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Board of Trustees

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Agenda and Attachments, 2005 April 12

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University of Connecticut

Board of

TRUSTEES

VOL. 58 APRIL 12, 2005

MEETING OF THE BOARD OF TRUSTEES
UNIVERSITY OF CONNECTICUT

AGENDA

University of Connecticut
Stamford Campus
One University Place
Stamford, Connecticut

April 12, 2005

OPEN SESSION

Call to order at 11:00 a.m.

EXECUTIVE SESSION

1. Discussion of matters pertaining to personnel, litigation, and collective bargaining.

OPEN SESSION

Reconvene in Open Session at 1:00 p.m.

1. Public Participation
2. Chairman's Report
   - (a) Board recognition
   - (b) Matters outstanding
   - (c) Recommendations for Designation as Board of Trustees Distinguished Professor, Academic Year 2004-2005 (Attachment 1)
   - (d) Minutes of the meetings of February 3 and March 11, 2005
   - (e) 2005-2006 Board meeting schedule
   - (f) Consent Agenda Items:
     - (1) Contract and Agreements for the Storrs-based programs (Attachment 2)
     - (2) FY 2005-2006 Rental Rates for Residential Properties (Attachment 3)
     - (3) Transfer of Moss Sanctuary (Attachment 4)
     - (4) Notification of Proposed Changes to the *University of Connecticut Laws and By-Laws* (Board of Trustees Distinguished Professor Selection Process) (Attachment 5)
     - (5) Notification of Proposed Changes to the *University of Connecticut Laws and By-Laws* (University Senate Membership – Administrative Title Revisions and Additions) (Attachment 6)
     - (6) Approval of the Master of Professional Studies in Homeland Security Leadership in the College of Continuing Studies (Attachment 7)
     - (7) Appointment to Canvassing Board – Election of Alumni Trustee (Attachment 8)
     - (8) Candidates for Commencement (Attachment 9)

(g) Personnel matters (Storrs-based programs) (Attachment 10)

(1) Promotion, Tenure, and Reappointment lists

(2) Designation of Emeritus Faculty

(3) Sabbatics

(4) Informational matters

3. President's Report

(a) Presenter: Vice Provost for Research and Graduate Education Janet Greger
Presentation: Research at UConn: Storrs and Regional Campuses

(b) Presenter: Marc E. Lalande, Assistant Dean for Research, School of Medicine
Presentation: Research at UConn: Health Center

(c) Honorary Degrees

(d) Other matters

4. Health Center Report – Ms. Leonardi

(a) Report on Health Center activities

(b) Item requiring Board discussion and approval:

(1) Approval of Proposed Changes to the *University of Connecticut Laws and By-Laws* (Health Center Faculty Tenure and Post-Tenure Review) (Attachment 11)

5. Academic Affairs Committee Report – Dr. Jacobs

(a) Committee Chairman's report on Committee activities

6. Financial Affairs Committee Report – Mr. Nayden

(a) Committee Chairman's report on Committee activities

(b) Item requiring Board discussion and approval:

(1) Approval of Revised Budget and Funding Plan for the Heating Plant – Upgrade (Attachment 12)

7. Audit and Compliance Committee Report – Mr. Nayden

(a) Committee Chairman's report on Committee activities

8. Student Life Committee Report – Ms. Bailey

(a) Committee Chairwoman's report on Committee activities

9. Institutional Advancement Committee Report – Mr. Treibick

(a) Committee Chairman's report on Committee activities

(b) Items requiring Board discussion and approval:

(1) Academic Program Naming Recommendation (Attachment 13)

(a) Health Center

(1) Aetna Health Professions Partnership Initiative

(3) Facilities Naming Recommendations (Attachment 14)

(a) Health Center

(1) Mr. and Mrs. Guy C. Shafer Study Rooms

(2) Sherwin J. Cooperstein, D.D.S., Ph.D.
Center for Anatomical Studies

(3) James E. C. Walker, M.D. Academic Affairs
Conference Room

(b) School of Pharmacy

(1) Walgreen Company Student Organization Room

(2) Charles and Dee Grannick Library Office

(3) V. Michael & Cynthia Guertin Alumni Office

(4) Policy Regarding Demolition of Named Structures and Use
Changes of Named Campus Areas (Attachment 15)

(c) Development Progress Executive Summary (Attachment 16)

10. Other

11. Adjournment

The next meeting of the Board of Trustees is scheduled for Tuesday, June 21, 2005 at 1:00 p.m. at the Rome Commons Ballroom (South Campus Complex), Storrs, Connecticut.

PLEASE NOTE: ***If you are physically challenged and require special accommodations, please call the Board of Trustees Office at 486-2333 prior to the meeting.***

ATTACHMENT 1

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

SUBJECT: Recommendations for Designation as Board of Trustees Distinguished Professors, Academic Year 2004-2005

RECOMMENDATION:

That the Board of Trustees accept the recommendation of the Distinguished Professor Selection Committee and designate the following faculty members as University of Connecticut Board of Trustees Distinguished Professors: Brenda Murphy (Department of English), Peter Setlow (Department of Molecular Microbial and Structural Biology – Health Center), C. F. Sirmans (Department of Finance) and Bette Talvacchia (Department of Art History).

BACKGROUND:

At its November 10, 1998 meeting, the Board of Trustees voted to establish the title, Board of Trustees Distinguished Professor. This designation is the University's highest academic honor.

Pursuant to the *University of Connecticut Laws and By-Laws*, the Board of Trustees Distinguished Professor award is reserved exclusively to recognize faculty who have achieved exceptional distinction in scholarship, teaching, and service while at the University of Connecticut. Faculty chosen must have distinguished themselves in all three of these categories. The designation process occurs annually, and the active faculty holding this honor cannot exceed five percent of the full professors on the total active faculty.

After careful deliberations, the Selection Committee recommended the four individuals named above. As President, I am recommending that the Board of Trustees designate these faculty members as its Distinguished Professors.

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Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

Brenda Murphy, Ph.D.

Dr. Murphy is Professor of English at the Storrs campus.

Professor Murphy's scholarly work reflects her interest in placing American drama, theater, and performance in the broader context of American literature and culture. She has written articles about a wide range of American writers, from 19th-century figures such as Henry Adams and Mark Twain to contemporary writers like David Mamet and Sam Shepard. Her most significant work is in the nine books she has authored on the American theater. She has been recognized as breaking new ground in her synthesis of the study of the play as literary text and the play as performance in her books on Tennessee Williams, Arthur Miller, and Eugene O'Neill. *Congressional Theatre*, her study of the theater's response to the House Committee on Un-American Activities in the 1950s, was honored by the American Society for Theatre Research in 1999 for "outstanding research in theater history and cognate studies." Her current work is a study of the relationship between the Provincetown Players, the United States's first significant literary theater, and the broader culture of Modernity in the early 20th century.

Professor Murphy has been active in a number of international professional organizations throughout her career. She serves on the boards of several societies that promote the study of American playwrights, and has served in several offices, including President, of the American Theatre and Drama Society. Her research has been supported by grants from the National Endowment for the Humanities, the American Council for Learned Societies, the National Humanities Center, and other sources.

Peter Setlow, Ph.D.

Dr. Setlow is a Professor of Molecular, Microbial and Structural Biology at the University of Connecticut Health Center.

Dr. Setlow's research interest is the spores of bacteria of *Bacillus* species, an interest that began during his postdoctoral work with Arthur Kornberg in the late 1960s. He has worked on these fascinating life forms throughout his career at the Health Center beginning in 1971. His current work focuses on why these spores are dormant, why they are so resistant to treatments that kill growing cells, and how they "return to life". While all of these questions have long been of both basic and applied interest, they have become even more important since the use of spores of *Bacillus anthracis* as a bioterrorism agent in 2001. Dr. Setlow has been funded for his research since 1972 by the National Institutes of Health and since 1978 by the Army Research Office, and has also received funding from DARPA and the U.S. Department of Agriculture, among others. To date Dr. Setlow's research has led to ~285 publications and in 2001 he was elected a Fellow of the American Academy of Microbiology. Each year he routinely gives 6-10 invited presentations on his research to industrial, government and academic audiences. For the last 27 years of his career Dr. Setlow has worked with his wife, Barbara, who is responsible in many ways for his success and his being here today.

