	4
4) Appointment of Professor Angel Oquendo to the position of George J. & Helen M. England Professor of Law	5
5) Appointment of Professor Michael Willenborg to the Richard F. Kochanek Professorship in Accounting in the School of Business	6
6) Appointment of Professor Eric H. Jordan to the United Technologies Corporation Professor of Advanced Materials and Processing in the School of Engineering	7
7) Appointment of Professor Emmanouil (Manos) Anagnostou to the Northeast Utilities Foundation Chair of Environmental Engineering in the School of Engineering	8
8) Approval of a Graduate Certificate Program in School-Wide Positive Behavior Support in the Neag School of Education	9
9) Approval of a Graduate Certificate Program in Program Evaluation in the Neag School of Education	10
10) Approval of a Graduate Certificate Program in Postsecondary Disability Services in the Neag School of Education	11
11) Approval of the Bachelor of Professional Studies Program, an Undergraduate Degree Completion Program	12

COMMITTEE**ATTACHMENT**

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12) Approval of a Bachelor of Science in Business Administration in the School of Business | 13 |
| 13) Approval to add a Cell Analysis and Modeling Concentration to the Ph.D. Field of Study in Biomedical Sciences at the UConn Health Center | 14 |
| 14) Renaming the Master of Arts Degree Program now called Field of Study in Professional Higher Education Administration to Higher Education and Student Affairs in the Neag School of Education | 15 |
| 15) Approval of Sabbatical Leaves | 16 |
| 16) Designation of Emeritus Status | 17 |

INFORMATIONAL ITEM:

- | | |
|---------------------------------------------------------------------------------------------|---|
| 17) Faculty Consulting Oversight Committee,
University of Connecticut Consulting Program | B |
|---------------------------------------------------------------------------------------------|---|

PRESENTATION ITEM:

- 18) Annual Report on Research and Graduate Education, Suman Singha,
Senior Vice Provost and Vice President for Research and Graduate Education

MINUTES
MEETING OF THE ACADEMIC AFFAIRS COMMITTEE
September 22, 2009

Trustees Present: Bailey, Barry, Burrow, Colon, Dennis-LaVigne, Drotch, Gionfriddo, Jacobs, Martinez, McHugh, McQuillan, Nayden, Ritter, Shepperd

Staff Present: Bradley, Bull, Callahan, Feldman, Gray, Laurencin, Makowsky, Munroe, Nicholls, Singha, Troyer, Walker

Committee Chairman Jacobs convened the meeting at 1:00 pm at the University of Connecticut, Rome Ballroom, Storrs Campus. On a motion by Committee Chairman Jacobs, seconded by Trustee Dennis-LaVigne, the minutes of the August 4, 2009 meeting were approved as circulated.

Provost Nicholls introduced ***Action Item #2, Approval of a Graduate Certificate in College Instruction.*** The proposed 9-credit graduate certificate in College Instruction is intended to address the need for doctoral students who aspire to work as faculty in the Academy. Until now, it has been difficult to document whatever skills students may have acquired during their time at UConn. There are few opportunities for graduates across the campuses to gain teaching instruction, classroom management, techniques using technology, assessment and evaluation, and other pedagogical best-practice expertise. The objectives of this program are to deliver and document such skills in both a theoretical and pragmatic concept. Trustee Colon stated that he is very excited for a program such as this to become available to students. On a motion by Chairman Jacobs, seconded by Trustee Martinez, the Committee recommended the approval of a graduate certificate in College Instruction to the full Board for approval.

Provost Nicholls introduced ***Action Item #3, Approval of a Graduate Certificate in Adult Learning.*** The proposed 12-credit graduate certificate will be offered by the Adult Learning Program in the Department of Educational Leadership. The certificate meets the needs of students interested in expanding their preparation in and understanding of workplace and organizational learning. It is designed to address the needs and interests of professionals currently working in formal or informal learning environments, including schools, businesses, health centers, non-profits, educational or training sites, professional development offices, and continuing education programs and services. The certificate's curriculum is founded on the most current methodological, theoretical, and empirical contributions in adult learning and organizational development. Participants will develop skills in best practices for the design and facilitation of educational, training, professional development, or other workplace learning programs and services. Trustee Nayden asked Professor Sandy Bell, Associate Professor in Educational Leadership, what the student demand is for the program. Dr. Bell remarked that the program has approximately 16 enrollees, half of which are already enrolled in the Masters or PhD Adult Learning programs. On a motion by Chairman Jacobs, seconded by Trustee Colon, the Committee recommended the approval of a graduate certificate in Adult Learning to the full Board.

Provost Nicholls introduced ***Action Item #4, Discontinuation of BS in Risk Management and Insurance Major in the School of Business.*** The School of Business currently offers nine majors at the Storrs campus. A review of the degrees awarded to School of Business students from 1994 through 2008 showed that an extremely low number of students graduate with the Risk Management and Insurance major. During this 15 year period the largest number of students graduating in any year with this major was 5, and the average graduation for this degree is less than 3 students per year. Only one student applied for a Risk Management and Insurance major for the May 2009 commencement. Due to

resource constraints, the School of Business has not had a full-time faculty member devoted to insurance for a number of years, and course substitutions are granted to allow students to complete degree requirements in a timely fashion. However, the insurance courses that are offered have strong enrollments. Most students who are interested in insurance declare a finance degree, and fulfill their interest through insurance electives. Additionally, when asked about hiring, several insurance companies indicated that they preferred students who have a finance degree so that they are well trained in basic financial concepts and models. Therefore, the School administration requests that the Risk Management and Insurance major be eliminated. On a motion by Chairman Jacobs, seconded by Trustee Martinez, the Committee recommended the discontinuation of the BS in Risk Management and Insurance Major in the School of Business.

Provost Nicholls introduced ***Informational Item #5, Renaming the CT Global Fuel Cell Center to the Center for Clean Energy Engineering in the School of Engineering.*** The CT Global Fuel Cell Center (CGFCC) was started in 2001 with financial support from the CT Clean Energy Fund. The current name of CGFCC restricts engagement and participation in broad areas of sustainable energy (such as wind and solar energy, energy storage, smartgrids, etc) due to the perception of the strong emphasis on fuel cells. The proposal to change the name of CGFCC to the Center for Clean Energy Engineering (C2E2) was approved by the CGFCC Board and the CT Clean Energy Fund Board. The name change and the attendant emphasis on a broader scope of sustainable and renewable energy research, training, and outreach activities will benefit the School of Engineering, the University of Connecticut and the region.

Provost Nicholls introduced ***Informational Item #6, Brief Update on Academic Plan Goal 1, Undergraduate Education.*** Provost Nicholls remarked he would update the Board on the metrics for Goal 1, Undergraduate Education. The metrics for this goal show improvements in numerous categories:

- Average Freshman SAT (Math and Verbal)
- Students in top-10% of high school graduating class
- 6-Year graduation rate
- First-year retention rate
- Study abroad participation
- Undergraduate credit hours per faculty
- Classes with less than 20 students
- Students entering the Honors program annually
- Students participating in internships annually
- First-year students participating in Living & Learning Communities

Provost Nicholls remarked he would continue to update the Board on goals of the Academic Plan at future Board of Trustees Academic Affairs Committee meetings. Trustee Martinez asked Dr. Nicholls how the University could move forward in its ranking, to which Provost Nicholls replied that the University is competing with the finest institutions in the country, yet that there has been a significant gain at UConn this last year in the reputation measurement metric as used by the *US News and World Report*.