In his time at the Health Center, Dr. Setlow has trained 27 Ph.D. students and 20 postdoctoral fellows, and has been cited 9 times for outstanding teaching by the medical and dental students. He is currently the chair of the School of Medicine Faculty Council, and was the Chair of the Department of Biochemistry for 8 years. Dr. Setlow has also been the vice-president of the

Farmington Soccer Club for more than 15 years and has coached girls (ages 9-19) in travel team soccer in Farmington for almost 25 years.

C. F. Sirmans, Ph.D.

Professor Sirmans is William N. Kinnard, Jr. professor of finance and Director of the Center for Real Estate and Urban Economic Studies.

Sirmans' research interest is real estate finance and economics, focusing on spatial-temporal pricing in real estate markets, the securitization of real estate claims, and the economics of real property law. His research has been both theoretical and empirical and has examined these issues in an international context. Over his career, he has published over two hundred articles in leading academic and professional journals. Professor Sirmans is the leading researcher in real estate finance and economics and the most cited author in the field.

Sirmans has been involved in teaching at all levels in the School of Business: undergraduate, MBA and Ph.D. He is ranked by the students as one of the best and during his career has received numerous teaching awards. His courses integrate the theory and practice of real estate finance and students are challenged in the areas of technology, writing, teamwork, oral presentations, and current industry practices. Typical comments about his teaching are… "a great teacher", "writing assignment .. was an excellent experience", "very enthusiastic about the class and careers beyond the class", "very animated and kept your interest", "organized and well prepared", "he engaged the students by drawing us into the examples used to explain the concepts".

Sirmans has made service contributions at all levels to the University of Connecticut and to his academic and professional community. Among the most recognized are those associated with his leadership of the Real Estate Program at UConn, a program ranked in the top ten nationally by *U.S. News and World Report*. He has served as Acting Head of the Finance Department, has been on numerous departmental, school, and university level committees, and was interim dean and associate dean in the School of Business. Sirmans has also been involved in a wide variety of service activities to his professional community. In 2001 he was awarded the George Bloom Award "*presented by the Officers and Directors of the American Real Estate and Urban Economics Association for outstanding contributions and service to the field of real estate*".

In summary, Sirmans has been a major leader in his department, at the university, and to his professional organizations -- a unique "best in his field" researcher and a high quality teacher/mentor.

Bette Talvacchia, Ph.D.

Dr. Talvacchia is a dedicated and highly acclaimed scholar in the field of Renaissance art. She has been awarded fellowships from many prestigious scholarly institutions, including the Institute for Advanced Study at Princeton; the Center for Advanced Study in the Visual Arts at the National Gallery of Art; The Metropolitan Museum of Art; and the Fulbright Program. Most recently, she has served as the Robert Lehman Visiting Professor at Villa I Tatti, the Harvard University Center for Italian Renaissance Studies in Florence, Italy (2002-2004), where she had

previously held a Fellowship.

Her book *Taking Positions: On the Erotic in Renaissance Culture* (Princeton University Press, 1999) is a major work in the field of Renaissance art. *The New York Review of Books* (June 15, 2000) dedicated a full, two-page review to the book, commending its exploration of the multiple roles played by women in the papal court, in a nuanced study of gender relations and political power in Italian Renaissance society. *Taking Positions* was recognized as one of the ten best art-history books of the year by the *Apollo* art journal (December 1999), which described it as "a highly detailed study [that] does an exemplary job of setting the episode in its historical context." Dr. Talvacchia's definitive book on Raphael is forthcoming from Phaidon Press in 2006 and will present a new interpretation of the artist. A study of Raphael's role as a business strategist and workshop manager has just been published in an anthology by Cambridge University Press. In addition, Dr. Talvacchia has published numerous journal articles and essays in art history's leading publications, on a variety of topics in Italian art and culture. She has collaborated on two major exhibitions in Italy. She has been an invited speaker at the Courtauld Institute of Art, the Getty Museum, Princeton University, the University of Venice, the University of Manchester, and the Warburg Institute, among many other institutions. In recognition of her scholarly achievements, Dr. Talvacchia received the Faculty Excellence in Research Award from the University of Connecticut Alumni Association in 2003.

At UConn Dr. Talvacchia has worked to develop a rigorous program in art history. She has developed and taught innovative interdisciplinary courses including: "The Artist and Society," "Michelangelo as Paradigm of the Renaissance Artist," and "Film as Visual Culture." Over the past several years she has participated in the development of a Master's degree in Art History within the School of Fine Arts. She was also instrumental in the development of the Art and Archaeology Lecture Series supported by Dr. and Mrs. Raymond Sackler. The interdisciplinary lecture series has become a key event for our students, as well as a scholarly event of national significance.

Dr. Talvacchia's devotion to our students is clear. She has inspired and nurtured a generation of art majors and continues to mentor her students long after graduation. Her student evaluations are filled with praise for her teaching skills and her passion for art. One student wrote: "She made each class a pleasure to attend. Her enthusiasm made the hour pass before I knew it. I have to say that this is one of the best courses, and most interesting, that I have taken at UConn."

ATTACHMENT 2

CONTRACTS AND AGREEMENTS
FOR APPROVAL
APRIL, 2005

NO.	CONTRACTOR OR LESSOR	RECEIVED BY UNIVERSITY ANNUALLY	PAYMENT TO CONTRACTOR	FUND CHARGED/ CREDITED
1	BEECHER HOUSE SOCIETY, INC.	$0.00		
2	INFRAMAT CORPORATION	$27,600.00		AUXILIARY SERVICES

THE UNIVERSITY OF CONNECTICUT
AGREEMENT DETAILS

TYPE OF CONTRACT
CONTRACT
☑ NEW
RENEWAL
☑ LEASE

LESSEE NAME:	BEECHER HOUSE SOCIETY, INC. LITCHFIELD, CT
AMOUNT PAYABLE TO UNIVERSITY:	$0
EFFECTIVE DATES:	MARCH 1, 2005 - FEBRUARY 29, 2008
PROGRAM DIRECTOR:	MICHAEL MENARD TORRINGTON CAMPUS
PURPOSE:	BEECHER HOUSE SOCIETY, INC. TO LEASE APPROXIMATELY 385 SQUARE FEET ON THE MEZZANINE FLOOR, LOCATED IN THE LIBRARY BUILDING OF THE TORRINGTON CAMPUS OF THE UNIVERSITY OF CONNECTICUT. LESSEE, FOR EDUCATIONAL PURPOSES, SHALL DISPLAY AND PROVIDE ACCESS FOR EDUCATIONAL PURPOSES TO LESSEE'S COLLECTION OF HARRIET BEECHER STOWE DOCUMENTS AND BOOKS, INCLUDING FIRST EDITIONS, WHICH WILL BE PLACED IN THE LIBRARY ON THE MEZZANINE FLOOR WITHIN THE PREMISES. *THIS AGREEMENT RETURNS FOR BOARD OF TRUSTEE APPROVAL DUE TO THE ADDITION OF 2 YEARS TO THE TERM OF THE AGREEMENT. THE BOARD OF TRUSTEES APPROVED THIS AGREEMENT AS A ONE YEAR AGREEMENT AT THEIR FEBRUARY, 2005 MEETING.*
COST DETERMINATIONS AND HISTORICAL DATA:	LESSEE AGREES, AT LESSEE'S EXPENSE, TO DO THE FOLLOWING: BUILD A PARTITION WALL WITH A DOOR INTO THE SPACE ALLOCATED ON THE MEZZANINE FLOOR OF THE LIBRARY FOR ITS USE; CHANGE THE LOCK ON THE EXISTING DOOR; ADD PHONE, FAX AND DATA LINES, WHICH WILL BE BILLED DIRECTLY TO THE LESSEE INSTALL CARPETING, IF REQUIRED; AND PROVIDE FURNITURE, WHICH WILL BE USED BY LESSEE AND ITS STAFF. UPON MAKING OF SUCH ALTERATIONS OR IMPROVEMENTS THE SAME SHALL BECOME THE PROPERTY OF LESSOR (EXCLUDING ANY PERSONAL PROPERTY ITEMS OR FURNITURE BELONGING TO LESSEE), PROVIDE, HOWEVER, THAT SHOULD LESSOR REQUIRE REMOVAL OF IMPROVEMENTS, LESSOR SHALL NOTIFY LESSEE IN WRITING AT THE TIME CONSENT IS GIVEN THAT LESSOR WILL REQUIRE THAT LESSEE REMOVE THE SAME AT NO EXPENSE TO LESSOR AND REPAIR ANY DAMAGED CAUSED BY SUCH REMOVAL. UPON EXECUTION OF THE LEASE, LESSEE AGREES TO DEPOSIT $10,000 CASH TO BE HELD IN ESCROW BY LESSOR. THESE FUNDS WILL BE USED TO COVER EXPENSES INCURRED IN CONSTRUCTING A PARTIAL WALL AND DOOR AS STIPULATED IN THE AGREEMENT. UPON COMPLETION OF CONSTRUCTION FINAL PAYMENT TO THE CONTRACTORS, ANY UNUSED FUNDS WILL BE BE RETURNED TO LESSEE.

BOARD OF TRUSTEES MEETING - APRIL 12, 2005 **APPROVAL ITEM 2**

THE UNIVERSITY OF CONNECTICUT
AGREEMENT DETAILS

LESSEE NAME: INFRAMAT CORPORATION
FARMINGTON, CT

TYPE OF CONTRACT
CONTRACT
NEW
☑ RENEWAL
☑ LEASE

AMOUNT PAYABLE TO UNIVERSITY: $27,600 /YR

EFFECTIVE DATES: JULY 1, 2004 - JUNE 30, 2007

PROGRAM DIRECTOR: FRED HETHCOTE
CAPITAL PROJECT AND CONTRACT ADMINISTRATION

PURPOSE: LESSEE TO LEASE SPACE COMPRISING A TOTAL OF APPROXIMATELY 428 SQUARE FEET, CONSISTING OF LABORATORY SPACE LOCATED IN ROOMS 120 AND 120A OF THE PREMISES KNOWN AS THE LONGLEY BUILDING LOCATED ON THE GROUNDS OF THE UNIVERSITY OF CONNECTICUT - DEPOT CAMPUS. THE PREMISES SHALL BE USED FOR THE PURPOSE OF LABORATORY RESEARCH FACILITY AND BUSINESS ACTIVITIES OF LESSEE.

FUND CHARGED: AUXILIARY SERVICES

COST DETERMINATIONS AND HISTORICAL DATA: LESSEE SHALL BE RESPONSIBLE FOR THE FOLLOWING EXPENSES, SERVICES AND FINANCIAL OBLIGATIONS RELATED TO USE OF THE LEASED PREMISES: TELEPHONE SERVICE; ANY REPAIR AND/OR REPLACEMENT OF ANY DAMAGE TO THE PREMISES BY THE LESSEE OR ITS INVITEES; ANY MODIFICATIONS OR RENOVATIONS MADE AT THE REQUEST OR UNDER THE DIRECTION OF THE LESSEE, SUBJECT TO THE PRIOR WRITTEN APPROVAL OF THE LESSOR.

ATTACHMENT 3

University of Connecticut
Administration and Operations Services

Dale M. Dreyfuss
Vice President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Dale M. Dreyfuss
Vice President for Operations

SUBJECT: **2005-2006 Rental Rates for Residential Properties**

RECOMMENDATION:

That the Board of Trustees approve increases in rental rates for the Fiscal Year 2005-2006 for the following residential properties:

1. Residential Single and Multi-family – 2.2% (see details in Attachment I.)
2. Northwood Apartments – 6%

BACKGROUND:

The residential properties managed by Capital Project and Contract Administration consist of fifteen single-family houses and four two-family houses. The properties are intended to serve as transitional housing for newly arrived faculty and staff until permanent housing is found. They offer the opportunity, particularly for out-of-state personnel, to become acclimated to the area before a permanent decision about housing is made.

The unit assignments are made on a first-come basis and an eligibility list is carefully monitored. The maximum allowable rental period is three years.

Currently, the annual revenue generated from these facilities is approximately $253,000. This money is almost entirely expended for repairs, renovations and maintenance of the units, with a small contingency carried forward to cover unforeseen emergencies. These expenditures are necessary in order to bring the houses into acceptable condition.

Besides the rental fees, the tenants are responsible for utility charges, heating fuel, lawn maintenance and snow removal. Attachment II details the schedule of rental increase over the past five years. Our policy has been that when a vacancy occurs, improvements are made and the rent adjusted to meet market conditions for the incoming tenant.

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Storrs, Connecticut 06269-2072

Telephone: (860) 486-4340
Facsimile: (860) 486-1070

The proposed rates represent a 2.2% increase over 2004-2005. This is in line with the increase of the 2004 Consumer Price Index [excluding food and fuel] as well as private sector rates. The proposed rates also reflect the present condition of the properties, house size and any significant improvements made to the house.

The Division of Student Affairs currently manages rental units at Northwood Apartments. See details in Attachment III. The 6% requested increase is consistent with the approved increase for FY 06 for resident graduate and undergraduate students. This level of increase is requested because the Northwood apartment rental fees cover all maintenance costs as well as utility costs (except for water and sewer) for the apartments. The Department also plans to renovate six apartments in FY 06 to bring them up to market standards.

Attachments

ATTACHMENT I

PROPOSED FY 2005-2006 MONTHLY RENTAL RATES FOR RESIDENTIAL PROPERTIES MANAGED BY CAPITAL PROJECTS AND CONTRACT ADMINISTRATION

SINGLE-FAMILY HOUSES

HOUSE NO.	ADDRESS	2004-2005 RENT	2005-2006 RENT	INCREASE PERCENTAGE
5	1310 Storrs Road	$1,106	$1,130	2.2
7A	16 Oak Hill Road	1,150	1,175	2.2
9	28 Oak Hill Road	978	1,000	2.2
18	1196 Storrs Road	1,067	1,090	2.2
20	1 Hillside Circle	1,163	1,188	2.2
43	Horsebarn Hill Road	1,008	1,030	2.2
47	14 Eastwood Road	933	954	2.2
49	986 Storrs Road	985	1,007	2.2
52	968 Storrs Road	1,040	1,063	2.2
55	75 Willowbrook Road	1,129	1,153	2.2
56	48 Dog Lane	1,094	1,118	2.2
66	1590 Storrs Road	145*	145*	Life Lease
69	1595 Storrs Road	1,314	1,343	2.2
71	1561 Storrs Road	933	954	2.2
72	25 Hillside Circle	1,500	1,533	2.2
Oak Cottage	1332 Stafford Road	648	662	2.2

TWO-FAMILY HOUSES

HOUSE NO.	ADDRESS	2004-2005 RENT	2005-2006 RENT
11D	1204 Storrs Road	$848	$867
11U	1204 Storrs Road	648	662
41D	Horsebarn Hill Road	888	908
41U	Horsebarn Hill Road	745	761
42D	Horsebarn Hill Road	670	685
42U	Horsebarn Hill Road	648	662
46D	950 Storrs Road	888	908
46U	950 Storrs Road	762	779

**LIFE LEASE*

ATTACHMENT II

MONTHLY RENTAL INCREASES OVER PAST FIVE YEARS FOR RESIDENTIAL PROPERTIES MANAGED BY CAPITAL PROJECTS AND CONTRACT ADMINISTRATION

SINGLE-FAMILY HOUSES

HOUSE NO.	ADDRESS	2000-01 RENT	2004-05 RENT	INCREASE PERCENTAGE
5	1310 Storrs Road	$1,021	$1,106	8.30
7A	16 Oak Hill Road	984	1,150	28.60
9	28 Oak Hill Road	904	978	8.25
18	1196 Storrs Road	984	1,067	8.40
20	1 Hillside Circle	1,074	1,163	8.30
43	Horsebarn Hill Road	931	1,008	8.30
47	14 Eastwood Road	862	933	8.25
49	986 Storrs Road	910	985	8.25
52	968 Storrs Road	941	1,040	10.50
55	75 Willowbrook Road	1,042	1,129	8.35
56	48 Dog Lane	1,010	1,094	8.30
66	1591 Storrs Road	*145	*145	*N/A
69	1595 Storrs Road	1,100	1,314	19.50
71	1561 Storrs Road	862	923	7.10
72	25 Hillside Circle	-	1,500	-
Oak Cottage	1332 Stafford Road	598	648	8.30