Provost Nicholls introduced Dr. Catherine Ross, Associate Director, Institute for Teaching and Learning. Dr. Ross thanked the Committee for the opportunity to provide the Board with information on best practice in the International Teaching Assistant program. The program was created in 1998 to serve Undergraduate Education based on complaints from parents and students to improve the quality of

education students receive in the classroom. Approximately 1,500 teaching assistants run laboratories, lead discussions, and become instructors of record each semester.

Prospective teaching assistants must pass an English proficiency test regardless of citizenship or visa status. If students do not meet the English proficiency requirement, they cannot be in the classroom. Dr. Ross' office provides classes for those students that need to improve their oral English proficiency, and works very closely with students as well as departments to be sure that student needs are being met.

There being no further items on the agenda, the meeting adjourned at 1:40 p.m.

Respectfully submitted,

Catherine Dunnack
Committee Secretary

**REPORT ON THE UNIVERSITY OF CONNECTICUT'S
COMPLIANCE WITH PUBLIC ACT 07-166 (Section 12)
FACULTY CONSULTING PROGRAM
February 1, 2010
Report Issued by the Faculty Consulting Oversight Committee**

SUMMARY

Pursuant to a change in the Connecticut State Statutes and action by the University of Connecticut Board of Trustees, new policies and procedures for approving consulting activities for the Faculty and members of the AAUP bargaining unit were implemented in December 2007. Faculty Consulting Offices (FCOs) were established for Storrs+ and UCHC and have provided an extensive amount of training to those who consult and for those who must participate in the consulting approval process, such as department heads and deans. A University-wide Consulting Management Committee (CMC) was convened to provide recommendations regarding the identification and management of potential Conflicts of Interest arising from consulting activities.

As required by PA 07-166, the Faculty Consulting Oversight Committee was convened including members appointed by the Legislature/Executive branch and from the Citizens' Ethics Advisory Board. This Committee has met four times to review the implementation of the consulting program and to review the semi-annual audits of the program conducted by the University's Office of Audit, Compliance and Ethics.

Implementing this program required development of policies, procedures, forms and databases; identification and training of staff; and awareness and training of faculty, department heads, and deans. The Office of Audit, Compliance and Ethics has carried out semi-annual audits as required and as expected have identified areas in which clarifications and improvements have been recommended. The University is addressing each of the issues raised in a timely and appropriate manner.

The Faculty Consulting Oversight Committee has determined that the University of Connecticut is complying with PA 07-166. The oversight required by the Act, including the Faculty Consulting Oversight Committee itself and the audits, has and should continue to enable ongoing review and improvement of the program. To date, the program, its policies, procedures, and implementation has resulted in a system that pro-actively identifies and manages potential conflicts of interest. It should be noted that an individual who does not participate with the program is subject to sanctions by the University and may also be subject to additional sanctions by the Office of State Ethics.

BACKGROUND

Public Act (PA) 07-166 (Section 12), approved on June 19, 2007, created a carve-out from the portion of the State Ethics Code dealing with consulting. Participating in appropriate consulting activities is viewed as being mutually beneficial for the University and its faculty and the intent of the Act is to enable such activities.

This carve-out applies to faculty and members of the faculty bargaining unit (herein fore referenced as “faculty”) of a constituent unit of the State system of higher education. In the context of the Act, “consulting” represents situations in which faculty are compensated for services rendered while not acting as a State employee. The request to consult must be based on the faculty member’s expertise in a field or prominence in such field and not due to the State position held. Faculty must receive prior approval before such consulting begins. It should be noted that no other State agency requires prior approval or any such mandated disclosure of outside employment activities.

The Act transfers final authority for approval of such activities to the University and it allows management plans to be implemented for addressing perceived conflicts of interest. Specifically, the legislation allowed these individuals to enter into a consulting agreement with a public or private entity, provided such agreement or project does not conflict with the individual’s employment as determined by policies established by the Board of Trustees for such constituent unit.

This carve-out from the State Ethics Code is predicated on a set of requirements being met including significant institutional oversight. The University of Connecticut Board of Trustees (BOT) approved the University’s “Policy on Consulting for Faculty and Members of the Faculty Bargaining Unit,” including operational procedures for implementation, on September 25, 2007. The Policy and Procedures define a consistent set of rules for consulting for all the faculty of the University. The implementation procedures were subsequently amended on December 4, 2007 to allow for fast track processing of a certain class of activities generally referred to as “academic activities” where remuneration does not exceed \$500.

The new consulting system became fully operational on December 15, 2007 (the University’s policies, procedures and request form may be found at consulting.uconn.edu). Since that time, both the Storrs Campus and the Health Center have each established a Faculty Consulting Office (FCO) with reporting lines and staffing. Usage data systems have been developed by each FCO. Further, both campuses have developed on-line and live training programs. In the first year of implementation, twenty-five (25) group sessions have been given at the Health Center and sixteen (16) such sessions have been given at the Storrs Campus. In addition, on both campuses, many additional training sessions have been given at the invitation of schools and departments, or to individual faculty.

Requests to consult must be reviewed and approved by the faculty members’ department head, dean, and the provost’s designees (one for each campus). Consulting may not negatively impact the faculty member’s ability to fully and satisfactorily address their assigned job duties. At the end of the fiscal year, each faculty member must submit a reconciliation report indicating variances from the requested time spent consulting during the normal work time and confirming any and all appropriate reimbursements for use of University resources, if any.

If a faculty member does not adhere to the provisions described in the Act or the University’s Consulting Policy and Procedures, the Office of State Ethics will retain jurisdiction over the activity and have the responsibility for determining whether it complies with the State Code of Ethics and whether sanctions should be imposed. Violations of the University’s Consulting Policy and Procedures will in addition be subject to sanctions issued by the University which may result in termination.

CONSULTING MANAGEMENT COMMITTEE (CMC)

As required by the implementation procedures, President Hogan appointed the University's Consulting Management Committee (CMC) on December 10, 2007. The CMC is authorized to review and recommend disposition of certain consulting situations that do not have obvious resolution. The CMC also offers input on unforeseen situations put before it that may arise as a result of consulting activities. To date, the CMC provided advice to the directors of the Faculty Consulting Offices on an ad hoc basis, and also reviewed ten general situations resulting in formal position papers. For example, based on one position paper, participation in promotional presentations with pharmaceutical companies has been banned.

SEMIANNUAL AUDITS

As required in PA 07-166, the University's Office of Audit, Compliance and Ethics has conducted and finalized two audits to date with the data collection of the third audit underway. Per standard practice, management has had the opportunity to provide responses to each audit finding and recommendation.

The audits for the period of time of inception of the program through June 30, 2008 and July 1, 2008 through December 31, 2008 have been reviewed by the Board of Trustees Joint Audit and Compliance Committees (members of the committee come from the Board of Trustees and the University of Connecticut Health Center's Board of Directors) and the External Oversight Committee (see below).