TWO-FAMILY HOUSES

HOUSE NO.	ADDRESS	2000-01 RENT	2004-05 RENT	INCREASE PERCENTAGE
11D	1204 Storrs Road	$783	$848	8.25
11U	1204 Storrs Road	598	648	8.25
41D	Horsebarn Hill Road	820	888	8.25
41U	Horsebarn Hill Road	687	745	8.25
42D	Horsebarn Hill Road	603	670	8.25
42U	Horsebarn Hill Road	598	648	8.25
46D	950 Storrs Road	820	888	8.25
46U	950 Storrs Road	704	762	8.25

**LIFE LEASE*

ATTACHMENT IIIa

UNIVERSITY OF CONNECTICUT
DIVISION OF STUDENT AFFAIRS
DEPARTMENT OF RESIDENTIAL LIFE

STATEMENT OF OPERATIONS FOR NORTHWOOD APARTMENTS FOR FISCAL YEAR 2003-04 THROUGH 2005-06

		2003-04 June Final	2004-05 Estimated Year End	2005-06 Projected
Income:		$639,277	$492,745	$522,310 *
Operating Expenses:				
Personal Services	92,464		72,778	77,145
Contractual	343,611		318,654	337,773
Commodities	78,052		56,900	58,607
Fringe Benefits	42,094		40,666	43,972
Equipment	0		0	0
Total Operating Expenses:		556,221	488,998	517,497
Operating Gain (Loss) for Year:		83,056	3,747	4,813
Reserve Fund Activities				
Reserve Transfers:				
Gain/(loss) from Operation		83,056	3,747	4,813
(To) Constr Proj (various areas)		0	(100,000)	(135,000)
Net Fund Balance Replenishment/(Usage)		$83,056	($96,253)	($130,187)
Fund Balances				
Operating Reserve				
Balance Beginning Year		$72,926	$74,450	$74,450
Gain/(loss) from Operation		1,524	0	0
Balance End of Year		$74,450	$74,450	$74,450
Deferred Maint Reserve				
Balance Beginning Year		$953,985	$1,093,798	$997,545
Gain/(loss) from Operation		81,532	3,747	4,813
Transfer in from Lksd(closed)		58,281	0	0
Transfer (To) Construction Proj		0	(100,000)	(135,000)
Balance End of Year		$1,093,798	$997,545	$867,358

* Includes a 6% fee increase in FY2005-06. Pending Board of Trustees approval.

2/05

UNIVERSITY OF CONNECTICUT
DIVISION OF STUDENT AFFAIRS
DEPARTMENT OF RESIDENTIAL LIFE

History of Rental Rates for Northwood Apartments

Fiscal Year	Rent per Month Utilities Incl.*	Percent Change From Previous Year
2003-04	$651	5.0%
2004-05	$684	5.0%
2005-06^	$725	6.0%

^Pending Board of Trustees approval.

*Tenants pay for water and sewage only.

2/2005

ATTACHMENT 4

University of Connecticut
Administration and Operations Services

Dale M. Dreyfuss
Vice President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Dale M. Dreyfuss
Vice President for Operations

SUBJECT: **Transfer of Moss Sanctuary**

RECOMMENDATION:

That the Board of Trustees approve a swap of the Moss Sanctuary to the Connecticut Forest & Parks Association (CFPA) in exchange for an 80-acre parcel contiguous to the University's Moss Forest in Willington.

BACKGROUND:

Eighty acres of underdeveloped land were given to the Town of Willington by a private citizen, who wished to ensure that the parcel would remain in its natural state. The Town wishes to sell the land in order to use the proceeds toward construction of a new town library. The land abuts the University's approximately 320-acre Moss Forest tract on the east.

CFPA is willing to purchase the parcel from the Town, to encumber it in perpetuity with an environmental land use restriction, and to donate it to the University subject to the University's agreement to hold the adjacent Moss Forest free of development for fifty years. The University would also transfer to CFPA title to the Moss Sanctuary, approximately 150 acres of woods and wetlands on the southeast corner of Routes 195 and 275.

UConn faculty in the Biology and National Resources departments have petitioned the administration to accept the Willington property to augment the Moss Forest, in order to increase its potential value as a research field station. The Board of Trustees voted in 1989 to preserve the Moss Sanctuary property indefinitely. Transferring the tract to CFPA – which may hold it or pass it in turn to another preservation organization – will place it in hands more directly concerned with its stewardship than the University can ever be.

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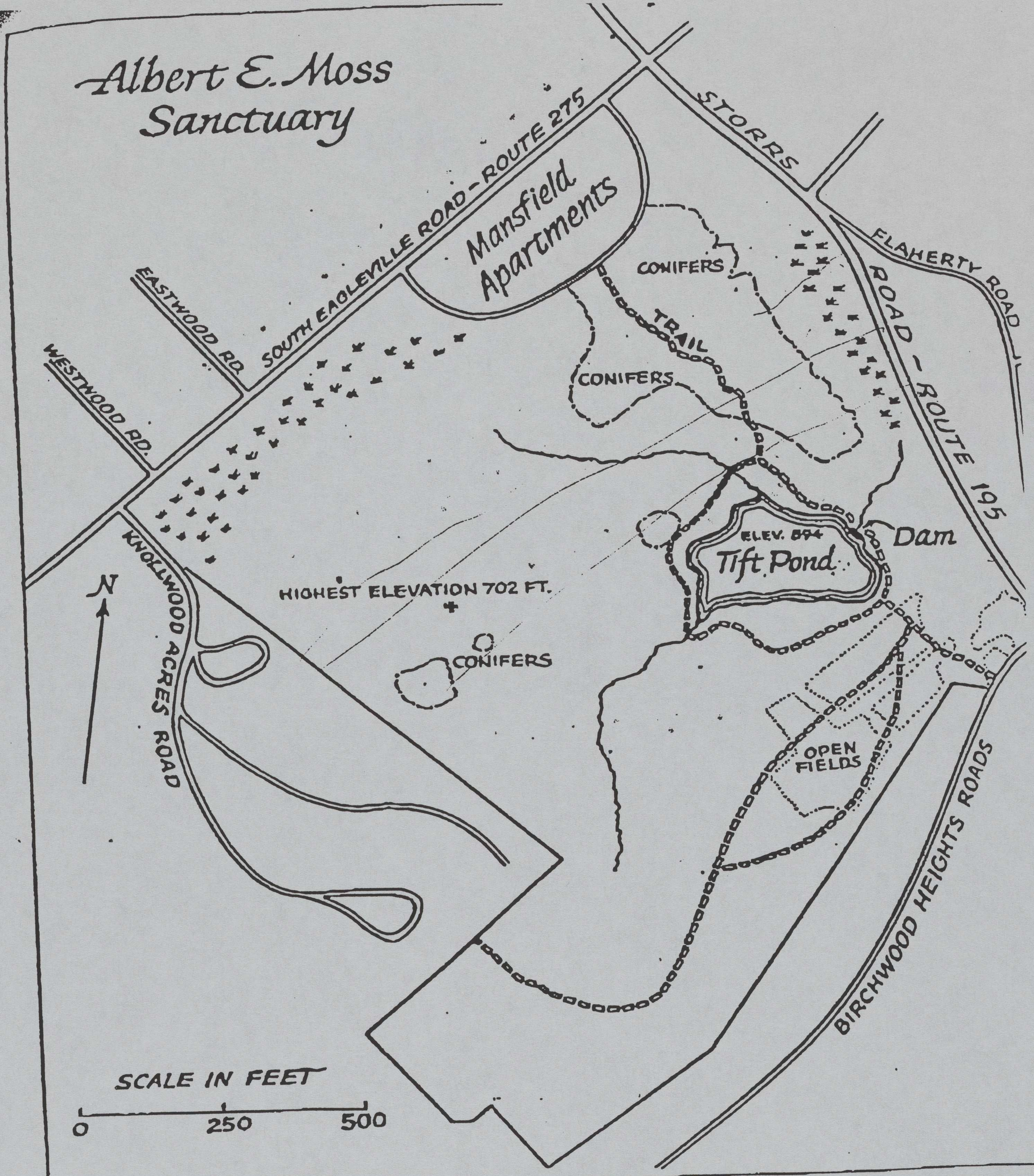
352 Mansfield Road Unit 2072
Storrs, Connecticut 06269-2072

Telephone: (860) 486-4340
Facsimile: (860) 486-1070

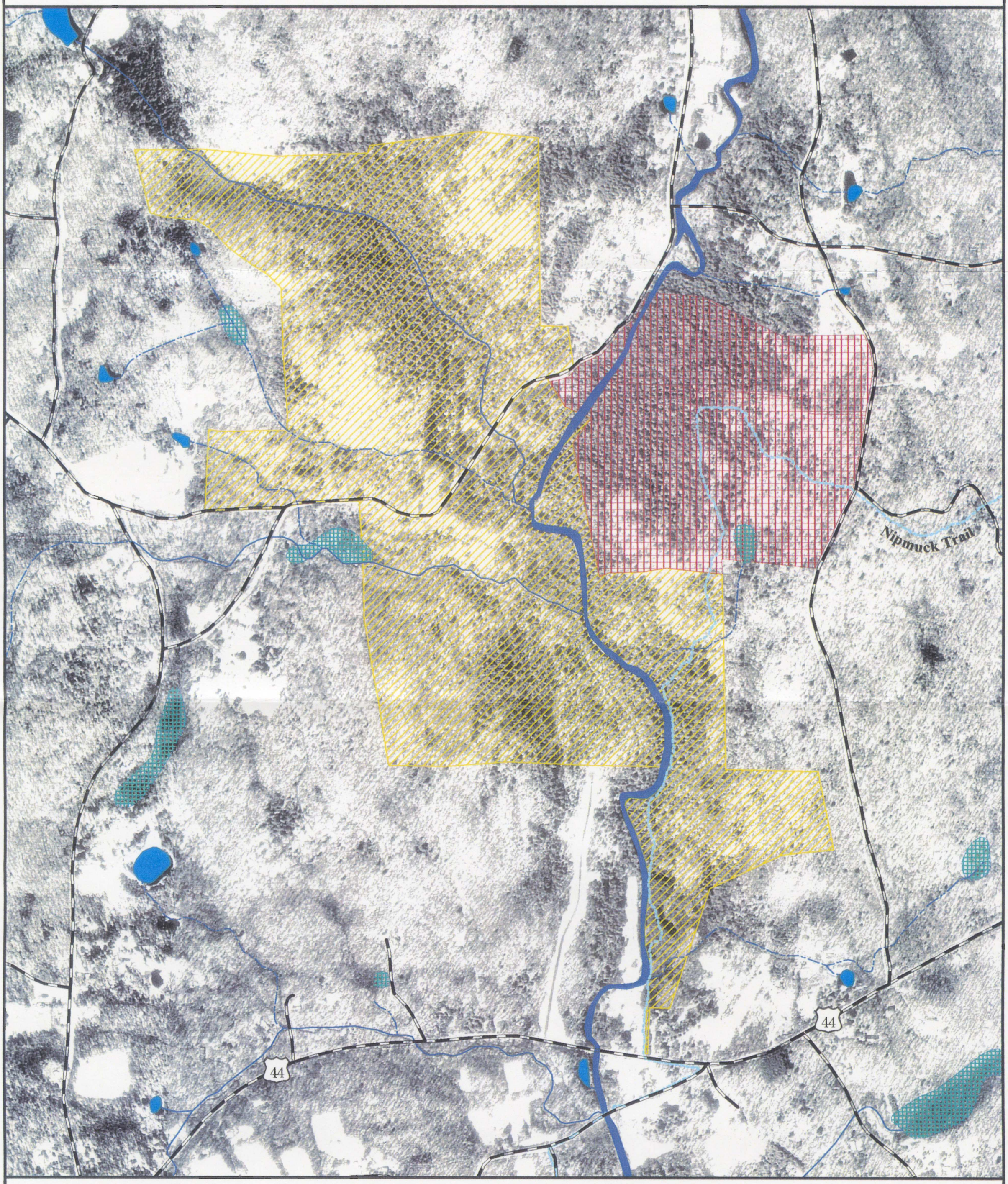
The Nipmuck Trail runs through the Willington property. Classes at UConn and at E.O. Smith High School have used the Moss Sanctuary for nature study from time to time. Terms of the land swap would include easements necessary to ensure continued public access to both properties as appropriate to such uses.

Albert E. Moss Sanctuary



Moss Forest Tract and North Property

Orthometric Aerial Photography with Moss Forest Tract and North Properties



Road
Nipmuck Trail

Hydrographic Features
- *Intermittent Stream*
- *Perennial Stream*
- *Lake or Pond*
- *Marsh*
- *River*

Properties
- *Moss Forest Tract*
- *North Property*

1000 0 1000 2000 Feet

Scale 1:9600

1 inch = 800 feet

Nipmuck Trail data shown on this map are courtesy of the Connecticut Forest and Park Association.
Orthometric aerial photograph dat ashown on this map were derived from orthophotography data generated originally by the United States Geological Survey, reprocessed by the Connecticut Department of Environmental Protection, and distributed by the Map and Geographic Information Center, University of Connecticut.
Moss Forest Tract and North Property data were generated by the University of Connecticut Forest Extension and the Green Valley Institute. North Property data shown on this map were generated based on assessor map data courtesy of the Town of Willington, Connecticut.
Road and hydrographic features data were derived from data courtesy of the Connecticut Department of Environmental Protection, Environmental and Geographic Information Center.
The accuracy of data shown on this map cannot be guaranteed. These data may not be complete and/or up to date.
All measurements represented on this map are approximations.

This map is intended for planning purposes only, and contains no authoritative positional information.

Orthometric aerial photography shown on this map were generated from aerial photography taken in 1991.

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University of Connecticut
College of Agriculture and Natural Resources

Prepared by the
University of Connecticut Forest Extension
Department of Natural Resources Management and Engineering
College of Agriculture and Natural Resources
University of Connecticut
March 2004

ATTACHMENT 5

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

SUBJECT: Notification of Proposed Changes to the *University of Connecticut Laws and By-Laws*

RECOMMENDATION:

That the Board of Trustees amend the *University of Connecticut Laws and By-Laws* Article XV.J.5.a – Special Titles, Board of Trustees Distinguished Professor.

BACKGROUND:

The Board is being asked to revise the language of Article XV to allow the process to be streamlined and ensure that each nomination is fully evaluated. The Review Committee deliberated the current process and concluded that obtaining a complete dossier on each nominee, including input from external sources will ensure that each individual is thoroughly and carefully evaluated for this important designation.

Article XV.J.5.a.2 – Special Titles, Board of Trustees Distinguished Professor

(New language underlined, old language with ~~line-out~~)

5. *Special Titles*

a. Board of Trustees Distinguished Professor

1. The title "Board of Trustees Distinguished Professor" should be reserved exclusively to recognize faculty who have achieved exceptional distinction in scholarship, teaching and service while at the University of Connecticut.

2. The Board of Trustees Distinguished Professor title will be conferred as a result of a peer review process. The Review Committee will solicit and ~~screen initial~~ evaluate all nominations. ~~After selecting a list of finalists.~~ The Review Committee will obtain detailed information including materials from external sources and recommend candidates to the Board of Trustees via the Provost

3. The title may be awarded to up to five persons per year up to a maximum of 5% of the full professors on the active faculty.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

ATTACHMENT 6

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

SUBJECT: Notification of Proposed Changes to the *University of Connecticut Laws and By-Laws*

RECOMMENDATION:

That the Board of Trustees amend the *University of Connecticut Laws and By-Laws* Article X – The University Senate.

BACKGROUND:

The Board is being asked to revise the language of Article X to accommodate recent reorganizations in the University administration and the concurrent development of new titles for a variety of administrative positions. The motion is intended to partly align the *Laws and By-Laws* with current practice, partly to clarify the *ex officio* members of the University Senate, and partly to enable five additional administrators to participate in Senate discussions. The revisions were approved by the University Senate at its February 14, 2005 meeting. Except for the Vice President and Chief Information Officer and the Associate Vice President for Human Resources, which was added to the membership, the other positions listed reflect changes in title.