FACULTY CONSULTING OVERSIGHT COMMITTEE

As required in PA 07-166, in spring 2009 the Faculty Consulting Oversight committee was convened to review the University's compliance with PA 07-166, and to file annual reports regarding such compliance with the University's Board of Trustees and to the Legislature. This document is the first of such reports. The Committee's responsibility is to ensure that the University complies with the provisions of the Act and the University's policies and procedures on consulting. It may also make recommendation for improvements to the consulting program.

The membership of the Faculty Consulting Oversight Committee is:

Name	Background
Archambault Jr., F.	Professor Emeritus ¹
Clemons, T.	Former Legislator
Dennis-Lavigne A.	Member, Board of Trustees
Freedman, J. (chair)	Former Legislator
Lowe, C.	Department Head, Psychology
McFadden, P.	Professor Emeritus
Bull, N.	Vice Provost
Pawelkiewicz, W.	Former Legislator
Riley, D.	Member, Citizens' Ethics Advisory Board

¹ Since being appointed to the Oversight Committee, Mr. Archambault has been elected to the University of Connecticut Board of Trustees (alumnae representative.)

The Committee met on May 19, 2009, November 13, 2009, January 5, 2010 and January 12, 2010. It has reviewed the first two final audit reports and the first two annual reports of the Faculty Consulting Offices (the first report was only for a six month period.)

The Committee believes the program was effectively initiated and through on-going revisions has been improved. In fact, in many regards the program is more rigorous than how consulting is handled for other State employees not covered by PA 07-166, especially through the requirement for approval prior to the consulting activities taking place.

The audits have led to improvements to the Consulting Program including revisions to the consulting request form; enhancements to the training program; clarification of definitions used in the formal Consulting Policy and Procedures; and modifications to ensure complete compliance with PA 07-166.

The initial implementation of the consulting program, both in terms of logistics and compliance, has met initial expectations. There have been areas of different interpretations regarding the requirements of PA 07-166 and the University's Policy and Procedures. The audit processes in place appear to be working to identify such areas and to report them to senior management and to the Faculty Consulting Oversight Committee. Management has demonstrated its willingness to address the audit findings in a timely manner. Management appears to be keenly aware of the need to fully comply with PA 07-166, but that as a new program, this is a work in progress that requires monitoring and revision as necessary.

VOLUME OF CONSULTING ACTIVITIES

In the first six months of operation in FY '08, the Faculty Consulting Office on the Storrs Campus received 784 requests to consult from 402 individuals. The Health Center's office received 361 requests from 123 individuals. At the end of the fiscal year, each faculty member is required to complete a reconciliation form to ensure that the consulting that actually took place was within the parameters approved prior to the activity taking place. Both campuses had over a 99% response rates with the required reconciliation reports from those individuals who had filed requests to consult.

In FY '09, the first full year of operations, the Faculty Consulting Office on the Storrs Campus received 1,374 requests to consult from 517 individuals. The Health Center's office received 790 requests from 171 individuals. Both campuses had over a 99% response rates with the required reconciliation reports from those individuals who had filed requests to consult.

THE UNIVERSITY OF CONNECTICUT CONSULTING PROGRAM FY 2009 ANNUAL REPORT

SUMMARY

FY '09 represented the first full year of operation of the University's new consulting program that was implemented in mid FY '08¹. As such, the volume of requests handled by the Faculty Consulting Offices (FCO) on both campuses increased significantly.

While the lion's share of work in starting up the program occurred in FY '08, the need for operational improvements was identified and implemented in FY '09 as well. In addition, changes to the Program were made in response to the first audit that was released in November 2008. These changes were implemented in January 2009 and included:

- New data requirements for the request form.
- The development and publication of a sanctions policy.
- New practices to ensure approvals were obtained at least one day prior to the consulting activity taking place.

As mandated by legislation, the Faculty Consulting Oversight Committee (including a member of the Citizen's Ethics Advisory Board and members appointed by the Legislature) was convened for the first time in the spring of 2009. The members were fully briefed on the program and appeared quite satisfied with it to date. The Committee met again in the Fall of 2009 and twice in January 2010 to review this annual report and the auditors' second report (for 7/1/08 – 12/31/08). Again, the members of the Faculty Consulting Oversight Committee appeared quite satisfied with the operations of the program to date. This Committee will issue its first report to the Board of Trustees and to the Legislature in February 2010.

CONSULTING MANAGEMENT COMMITTEE

The Consulting Management Committee issued four major rulings in FY 09 which concerned:

- Under what conditions faculty with unique and specialized knowledge may provide such knowledge to purchasing committees despite engaging in consulting activities with potential vendors.
- Under what conditions faculty may be compensated to provide their professional opinions on surveys.
- Prohibiting faculty from being paid to participate in promotional presentations sponsored by industry.
- Recognizing the unique situation of faculty who work for the University less than 50% time and therefore revising the University's Policy and Procedures on Consulting to better accommodate such situations. These recommended revisions will be presented to the Board of Trustees in February 2010.

¹ A full description of the origins of this new system was provided in the FY 08 Annual Report of the University's Consulting Program.

PERFORMANCE NUMBERS-STORRS CAMPUS+

The Faculty Consulting Office (FCO) on the Storrs Campus received 1,374 consulting forms from 517 individuals of 33% of those eligible to consult² (Table 1). Of these, 1,315 were approved (95.7% of the total), 41 (3.0%) were withdrawn and 18 (1.3%) were denied.

All data were analyzed using the information submitted on the FY09 Annual Reconciliation Report. Reconciliation reports were received from 99% of those who engaged in consulting activities. The remaining 1% is comprised of faculty members that did not complete a report because they are no longer employed by UConn or are deceased.

Of the 1,315 approved activities, 1,212 took place (92.2%), 89 (6.8%) were cancelled, 2 (.1%) were determined to be duplicate requests. There were 413 individual faculty members who performed at least one consulting activity during the fiscal year.

Number of Days

The mean amount of time spent consulting during normal work time for this group during this period was 6.54, with a median number of 3.0 (Table 2). One third of the faculty who consulted used one or only part of a normal work day.

Fifty-eight faculty members (12.03% of those who consulted) indicated on their reconciliation reports that they used more time during the normal work hours than originally estimated (Table 3). The maximum number of additional days was 17 with a mean of 2.36 days and a median of 1.0 day. Of these, only one was deemed to be material in the overage and appropriate actions have been taken.

PERFORMANCE NUMBERS-UCHC CAMPUS

The FCO on the UCHC Campus received 790 Consulting Forms from 171 individuals or 29% of those eligible to consult³ (Table 4). Of these, 758 were approved (95.9% of the total), 25 (3.2%) were withdrawn and 7 (.9%) were denied.

Reconciliation reports were received from 100% of those who engaged in consulting activities. Of the 758 approved activities, 697 took place (89.6%), 66 (8.7%) were cancelled, 10 (1.3%) were carried out as State employees and therefore, not consulting, and 3 (.4%) were determined to be duplicate requests. There were 165 unique faculty members who performed at least one consulting activity during the fiscal year.

² The total number eligible faculty was obtained from the UConn 2009 Fact Sheet.

³ The total number of eligible faculty was obtained from the Department of Human Resources.