(New language underlined, old language with ~~line-out~~)

Article X – The University Senate

A. Membership

The University Senate shall consist of *ex officio* and elected members. The *ex officio* members shall be the President, the Provost and Executive Vice President for Academic Affairs, the **Senior** Vice President and Chief Financial Officer, **the Senior Vice President and Chief Operating Officer**, **the Vice Provost for Multicultural and International Affairs**, the Vice Provost for Research and Graduate Education and Dean of the Graduate School, **the Vice Provost for Enrollment Management**, the Vice ~~Chancellor~~ **President** for Student Affairs, the Vice ~~Chancellor~~ **Provost** for Academic ~~Administration~~ **Affairs**, the Vice ~~Chancellor~~ **President** for ~~Business and Administration~~ **Operations**, **the Vice President and Chief Information Officer,** the Vice ~~Chancellor~~ **Provost** for ~~Information Services and~~ University ~~Librarian~~ **Libraries**, ~~and~~ the Vice Provost for ~~Undergraduate Education and Instruction~~ **Academic Programs, and the Associate Vice President for Human Resources**. These *ex officio* members shall not vote.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

ATTACHMENT 7

University of Connecticut
Office of the Provost

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

TO: **Members of the Board of Trustees**

FROM: **Peter J. Nicholls**

DATE: **APRIL 12, 2005**

SUBJECT: **MASTER OF PROFESSIONAL STUDIES IN HOMELAND SECURITY LEADERSHIP**

RECOMMENDATION:

That the Board of Trustees approve the establishment of the Master of Professional Studies in Homeland Security Leadership in the College of Continuing Studies.

BACKGROUND:

The Master of Professional Studies (MPS) is a terminal online degree that includes a core curriculum comprised of select social science methodologies combined with fields of study for specific professional fields. The mission of the Master of Professional Studies with a field of study in Homeland Security Leadership (MPS/HSL) is to foster higher-level critical thinking skills for individuals in government and business struggling with complex homeland security challenges. The Department of Homeland Security (DHS), through its Office of Domestic Preparedness (ODP), gave the Naval Postgraduate School (NPS) programmatic responsibility to develop and deliver an accredited Master's Degree curriculum focused on Homeland Security issues. Based on the College's Homeland Security Education Center project and track record with U.S. Customs and Border Protection, NPS offered UConn the opportunity to become its lead partner in a nationwide academic collaboration of highly regarded higher education institutions.

The MPS/HSL will include NPS's courses, exercise simulation and several tracks for electives. CCS will work with colleges and schools across campus to create electives to support specializations within the Homeland Security field of study such as Bio-terrorism, Emergency Management, Public Policy, Disaster Recovery, Private Sector Preparedness, and Human Resource Development. The program will be offered to cohorts of 25-35 students in a blended learning format; distance-learning courses, supported by residential immersion sessions. Program participants will be awarded an MPS degree after completing 36 graduate-level credit hours that include 30 credit hours of course work and 6 credit hours for a capstone paper or project.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2086
Storrs, Connecticut 06269-2086

Telephone: (860) 486-4037
Facsimile: (860) 486-6379
peter.nicholls@uconn.edu

A PROPOSAL FOR A MASTER OF PROFESSIONAL STUDIES

IN

THE FIELD OF STUDY OF HOMELAND SECURITY LEADERSHIP

TO BE OFFERED ONLINE

The Graduate School
University of Connecticut

Submitted to:

The Board of Trustees

April 12, 2005

SUMMARY

The need to provide graduate level education to homeland security leaders has become apparent over the past two years. Homeland security is a complex, interdisciplinary field. Leaders at the state and local level need to learn how to use critical thinking skills to develop and oversee a comprehensive homeland security system for their communities and jurisdictions to prevent, deter, respond to and recover from acts of terrorism. Moreover, the private sector is also increasingly vulnerable to terrorist attacks that threaten the safety of employees, surrounding communities and continuity of business operations.

To answer this concern, the Office of Domestic Preparedness (ODP) gave the Naval Postgraduate School (NPS) programmatic responsibility to develop and deliver an accredited Master's Degree curriculum focused on Homeland Security issues. NPS subsequently developed a highly regarded cohort-based graduate program, utilizing a distance-learning format supported by several residential immersion sessions. NPS has now offered UConn the opportunity to become NPS's lead partner in a nationwide academic collaboration of highly regarded higher education institutions.

The UConn College of Continuing Studies is proposing to implement the NPS Homeland Security curriculum through the Master of Professional Studies in Homeland Security Leadership. The NPS graduate courses, exercise simulation, and digital library will form the core of the proposed new graduate program. The program will accept 50-70 students per year in two cohorts, half beginning in the summer and half beginning in winter. The 36-credit curriculum is in a blended format, with a combination of asynchronous and on-site immersion courses, designed to meet the needs of the working professional. The degree is intended to be completed within 18-24 months.

The MPS degree consists of 30 credit hours of course work plus 6 additional credit hours of a Capstone Project towards the end of the program. Most of the core Homeland Security courses are already offered through the distance learning platform, either at UConn or the Naval Postgraduate School. Nine credits will be MPS core courses, taken by all students in the existing MPS fields of study. An additional 15 graduate credits represent the core Homeland Security courses, all based on existing NPS courses. Two additional elective courses from any of four existing tracks, plus the Capstone Project complete the requirements for the degree.

Program oversight will be through the College of Continuing Studies, the Graduate School, and a Program Advisory Committee. The Committee includes graduate faculty as well as high-ranking professionals from national and international organizations, private, governmental, and non-governmental agencies. Since the MPS degree is primarily designed to serve practicing professionals, the College recognizes that inclusion and participation of professionals from various organizations will be crucial to the success of the program.

INTRODUCTION

"A multidisciplinary, multi-faceted approach to homeland security education has substantial potential,"[1] said the National Research Council of the National Academies in a recent report entitled " Frameworks for Higher Education In Homeland Security".

Our environment scanning efforts support this conclusion. The need to provide graduate level education to homeland security leaders has become apparent over the past two years. In March 2003, 180,000 federal employees from 22 agencies were merged together under the newly created Department of Homeland Security (DHS). A need to provide a graduate education program to emerging leaders in this new department that addresses the new challenges and strategies for guiding this new agency was readily apparent.

When political leaders at the federal level provided billions of dollars to equip, train, and exercise First Responders, a new problem arose. Most states and local governments had no idea on how to allocate these new resources. It became apparent that homeland security was a complex, interdisciplinary field. Leaders at the state and local level needed to learn about how to use critical thinking skills to develop and oversee a comprehensive homeland security system for their communities and jurisdictions to prevent, deter, respond to and recover from acts of terrorism.

In the private sector, corporations also realized that they are increasingly vulnerable to terrorist attacks that threaten the safety of their employees, surrounding communities and continuity of their business operations. Realizing that over 80% of the critical infrastructure is owned by the private sector, DHS has also indicated their support for a graduate level program at UConn that included participants from both the public and private sectors. This type of crossover program would allow participants to share perspectives to enrich the learning experience.

The nexus for this program came from the federal Department of Homeland Security (DHS), through its Office of Domestic Preparedness (ODP). In an effort to foster higher-level critical thinking skills for DHS leaders struggling with complex homeland security challenges, the ODP gave the Naval Postgraduate School (NPS) programmatic responsibility to develop and deliver an accredited Master's Degree curriculum focused on Homeland Security issues. NPS subsequently developed a highly regarded cohort-based graduate program, utilizing a distance-learning format supported by several residential immersion sessions. Based on the College of Continuing Studies' Homeland Security Education Center project and its prior Leadership Development track record with U.S. Customs and Border Protection, NPS has offered UConn the opportunity to become NPS's lead partner in a nationwide academic collaboration of highly regarded higher education institutions.

Subsequently, UConn and NPS signed an MOU in December 2004.[2] Under the MOU, NPS will provide UConn MPS/Homeland Security Leadership faculty with the use of all course curricula and exercise simulation materials. All NPS graduate courses in Homeland Security were developed to be delivered via distance learning. Scenario-based exercises are conducted in a detailed, fully built-out city in cyberspace (San Luis Rey) - the city where "all bad things happen." The community of San Luis Rey (SLR) is a virtual city that has been designed for use in Homeland Security and anti-terrorism training, as well as general emergency management. Students apply their newly gained theoretical insights and analytic skills to "real" terrorism prevention problems in a risk-free environment where strategies and policies can be tested.

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[1] National Research Council of the National Academies, 2004, *Frameworks for Higher Education in Homeland Security,* Washington, D.C.: National Academy Press.

[2] See Appendix A

The agreement also provides UConn faculty and Homeland Security Leadership students with access to holdings in the NPS Homeland Security Digital Library (HSDL). HSDL provides researchers, scholars and students with a gateway to a wide range of resources on the broad subject of Homeland Security. These holdings include a comprehensive collection of current and archived resources--all in digital format--from federal, state and local agencies, leading national and international organizations, think tanks, universities and more. The HSDL team of information professionals selects these resources. The HSDL collection includes U.S. policy documents, key federal publications, state and municipal documents, links to important sites, professional journal articles, multimedia materials, theses, Homeland Security related news, a list of upcoming Homeland Security related conferences and events, and links to key agencies and organizations.