Number of Days

The mean amount of time spent consulting during normal work time was 4.9 days with a median of 2.4 days (Table 5). One third of the faculty who consulted used one or less normal work days. The maximum number of days used during normal work time was 28 days, far below the Provost's maximum of an average of one day per week during normal work hours.

Twenty-two faculty members (13.3% of those who consulted) indicated on their reconciliation reports that they use more time during the normal work hours than originally estimated (Table 6). The maximum number of additional days was 6.7 with a mean of 1.9 days and a median of 1.0 days. Of these, four were deemed to be material in the overage and appropriate actions have been taken.

AUDIT FINDINGS

By State statute, the consulting program must be audited twice a year by the Office of Audit, Compliance and Ethics. The second audit covered the period of time from July 1, 2008 to December 31, 2008. The final draft report was issued in October 2009. The 3rd audit for January 1, 2009 – June 30, 2009 (the second half of FY 09) is underway.

The main focus of the second audit dealt with the procedures employed currently by departments in their approval process of faculty requests to consult. A number of issues were raised and management agreed to:

- Revise the Consulting Policy and Procedures to clarify the definition of “normal work time” and how it applies to the Provost’s “one-day-a-week” rule.
- Revise the request form, reconciliation form and/or Consulting Procedures to ensure consistency and that sufficient information is provided when approval are being solicited.
- Provide additional training to department heads regarding their handling of requests to consult.

ISSUES FOR FY '10

- The volume of request forms has increased significantly, and the ability of the existing staff to handle them efficiently will be carefully monitored.
- Implementation of the auditors' recommendations and other revisions to the Consulting Policy and Procedures will require a substantial new training effort.
- Feedback will be received for the first time as required reports will be presented to the Joint Audit and Compliance Committee (JACC) of the Board of Trustees, the full Board of Trustees, and the Faculty Consulting Oversight Committee.

I. Krisst
S. Wetstone
1/11/10

Table 1 – Storrs Requests to Consult

Requests		Total	ATHL	BUS	CANR	CLAS	ED	ENG	FA	GRAD	LAW	NURS	PHARM	SW	Other
#		1374	39	89	67	436	243	72	168	5	39	36	127	40	13
%			3%	6%	5%	32%	18%	5%	12%	0%	3%	3%	9%	3%	1%

Unique Faculty		Total	ATHL	BUS	CANR	CLAS	ED	ENG	FA	GRAD	LAW	NURS	PHARM	SW	Other
#		517	17	28	28	213	63	43	33	2	14	14	29	22	11
%			3.3%	5.4%	5.4%	41.2%	12.2%	8.3%	6.4%	0.4%	2.7%	2.7%	5.6%	4.3%	2.1%

Requests/faculty		Total	ATHL	BUS	CANR	CLAS	ED	ENG	FA	GRAD	LAW	NURS	PHARM	SW	Other
mean		2.66	2.29	3.18	2.39	2.05	3.86	1.67	5.09	2.50	2.79	2.57	4.38	1.82	1.18
median		2.00	1.00	1.50	2.00	1.00	2.00	1.00	2.00	2.50	1.50	1.50	3.00	1.00	1.00
10 or more requests		20	1	2	1	4	4	-	3	-	2	1	2	-	-

DEFINITIONS:

*STORRS CAMPUS: includes Storrs and Regional campuses, School of Social Work and School of Law

SCHOOL/COLLEGE/UNIT

ATHL	Athletics	GRAD	Vice President Research & Graduate Education
BUS	Business	LAW	School of Law
CANR	Agriculture and Natural Resources	NURS	Nursing
CLAS	Liberal Arts & Sciences	PHARM	Pharmacy
ED	Education	SW	School of Social Work
ENG	Engineering		Center for Continuing Studies; Ctr Under Grd
	Fine	OTHER	Ed;
FA	Arts		Library; OMIA; Prov & Exvp Acad
			Affairs

Table 2 – Storrs Consulting Requests for Time During Normal Work Hours

Days/faculty	Total	ATHL	BUS	CANR	CLAS	ED	ENG	FA	GRAD	LAW	NURS	PHARM	SW	Other
mean	6.54	4.31	9.26	6.65	4.30	8.82	11.47	6.12	4.50	4.31	10.96	6.95	8.13	9.95
median	3.00	2.00	6.00	3.00	2.00	6.00	6.50	2.00	4.50	2.00	3.00	3.25	2.00	4.75
10 or more	102	2	8	7	23	21	18	6	0	1	4	5	3	4

DEFINITIONS:

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SCHOOL/COLLEGE/UNIT

ATHL	Athletics	GRAD	Vice President Research & Graduate Education
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ED	Education	SW	School of Social Work
ENG	Engineering	OTHER	Center for Continuing Studies; Ctr Under Grd
	Fine		Ed;
FA	Arts		Library; OMIA; Prov & Exvp Acad
			Affairs

Table 3 – Storrs Reconciliation Report Variances for Time During Normal Work Hours

Effort During Normal Work Days	
# of faculty with extra days	58
% of faculty with extra days	(12.03%)
min	0.10
max	17.00
# with a material impact	1

Table 4 – UCHC Requests to Consult

Requests	Total	SoDM	SoM
#	790	104	686
%		19.3%	80.7%
Individual faculty	Total	SoDM	SoM
#	171	33	138
%		13.2%	86.8%
Requests/faculty	Total	SoDM	SoM
mean	4.62	3.15	4.97
median	3.00	3.00	3.00
10 or more requests	22	1	21

Table 5 – UCHC Consulting Time Performed During Normal Work Hours

Days/faculty	Total	SoDM	SoM
mean	4.9	4.9	4.8
median	2.4	3.5	2.4
10 or more	26	4	22

Table 6 – UCHC Reconciliation Report Variances for Time During Normal Work Hours

Effort During Normal Work Days	
# with extra days (%)	22 (13.3%)
min	0.2
max	6.7
# with a material impact	4

CONSTRUCTION PROJECTS STATUS REPORT
BOARD OF TRUSTEES MEETING - February 18, 2010

Project Name by Construction Phase		Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Planning Budget Phase									
Storrs & Regional Campuses	Atwater Exterior Window Replacement	901397	\$650,000	\$13,413	P	UConn 2000 Phase III - DM	09/23/08	2011	0%
	Backfeed Loop - North Eagleville to Parking Garage to Storrs Road	901416	\$700,000	\$264,845	P	UConn 2000 Phase III - DM	09/23/08	2010	0%
	Benton State Art Museum Addition - Mechanical System Improvements	901545	\$1,700,000	\$0	P	UConn 2000 PHASE III	08/04/09	2010	0%
	Biobehavioral Complex Replacement (Renovation)	901380	\$2,000,000	\$59,758	P	UConn 2000 Phase III	06/24/08	2011	0%
	Bishop Renovation - Phase I	901387	\$6,000,000	\$0	P	UConn 2000 Phase III	09/23/08	2011	0%
	Budds Building Window Replacement	901377	\$650,000	\$11,871	P	UConn 2000 Phase III - DM	06/24/08	2011	0%
	Castleman Building Drainage Repair	901289	\$500,000	\$50,500	P	UConn 2000 Phase III - DM	09/25/07	2010	0%
	Fine Arts Phase II - Core Building	901567	\$1,200,000	\$0	P	UConn 2000 Phase III	02/18/10 Pending	2013	0%
	Historic House Renovations	901432	\$1,400,000	\$12,474	P	UConn 2000 Phase III - DM	09/23/08	2012	0%
	Intramural, Recreational & Intercollegiate Facilities - Recreation Center	901332	\$3,300,000	\$236,747	P	UConn 2000 Phase III (\$3M) University Operating Funds (\$300K)	06/24/08	2012	0%
	Jorgensen Renovation - Auditorium Seating Seating Replacement	901553	\$2,100,000	\$0	P	UConn 2000 Phase III - DM (\$100K) University Operating Funds (\$2M)	02/18/10 Pending	11/2010	0%
	Koons Hall Renovation/Addition - Windows, Façade & Mechanical	901379	\$1,000,000	\$77,585	P	UConn 2000 Phase III	06/24/08	2010	0%
	Mansfield Training School Improvements - Existing Condition Survey & Master Planning (Bldgs & Infrastructure)	901370	\$600,000	\$376,617	P	UConn 2000 Phase III	06/24/08	2010	0%
	Mansfield Training School Improvements (Phase II) - Longley Renovations	901281	\$1,000,000	\$13,931	P	UConn 2000 Phase III	09/25/07	2010	0%
	Mirror Lake Dredging and Related Improvements	901392	\$3,500,000	\$0	P	UConn 2000 Phase III - DM (\$210K) University Operating Funds (\$3.29M)	02/18/10 Pending	12/2010	0%
	Psychology Building Renovation / Addition	901388	\$20,000,000	\$482,940	P	UConn 2000 Phase III	09/23/08	2013	0%
	Security Upgrades Hilltop Apartments	201505	\$800,000	\$35,902	P	Department Funds	06/23/09	2010	0%
	Student Union Quadrangle Site Work and Landscape - Phase II	901440	\$1,000,000	\$133,141	P	UConn 2000 Phase III - DM	09/23/08	2011	0%
	Support Facility (Architectural and Engineering Services)	901390	\$500,000	\$0	P	UConn 2000 Phase III	09/23/08	2010	0%
	Torrington Campus Improvements - Phase I	901375	\$500,000	\$83,613	P	UConn 2000 Phase III - DM	06/24/08	2010	0%
	West Hartford Campus Renovations/ Improvements - Chemistry Lab	901569	\$1,260,000	\$0	P	UConn 2000 Phase III	02/18/10 Pending	2010	0%
	West Hartford Campus Renovations/ Improvement - Student Lounge and Office Relocation	901568	\$825,000	\$0	P	UConn 2000 Phase III	02/18/10 Pending	2011	0%
	Young Building Renovation/Addition	901373	\$10,000,000	\$524	P	UConn 2000 Phase III	06/24/08	2012	0%

	Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete	
Storrs & Regional Campuses	Revised Planning Budget Phase									
	Avery Point Campus Undergraduate & Library Bldg - Phase I	901278	\$6,800,000	\$836	P-\$9.3M RP-\$6.8M	UCONN 2000 Phase III	06/24/08 06/23/09	2012	0%	
	Engineering Building - Planning & Design	901376	\$2,000,000	\$388,912	P-\$1M RP-\$2.0M	UCONN 2000 Phase III	06/24/08 02/18/10 Pending	2013	0%	
	Fine Arts Phase II - Master Plan	901369	\$1,050,000	\$341,572	P-\$1.5M RP-\$1.05M	UCONN 2000 Phase III	06/24/08 08/04/09	2009	0%	
	Floriculture Greenhouse	901367	\$5,000,000	\$400,499	P-\$3.0M RP-\$5.0M	UCONN 2000 Phase III	06/24/08 09/22/09	2011	0%	
	Gant Building Renovations - Phase I (Assessment & Design)	901374	\$1,310,000	\$256,123	P-\$440K RP-\$1.31M	UCONN 2000 Phase III	11/23/09 02/18/10 Pending	2011	0%	
	Gulley Hall Drainage	901407	\$400,000	\$41,945	P-\$700K RP-\$400K	UCONN 2000 Phase III - DM	09/23/08 06/23/09	2010	0%	
	Old Central Warehouse	901266	\$10,000,000	\$125,745	P-\$18M RP-\$10M	UCONN 2000 Phase III	08/01/07 06/24/08	2011	0%	
	South Campus Express Line Modifications (Water Distribution)	901316	\$500,000	\$33,126	P RP	UCONN 2000 Phase III	09/23/08 09/22/09	2010	0%	
	Storrs Hall Addition	901265	\$14,000,000	\$541,269	P-\$7M RP-\$14M	UCONN 2000 Phase III	08/01/07 06/23/09	2012	0%	
	Torrey Renovation Completion & Biology Expansion	900705	\$125,000,000	\$866,077	P-\$44.3M RP-\$125M	UCONN 2000 Phase III	08/01/07 06/24/08	2016	0%	
	West Hartford Campus Renovations/ Improvements - Electrical Switchgear Replacement	901286	\$800,000	\$9,575	P -\$550K RP-\$800K	UCONN 2000 Phase III	09/25/07 06/23/09	2010	0%	
	Design Budget Phase									
	Mansfield Road Realignment	901206	\$2,000,000	\$163,352	P-\$700K Operating Funds (\$1.9M) D-\$2.0M UCONN 2000 Phase III - DM (\$100K)		09/25/07 11/05/09	2010	0%	
	Mansfield Training School Improvements (Phase II) - Merritt Building	901213	\$3,250,000	\$230,956	P-\$3.0M UCONN 2000 Phase III RP-\$2.5M D-\$3.3M		09/24/06 09/25/07 06/24/08	2010	0%	
	New 16" Water Main - Towers to Glenbrook and North Eagleville	901422	\$1,060,000	\$110,394	P D	UCONN 2000 Phase III - DM	09/23/08 08/04/09	2010	0%	
	Residential Life Facilities - Hale and Ellsworth Elevator Replacement	201511	\$2,140,000	\$35,902	P-\$1.6M Departmental Funds D-\$2.14M		11/05/09 02/18/10 Pending	2010	0%	
	South Garage Slope & Ramp Repair	901178	\$607,200	\$105,550	P-\$600.0K UCONN 2000 Phase III - DM D-\$607.2K		03/13/07 04/21/09	2010	0%	
	Steam and Condensate Distribution System Improvements - Phase I ^E	901317 901372 901421	\$5,525,000	\$622,007	RP D		UCONN 2000 Phase III	02/10/09 04/21/09	2010	0%
	Tie In Drum Heater on Boilers at CUP (Central Utility Plant)	901319	\$600,000	\$21,006	P D		UCONN 2000 Phase III - DM	09/25/07 02/27/08	2010	0%
	Water Reclamation Facility (formerly Gray Water Facility)	901229	\$28,951,000	\$1,609,705	P-\$1.4M UCONN 2000 Phase III - DM RP-\$28.6M Plant Funds D-\$28.9M		06/24/08 08/04/09 02/18/10 Pending	2010	0%	
Revised Design Budget Phase										
North Hillside Road Completion	900965	\$14,300,000	\$1,249,513	D-\$11.5M UCONN 2000 Phase III (\$8.2M) RD-\$11.5M Federal Funds (\$6.1M) RD-\$14.3M		08/02/05 11/15/05 06/24/08	2011	0%		