The NPS courses, exercise simulation, and digital library will form the core of the new UConn MPS in Homeland Security Leadership. UConn can customize these courses based on student needs and desired program outcomes. CCS will work with departments across the institution to develop and offer tracks of related study to allow students from different professions to pursue academic areas of inquiry from disciplines such as Public Health, Business Administration and Public Policy.

The Master of Professional Studies with a field of study in Homeland Security Leadership will be offered to cohorts of 25-35 students in a blended learning format. Distance-learning courses, based on a network learning model developed by NPS, will be supported by residential immersion sessions. This will allow students to work on individual and team problems online asynchronously during the semester, and also have the opportunity to engage each other and the faculty via face-to-face discussions. This format will allow the program to attract participants from across the U.S.

Throughout the United States, there are thousands of public and private sector professionals busy working to protect their organization and jurisdictions from acts of terrorism. Sponsoring organizations and jurisdictions will be responsible for providing students with the time away from work to attend the residential sessions. Each student will be responsible to work with his or her organization to develop a deliverable product that can be achieved within his/her Capstone Project requirement. Examples of this deliverable include a strategic plan, an emergency operations plan, a human resource development plan, or a business continuity plan.

The following is a list of market segments for this new program:

<u>Public Sector</u>
Federal and State Homeland Security Employees
Federal, State and Local Law Enforcement Officers
Federal, State and Local Public Health Professionals
Federal, State and Local Emergency Managers
Military Officers

<u>Private Sector</u>
Security Professionals
Business Continuity Planners

To meet the self-directed needs of these participants from various disciplines, the MPS in Homeland Security Leadership (MPS/HSL) will work with colleges and schools from across our campus to create several tracks for electives. CCS will also offer several stand-alone credit certificate programs that will be available for electives. These electives will support specializations within the Homeland Security field of study such as Bio-terrorism, Emergency Management, Public Policy, Disaster Recovery, Private Sector Preparedness, and Human Resource Development.

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-graduate activities.

The Mission Statement of UConn states in part that:

> "*The University will serve the state and its citizens in a manner that enhances the social and economic well-being of its communities. It will do so by providing leadership in the pursuit and dissemination of knowledge to all its constituents, recognizing that the continual transmission of knowledge and lifelong learning are essential to Connecticut's future in a global context.*"

The Master of Professional Studies (MPS), a terminal degree, has the flexibility to allow for the development of fields of study that meet the evolving needs of Connecticut's professional workforce. A core curriculum comprised of select social science methodologies combined with fields of study for specific professional fields provides the University with the ability to adjust to changing workforce learning needs. The MPS has three current fields of study, Human Resource Management, Humanitarian Services Administration and Occupational Safety and Health Management. The students in the MPS are working professionals seeking to upgrade their positions, and individuals who are interested in switching careers. Some Bachelor of General Studies graduates may also wish to pursue a field of study in the MPS. Program participants will be awarded an MPS after completing 36 credits of course work including a capstone paper or project.

The opening paragraph of the College's mission statement lays out the overall objective of the MPS:

> *"The mission of the College of Continuing Studies is to provide accredited high quality programming, to contribute to the development of new knowledge, and to service the ongoing developing educational needs of our diverse constituencies. Our primary constituencies are working adult students and their current and prospective employers."*

The Master of Professional Studies (MPS) allows the College of Continuing Studies to provide additional accredited, high quality programming that meets the educational needs of our diverse constituencies. The program requires a minimum of 36 graduate-level credit hours that include 30 credit hours of course work and 6 credit hours for a capstone project towards the end of the program. The MPS is designed to meet the needs of the working professional. Attending graduate classes while balancing the demands of a career and a family can be a professional and logistical challenge. The University of Connecticut's online MPS program addresses those concerns by providing graduate level courses that can be taken online from any location and at a time that fits into each student's schedule. All classes are asynchronous, so students do not have to attend class on a specific day or time but can still participate in class discussions. The program is designed so that working adults can complete all degree requirements within two years.

2. EDUCATIONAL PLANNING STATEMENT

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

The Master of Professional Studies is a terminal professional degree, much like the MFA, MPH, MPA or the MBA awarded by the University of Connecticut. Like those degrees, it provides flexibility for specific areas of emphasis. It is similar to the MBA and the MPH because it is geared toward working adults who want to further their careers, rather than full-time students. Because the need is both statewide and national, rather than in one specific geographical area, the MPS/HSL program will be delivered in distance learning platform, with participants working individually and in teams online. Participants will also be required to participate in several residential sessions held in the summer and/or winter intersession.

The MPS utilizes faculty from the College of Continuing Studies as well as faculty across the University, and, in select areas, from other nationally and internationally recognized institutions. Faculty members are identified for specific fields of study based on their research, practical experience, and expertise. Due to the specialized nature of this emerging field, adjunct faculty will be utilized to support the program. One resource for adjunct faculty will be current homeland security leaders who have an ongoing affiliation with the Homeland Security Education Center, an educational partnership with the state and federal Department of Homeland Security. These professionals can enrich the academic experience with their real world experience. In order to ensure the academic rigor of the program, at least two thirds of the coursework, including core and elective courses and the Capstone Project, will be taught by full-time faculty at the University of Connecticut. Full-time faculty will collaborate on course development and delivery issues with adjunct faculty, as well as with their counterparts at NPS, in order to assure content alignment and a seamless progression of knowledge.

Currently, the University's graduate programs focus on full-time students, primarily at the Storrs campus. There are a few graduate programs in very specific niche areas that are available at one or more of the regional campuses for working adult students; i.e., the MBA and MSW in Hartford, and the MBA in Hartford and Stamford. The School of Business has an online MS in Accounting.

Nationally, most research institutions have a number of part-time graduate degrees available to working adult students. The College of Continuing Studies is the one academic area within the University that is focused almost entirely on part-time working adult students. The Master of Professional Studies is a natural extension of the Bachelor of General Studies, an individualized undergraduate degree with select concentrations. Some BGS concentrations such as Human Services, Occupational Safety and Health and Organizational Management – can lead to advanced study in the MPS fields of study.

The MPS degree program is the result of partnerships between the College of Continuing Studies and one or more established Graduate School Fields of Study already existing within Schools, other Colleges, and Departments.

The College of Continuing Studies recognizes the need to collaborate and partner with other Schools, Colleges and Departments to put forth a strong curriculum for the MPS degree. As indicated in the proposal, the College is already collaborating with the following Schools and Departments:

- School of Allied Health
- Management Department, School of Business
- School of Social Work
- Nutritional Sciences Department, College of Agriculture and Natural Resources
- Graduate Program in Public Health, School of Medicine

The College of Continuing Studies has a Faculty Oversight Committee, which approves all fields of study within the MPS program and has authority over the curriculum, selection of faculty, and de-

partmental level certification of degree candidates. The MPS Faculty Oversight Committee is comprised of CCS faculty and faculty across the University who teach in the MPS program. Naturally, the main function and responsibility of this committee is to approve and oversee the curriculum of the fields of study proposed. Any new course proposed for any field of study will have to be approved by this committee.

When the College is ready to hire additional faculty, the MPS Faculty Oversight Committee is consulted and the College considers its recommendation with regards to the prospective candidates' qualifications and credentials in consultation with Deans and Department Heads of the partnering Schools and Colleges. While the Directors of each field of study are responsible for the management of the overall program, and faculty members in the program will serve as academic advisors to the degree candidates, the Program Directors work closely with the MPS Faculty Oversight Committee on the certification of degree candidates.

CCS is also forming Program Advisory Committees, which are related to each area of concentration/focus. Members will represent four groups: CCS faculty, UConn faculty in related fields, potential employers, and national association representatives.