Project Name by Construction Phase		Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Final Budget Phase									
Storrs & Regional Campuses	Arjona and Monteith (New Classroom Buildings)	901126	\$95,000,000	\$36,463,381 ^(A)	P-\$86.1M R-\$95.0M D-\$95.0M F-\$95.0M	UCONN 2000 Phase III	09/26/06 06/24/08 08/04/09 09/22/09	2011-West 2013-East	2% 0%
	Aquatics Facility - Renovations to Atwater Pathobiology Building	201441	\$1,200,000	\$1,027,741	P F	Research Funds	04/15/08 06/24/08	2010	99%
	Avery Point Campus Undergraduate & Library Bldg - Roof and Exterior Building Envelope and Masonry Repairs	901525	\$573,000	\$457,663	P F	UCONN 2000 Phase III	06/23/09 08/04/09	2010	95%
	Beach Hall Renovations - Phase I	901273	\$1,500,000	\$609,085	P-\$2.5M D-\$3.5M F-\$1.5M	UCONN 2000 Phase III	09/25/07 06/24/08 04/21/09	2010	95%
	Benton State Art Museum Addition	901263	\$1,700,000	\$1,111,448	P D RD F	UCONN 2000 Phase III	08/01/07 06/24/08 01/12/09 04/21/09	2010	85%
	Compost Facility	901268	\$670,000	\$625,162	P-\$600K D-\$670K F-\$670K	UCONN 2000 Phase III - DM	08/01/07 04/21/09 06/23/09	2010	50%
	Family Studies Renovations - Elevator Replacement	901365	\$787,500	\$651,510	P-\$800K RP-\$1.3M D-\$787.5K F-\$787.5K	UCONN 2000 Phase III	03/13/07 06/24/08 01/12/09 03/10/09	2010	99%
	Farm Buildings Repairs/Replacement - Roof, Façade & Other Repairs	901366	\$2,000,000	\$1,035,784	P F	UCONN 2000 Phase III	06/24/08 09/23/08	2010	98%
	Filter Press, Installation	901368	\$850,000	\$54,800	P-\$500K D-\$850K F-\$850K	UCONN 2000 Phase III - DM	06/24/08 04/21/09 06/23/09	2010	5%
	Fine Arts Phase II - Photo Lab Ventilation Improvements	901544	\$700,000	\$45,614	P D F	UCONN 2000 Phase III	08/04/09 09/22/09 11/05/09	2010	0%
	Gant Building Renovations - Phase I (Roof)	901562	\$560,000	\$358,037	P-\$8.0M D-\$1.0M F-\$\$.560M	UCONN 2000 Phase III	06/24/08 04/21/09 11/05/09	2010	0%
	Gant IMS Fire Alarm Replacement	201502	\$1,122,000	\$769,635	F	University Plant Funds	06/23/09	2010	50%
	Gentry Completion	901280	\$10,000,000	\$9,463,422	P F	UCONN 2000 Phase III	09/25/07 04/21/09	2010	95%
	Hawley Armory Façade and Interior Repairs	901182	\$2,720,000	\$2,203,998	P-\$2.6M D-\$2.7M F-\$2.7M	UCONN 2000 Phase III - DM	06/19/07 08/01/07 04/15/08	2010	99%
	Jorgensen Fire Alarm Replacement	901506	\$825,000	\$465,658	F	UCONN 2000 Phase III	04/21/09	2010	85%
	Jorgensen Renovation - Phase I	901274	\$1,375,000	\$887,309	P-\$1.6M D-\$2.2M F-\$1.375M	UCONN 2000 Phase III	09/25/07 06/24/08 04/21/09	2010	90%
	Meter Installation - Multiple Locations (Phase II)	901326	\$600,000	\$504,327	P D F	UCONN 2000 Phase III - DM	09/25/07 12/07/07 01/22/08	2010	80%
	Meter Installation - Multiple Locations (Phase III)	901371	\$600,000	\$9,350	P D F	UCONN 2000 Phase III - DM	06/24/08 09/23/08 06/23/09	2011	1%

	Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Storrs & Regional Campuses	Final Budget Phase (Continued)								
	OSFM Legacy Code Remediation	901259	\$8,550,000	\$987,938	P-\$680K D-\$1.190M F-\$8.550M	UCONN 2000 Phase III - DM University Plant Funds	09/23/08 04/21/09 06/23/09	2011	0%
	Phase I of the Fire Alarm Upgrade Project	901174	\$2,300,000	\$2,014,032	F	UCONN 2000 Phase III - DM (\$1.7M) Departmental Funds (\$.6M)	06/20/06	2010	99%
	Public Safety Security Garage and Storage Facility	901384	\$568,311	\$459,004	F	UCONN 2000 Phase III - DM	06/23/09	2010	85%
	Psychology Fire Alarm Replacement	201495	\$506,000	\$393,713	F	University Plant Funds	06/23/09	2010	5%
	Recreational Sport Field Repair / Replacement Depot Campus	201439	\$867,900	\$805,209	D F	Departmental Funds	11/18/08 03/10/09	2010	95%
	Replacement of Chemical House (Well Water Treatment Facility)	901320	\$3,500,000	\$225,051	P D F	UCONN 2000 Phase III - DM	09/25/07 01/12/09 11/05/09	2010	0%
	Replacement of Two Water Towers	901311	\$2,500,000	\$1,902,855	P-\$2.0M	UCONN 2000 Phase III - DM	09/25/07	2010	0%
	Residential Life Facilities - Masonry Repairs Holcomb, Whitney, Sprague	901471	\$775,000	\$482,081	P-\$675K D-\$675K F-\$675K RF-\$775K	UCONN 2000 Phase III Departmental Funds	11/18/08 04/21/09 06/23/09 11/05/09	2010	90%
	Residential Life Facilities - Window Replacement Graduate Residence Halls	201524	\$2,300,000	\$85,386	P D F	Department Funds	09/22/09 11/05/09 02/18/10 Pending	2010	0%
	Residential Life Facilities - Window Replacement Project for Holcomb, Whitney and Sprague	901450	\$2,000,000	\$1,526,254	P-\$3.0M F-\$2.0M	UCONN 2000 Phase III Departmental Funds	09/23/08 06/23/09	2010	30%
	Torrey Life Sciences Fire Alarm Replacement	201503	\$547,000	\$385,693	F	University Operating Funds	06/23/09	2010	95%
	Waterbury Downtown Campus - Courtyard Landscaping and Artwork	901179	\$800,000	\$284,963	D F	UCONN 2000 Phase III Gifts	01/12/09 04/21/09	2010	0%
	West Hartford Campus Improvements - School of Social Work Building Envelope Repair	901524	\$1,000,000	\$71,998	P D F	UCONN 2000 Phase III	06/23/09 08/04/09 09/22/09	2010	5%
	Revised Final Budget Phase								
	Central Utility Plant Emergency Generator System	901197	\$2,000,000	\$1,489,861	P-\$750K D-\$750K RD-\$1.4M F-\$1.4M RF-\$2.0M	UCONN 2000 Phase III - DM	09/26/06 12/04/07 01/22/08 06/24/08 01/12/09	2010	95%
	Corrugated Stainless Steel Tubing (CSST) Gas Piping Replacement	901515	\$550,000	\$129,009	F RF	University Operating Funds Departmental Funds	04/21/09 06/26/09	2010	25%
	Residential Life Facilities-Sprinkler Installation & Miscellaneous Repairs at Northwood Apartment Complex	901283	\$3,000,000	\$1,744,037	P D F RF	UCONN 2000 Phase III Departmental Funds	09/25/07 06/24/08 04/21/09 06/23/09	2010	85%
	School of Engineering Renovations	901508	\$1,411,000	\$146,333	F RF	UCONN 2000 Phase III - DM (\$17.5K) Departmental Funds (\$17.5K) Eminent Faculty Funds (\$1.376M)	09/22/09 02/18/10 Pending	2010	15%
	Street Construction/Sidewalk Repairs and Related Improvements - Phase I	901318	\$2,600,000	\$2,195,772	F-\$1.0M RF-\$2.0M RF-\$2.6M	UCONN 2000 Phase III - DM	04/15/05 06/24/08 06/23/09	2010	85%
	Waterbury Campus Property Transfer (Old)	901097	\$1,180,000	\$799,616	F-\$725K	UCONN 2000 Phase II - DM	06/24/08	2010	90%
West Hartford Campus Renovations/Improvements - Phase Repairs	901285	\$1,500,000	\$967,667	P-\$1.5M F-\$1.5M RF-\$1.5M	UCONN 2000 Phase III	06/24/08 11/18/08 04/21/09	2010	50%	

	Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Storrs & Regional Campuses	Recently Completed Projects ⁽¹⁾								
	Atwater Pathobiology Fire Alarm Replacement	901514	\$510,000	\$302,464	F RF	UConn 2000 Phase III University Plant Funds	04/21/09 06/23/09	2009	100%
	Beach Hall Renovation of Rooms 245 and 246	901254	\$970,000	\$968,281	F-\$755K RF-\$930K RF-\$970K	UConn 2000 Phase III - DM (\$533K) University Operating Funds (\$440K)	09/23/08 01/12/09 09/22/09	2009	100%
	Code Safety Inspections-Summer 2007, Corrective Action	901262	\$2,200,000	\$2,117,897	F	UConn 2000 Phase III - DM	09/25/07	11/2008	100%
	Family Studies (DRM) Renovation - Window Replacement & Façade Repair	901293	\$2,193,240	\$1,883,547	P-\$500K RP-\$1.2M D-\$2.9M F-\$2.9M RF-\$2.2M	UConn 2000 Phase III	09/25/07 06/24/08 01/12/09 04/21/09 06/23/09	2009	100%
	Human Development Building Parking Lot Improvements	901378 901418	\$505,000	\$345,738	F	UConn 2000 Phase III - DM	06/23/09	2009	100%
	Landfill Closure	900748	\$28,123,049	\$27,955,249	D - \$25.3M F - \$27.9M RF-\$28.1M	UConn 2000 Phase I UConn 2000 Phase II UConn 2000 Phase III	09/20/05 04/11/06 06/23/09	2009	100%
	Law School Renovations/Improvements - Facade Restoration	901169	\$22,130,113	\$20,661,356	D-\$12.5M F-\$19.0M RF-\$19.9M RF-\$22.1M	UConn 2000 Phase III ^(B)	04/11/06 09/25/07 06/24/08 09/23/08	2009	100%
	Lightning and Grounding Protection for Hilltop Apartments and Charter Oak Suites	901350	\$715,000	\$324,357	F RF	UConn 2000 Phase III Departmental Funds	04/21/09 06/23/09	2009	100%
	OSFM Fine Arts Complex Code Correction	901175	\$957,738	\$772,779	F RF	UConn 2000 Phase III - DM University Plant Funds	01/12/09 06/23/09	2009	100%
	OSFM Law School Code Remediation - Hosmer (Chase) Hall	901249	\$590,000	\$532,128	F	UConn 2000 Phase III - DM	01/12/09	2009	100%
	Nayden Clinic Relocation	901166	\$892,000	\$843,669	P-\$650K D-\$650K F-\$667K RF-\$741K	UConn 2000 Phase III - DM	03/13/07 04/10/07 01/22/08 06/24/08	2009	100%
	Parking Garage Repair and Upgrade	901410	\$1,305,000	\$1,088,790	P D F	UConn 2000 Phase III - DM	09/23/08 02/10/09 04/21/09	2009	100%
	Residential Life Facilities - Shippee Hall Elevator Replacement	901449	\$600,000	\$532,857	P F	UConn 2000 Phase III	09/23/08 11/18/08	2009	100%
	Residential Life Facilities-Sprinkler Installation & Miscellaneous Repairs at Mansfield Apartment Complex	901284	\$4,000,000	\$1,841,299	P D F RF	UConn 2000 Phase III Departmental Funds	09/25/07 06/24/08 04/21/09 06/23/09	2009	100%
	SCADA (Supervisory Control and Data Analysis) System	901196	\$1,300,000	\$1,017,618	P D F	UConn 2000 Phase III - DM	09/25/07 12/04/07 01/22/08	2009	100%
	Torrington ADA Improvements	901201	\$650,000	\$609,575	P-\$.55M D-\$\$.65M F-\$\$.65M	UConn 2000 Phase III - DM	09/26/06 04/10/07 06/19/07	11/2008	100%
	Wilbur Cross Facade Repairs	901185	\$1,754,500	\$1,371,160	P D F	UConn 2000 Phase III - DM	06/19/07 08/01/07 04/15/08	2009	100%

	Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Health Center	Planning Budget Phase								
	CLAC Renovation	901133	\$14,000,000	\$943,724	P P	UCONN 2000 Phase III	(05/17/06)* 06/20/06	TBD	0%
	Chiller #2 Replacement	09-603.02	\$1,350,000	\$92,500	P P	UCONN 2000 Phase III - DM	(06/08/09)* 6/23/09	TBD	0%
	Dental School Renovation (Orthodontics Renovation)	901526	\$2,290,000	\$0	P	UCONN 2000 Phase III - \$1.8M Departmental Funds- \$454K	(01/07/10)* 02/18/10 Pending	10/2011	0%
	Main Building Exterior Façade Joint Sealant Replacement	08-603.01	\$3,300,000	\$62,366	P P	UCONN 2000 Phase III - DM	(06/09/08)* 06/24/08	TBD	0%
	Main Building Renovation ^D	901134; 901221	\$75,000,000	\$2,481,514	P P	UCONN 2000 Phase III	(05/17/06)* 06/20/06	TBD	0%
	Support Building Addition/Renovation	901327	\$7,800,000	\$85,979	P P	UCONN 2000 Phase III	(07/16/07)* 08/01/07	On Hold	0%
	Revised Planning Budget Phase								
	ASB Renovation to Medical Services Building	04006521	\$18,000,000	\$841,550	P-\$13.0M P-\$13.0M RP-\$18.0M RP-\$18.0M	UCHC Capital Budget	(10/31/05)* 11/15/05 (09/17/07)* 09/25/07	On Hold	0%
	Design Budget Phase								
	Academic Building (Bldg A) Roof Replacement	07-601.10	\$1,050,000	\$28,650	P-\$1.15M P-\$1.15M D-\$1.050M D-\$1.050M	UCONN 2000 Phase III - DM	(06/09/08)* 06/24/08 (06/08/09)* 06/23/09	On Hold	0%
	Datacenter Infrastructure Improvements, Phase 1	09-603.01	\$2,055,000	\$250,291	P-\$1.8M P-\$1.8M D-\$2.055M D-\$2.055M	UCONN 2000 Phase III - DM	(06/08/09)* 06/23/09 (01/07/10)* 02/18/10 Pending	TBD	0%
	Final Budget Phase								
	800 Mhz NMR Installation	08-014	\$2,990,000	\$85,300	P P RP-\$2.99M RP-\$2.99M D-\$2.99M D-\$2.99M F-\$2.90M F-\$2.90M	UCHC Capital Budget (\$.8M) Grants (\$2M)	(06/09/08)* 06/24/08 (03/08/09)* 03/10/09 (09/14/09)* 09/22/09 (11/02/09)* 11/05/09	04/2010	15%
	Dowling South Chiller Replacement	09-019	\$690,000	\$192,800	F	UCHC Capital Budget	(01/07/10)* 02/10/10 Pending	06/2010	0%
	Munson Road Renovation and Expanded Parking	05006770	\$4,350,000	\$4,158,709	P-\$3.2M P-\$3.2M D-\$4.4M D-\$4.4M F-\$4.4M F-\$4.4M	UCHC Capital Budget	(05/17/06)* 06/20/06 (07/16/07)* 08/01/07 (09/17/07)* 09/25/07	05/2010	99%

Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Final Budget Phase (Continued)								
Research Tower	901132; 901220	\$51,565,000	\$43,654,861	P-\$60.0M P-\$60.0M RP-\$46.8M RP-\$46.8M RP-\$50.9M RP-\$50.9M F-\$51.6M F-\$51.6M	UCONN 2000 Phase III	(09/08/05)* 09/20/05 (09/11/06)* 09/26/06 (03/10/08)* 04/15/08 (12/08/08)* 01/12/09	05/2010	65%
Revised Final Budget Phase								
Dental School Renovation-Preclinical Teaching & Prosthetics Labs	901137 901212 901225	\$2,420,000	\$211,507	P-\$5M P-\$5M RP-\$5.0M RP-\$5.0M RP-\$3.1M RP-\$3.1M D-\$3.1M D-\$3.1M F-\$2.4M F-\$2.4M	UCONN 2000 Phase III	(09/08/05)* 09/20/05 (05/17/06)* 06/20/06 (09/17/07)* 09/25/07 (09/14/09)* 09/22/09 (01/07/10)* 02/18/10 Pending	05/2010	0%
Recently Completed Projects ⁽¹⁾								
Cooling Coil Conversion Project	06-704	\$1,408,000	\$1,407,193	P-\$0.65M P-\$0.65M D-\$1.7M D-\$1.7M F-\$1.4M F-\$1.4M	UCONN 2000 Phase III - DM	(09/08/05)* 11/15/05 (04/04/07)* 04/10/07 12/04/07 (12/10/07)*	05/2009	100%
John Dempsey Hospital Emergency Department Expansion	07-038	\$1,280,000	\$1,031,258	P-\$1.3M P-\$1.3M D-\$1.4M D-\$1.4M F-\$1.280M F-\$1.280M	UCHC Capital Budget	(07/16/07)* 08/01/07 (12/08/08)* 01/12/09 (03/08/09)* 03/10/09	12/2009	100%
Library/Student Computer Center Renovation	901222; 901135; 901223	\$1,216,491	\$1,066,544	P-\$1.1M P-\$1.1M D-\$1.2M D-\$1.2M F-\$1.2M F-\$1.0M	UCONN 2000 Phase III (\$1.1M) Gifts (\$0.1M)	(05/17/06)* 06/20/06 12/04/07 (12/10/07)* (04/14/08)* 04/15/08	04/2009	100%
Main Cooling System Back-up Chiller Replacement	06006894	\$935,000	\$925,768	P-\$0.8M P-\$0.8M D-\$0.8M D-\$0.8M F-\$0.935M F-\$0.935M	UCONN 2000 Phase III - DM	(07/16/07)* 08/01/07 (04/04/07)* 09/24/07 02/27/08 (03/10/08)*	10/2009	100%

Health Center

	Project Name by Construction Phase	Project #	Current BOT Approved Budget	Expenditures & Encumbrances (As of 12/31/09)	Budget Phase	Budgeted Funding Source(s)	BOT Budget Approval Date(s)	Estimated Completion Date	Estimated Construction % Complete
Health Center	Recently Completed Projects (Continued) ⁽¹⁾								
	Negative Pressure Room, Bldg 4 Renovations	07-082	\$590,000	\$489,323	D	UCHC Research Use Allowance	(09/15/08)*	09/2009	100%
					D		09/23/08		
					F		(10/27/08)*		
					F		11/18/08		
	Cancelled Project								
	Academic Research Building Heat Pipe Replacement	08-601.01	\$1,250,000	\$23,300	P	UConn 2000 Phase III - DM	(06/09/08)*	CANCELLED	0%
					P		06/24/08		

CM@R = Construction Manager at Risk

DB = Design Build

DBB = Design - Bid - Build

TBD = To be determined

P = Planning Budget

RP = Revised Planning Budget

D = Design Budget

RD = Revised Design Budget

F = Final Budget

RF = Revised Final Budget

EI = Environmental Impact

C = Complete

SC = Substantial Completion

* University of Connecticut Health Center Board of Directors Reviewed and Recommended for Board of Trustees Approval

⁽¹⁾ Completed projects assume "Completed, Commissioned and Occupied". Projects continue to be included in this report for 1 year after completion to accommodate initial financial closeout adjustments.

^A Expenditures occurred before July 1, 2005. For all capital projects for which planning commences after July 1, 2005, and for which expenditures are projected to equal or exceed \$500,000, the "three-stage" budgets (planning, design and final) will be presented to the Board of Trustees for approval.

^B Special Act 04-2, Section 2(i) contains an authorization for \$8 million in State General Obligation Bonds for this project. The University has requested that this authorization be put on the Bond Commission agenda for allotment, which would release the funds for use. Funding has been approved by the Bond Commission, UConn 2000 funding will be reduced.

^C Board of Trustees, Buildings, Grounds and Environment Committee (BGE) approved project on 5/14/07 and confirmed on 5/17/07 per special authorization from the Board of Trustees given 04/10/07.

^D The Main Building Renovation Phase III total funding was decreased from \$75 million to \$73.91 million on August 1, 2007. The Clinical Skills Renovation portion of this total is \$1.2 million. Therefore, this planning budget will be revised to \$72.71 million in the future.

^E The project budget incorporates three projects 1) Infirmary/CUP Steam & Condensate Replacement (Glenbrook Rd to CUP); 2) South Campus Steam and Condensate Loop; and 3) Steam Pit Replacements - combined into project budget: Steam and Condensate Distribution System Improvements-Phase I (BOT 02.10.09) .