The MPS degree consists of 30 credit hours of course work plus an additional 6 credit hours of Capstone Project towards the end of the program. Since the program will be cohort-based, UConn faculty will be working with NPS faculty to customize the three existing course MPS cores for the homeland security field in order to make them as relevant as possible

PROPOSED FIELD OF STUDY IN HOMELAND SECURITY

The Homeland Security Leadership program area will follow the existing requirements for the MPS for the core requirements and Capstone Project. The core MPS courses will be customized by the faculty to reflect the homeland security domain. Participants will be admitted to a cohort each fall and spring semester. With the exception of the elective courses, which will be offered to all UConn graduate students, the homeland security courses will only be available to the MPS/HLS students. Each cohort of 25-35 students will work together year round, both online asynchronously and in residential immersion sessions, to complete the accelerated 18-month executive level graduate program.

Program Design

UConn has recently entered into an academic partnership with the Naval Postgraduate School (NPS) and will make every effort to replicate the innovative NPS program design. The curriculum is structured around the key policy and organizational design problems that future Homeland Security leaders are likely to confront, and the analytic skills they will need to meet those challenges. Each course in the curriculum requires students to master the core issues, principles and problem-solving approaches for the topic in question and apply those fundamentals to the specific challenges confronting their own jurisdictions or sponsoring organizations. The courses are sequenced and integrated to strengthen the overall cohesion of the curriculum, and enhance its effectiveness as professional, graduate-level education.

Supported by three residential immersion sessions, students will complete most of the coursework via the web. Three features strengthen this web-based learning:

1. Scenario-based exercises are conducted in a detailed, fully built-out city in cyberspace (San Luis Rey) – the city where "all bad things happen." The community of San Luis Rey (SLR) is a virtual city that has been designed for use in Homeland Security and anti-terrorism training as well as general emergency management. Students apply their newly

gained theoretical insights and analytic skills to "real" terrorism prevention problems in a risk-free environment where strategies and policies can be tested.

2. Students complete Capstone Projects on actual policy development issues confronting their state, city or sponsoring organization.

3. Student work is facilitated by the nation's premier Homeland Security Digital Library (HSDL), which provides access to holdings across the full range of Homeland Security-related topics.

The following are the academic requirements for the 36-credit MPS in Homeland Security Leadership – most of the core Homeland Security courses are already offered through the distance learning platform, either at UConn or the Naval Postgraduate School.

3 MPS Core Courses (9 Credits):

MGMT 337 Organizational Behavior
GPPS 3XY Research Methods and Policy Analysis - *New*
GPPS 3XY Strategic Program Planning, Deployment, and Evaluation - *New*

The first core class is currently being offered online. The newly developed classes will be customized from existing related core courses from NPS and the MPS program. These two classes will be delivered in residential immersion sessions, with follow-up work online. Full-time UConn faculty will teach all core MPS courses. In the first cohort, the core courses will only be open to HSL students.

5 Homeland Security Core Courses (15 Credits):

GPPS 3XY Introduction to Homeland Security (NPS)
GPPS 3XY Terrorism: Asymmetrical Conflict and Homeland Security (NPS)
GPPS 3XY Risk Management: Critical Infrastructure Protection Strategies (NPS)
GPPS 3XY Intelligence Homeland Security: Organizational & Policy Challenges (NPS)
GPPS 3XY Contemporary Issues in Homeland Security (NPS)

Note: All Homeland Security Leadership (HSL) core classes have been delivered before at the Naval Postgraduate School (NPS).

2 HSL Electives (6 credits from any track below):

Existing Courses at UConn or NPS (online)

Leadership and Human Resource Development
MGMT 375 Strategic Management of Human Resources
MGMT 383 Managing Organizational Change
GPPS 3XY Collaborative Leadership in Multi-jurisdictional Environment
(Class to be co-developed online with NPS)

Disaster Recovery
GS 302 Complex Humanitarian Emergencies
GS 312 Issues in Humanitarian Studies

Private Sector Preparedness
GPPS Technology and Homeland Security (existing online at NPS)
GPPS 3XY Business Continuity Planning (new, to be developed by CCS faculty)

Government Policy Studies
GPPS Law Enforcement and Judicial Issues in Homeland Security (existing NPS)
GPPS Comparative Government for Homeland Security (existing NPS)

Proposed, to be developed for Fall 2005
Discussions are underway with faculty from several UConn schools and colleges to develop course electives for the Homeland Security program. We have identified several of the potential faculty for the proposed elective tracks below in the course description section. Examples include:

Public Health Preparedness
(Two electives to be developed online by Public Health and/or Pharmacology faculty)

Emergency Management
(Two electives to be developed online by CCS and/or Public Administration faculty)

MPS Capstone Project (6 credits)
GPPS 397 Capstone Project, supervised by full-time UConn faculty.

The implementation of all Fields of Study within the MPS is facilitated by an ad-hoc oversight committee, which includes members of the Graduate Faculty with expertise in the field and experience with instructional method.

The College of Continuing Studies has formed a Program Advisory Committee to assist and maintain quality in the MPS degree. The Committee includes Graduate Faculty as well as high-ranking professionals from national and international organizations, private, governmental, and non-governmental agencies. Since the MPS degree and its Fields of Study are primarily designed to serve practicing professionals in the respective fields, the College recognizes that inclusion and participation of professionals from various organizations will be crucial to the success of the program.

There is already a great deal of experience among the College faculty in online-asynchronous instruction, the primary instructional method of the MPS degree. We are currently offering 67 graduate and undergraduate courses entirely online. The College welcomes tenure track faculty with a desire to teach online courses and programs for applied knowledge-based fields.

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 or proprietary institutions and explain the relationship of the proposed program to existing offerings.**

The MPS, a terminal degree, will offer working adult students access to the University of Connecticut through the extensive use of online classes designed to meet their professional and personal needs without requiring them to attend weekly classes on campus. By minimizing the geographic boundaries, we increase the attractiveness of UConn to qualified students who would otherwise be unable to enter a masters program.

There is a strong market for a Master of Professional Studies with a field of study in Homeland Security Leadership, both at the state and national level. Homeland Security and Emergency Management are two of the fastest growing areas in higher education, with over 100 programs started in the last twelve months. Only one Connecticut higher education institution offers a graduate degree in Homeland Security; the University of New Haven has a Master's degree in National Security. A comprehensive nationwide list of new and proposed higher educational programs has been

included in Appendix C. While this tremendous program growth reflects the emerging market demand, it also may lead to an eventual shakeout as new programs proliferate.

UConn's College of Continuing Studies has worked diligently on several fronts to strategically position itself for the "long haul" in the homeland security field. CCS has developed relationships with state, local and federal homeland security leaders through its Workforce Development Institute (WDI) over the past three years. Projects undertaken include: (1) developing and delivering a highly regarded leadership development program to U.S. Customs and Border Protection (an agency within the federal Department of Homeland Security—DHS); (2) developing and delivering a Bioterrorism leadership class for state and local public health officials; (3) developing and overseeing the Connecticut Homeland Security Education Center (HSEC), an educational collaboration with the CT Department of Public Safety responsible for training and exercising First Responders and Senior Leaders in homeland security preparedness; and (4) overseeing the Connecticut TOPOFF exercise program. These programs have provided UConn with the opportunity to gain a unique, in-depth understanding of the needs and market demands of the Homeland Security workforce not availed to institutions that can only offer a theoretical approach to learning. In addition, the WDI staff and faculty were able to work with, and foster relationships with, homeland security leaders and decision-makers at the local, state and federal level.

TOPOFF, a bi-annual congressionally mandated national exercise program, is the largest counter-terrorism exercise in North America, involving over 8,000 participants from Connecticut, New Jersey, Washington DC, Canada and the UK. (See Appendix D) The high profile of UConn in TOPOFF through the efforts of the WDI has led to ongoing interest in our institution from both the Naval Postgraduate School (NPS) and its sponsor, the federal Department of Homeland Security, through their Office of Domestic Preparedness (ODP).

CCS has leveraged this interest into a new academic partnership with NPS, which offers the only graduate program in Homeland Security Leadership that is approved by the federal Department of Homeland Security (see Appendix A). UConn program representatives have recently met with DHS officials, who endorsed this new partnership and subsequently have given NPS approval to make UConn its lead partner in its new academic consortium and agreed to let NPS extend the program curricula and library holdings to UConn, with the understanding that UConn will share any new courses or course enhancements with NPS. NPS has also invited UConn faculty to visit their institution during Spring 2005 to audit the *Introduction to Homeland Security* course for an incoming NPS cohort. UConn faculty will also be able to exchange ideas with NPS faculty and homeland security leaders from across the country, who will be participating in the weeklong program orientation session. Other plans for faculty exchanges include offering UConn faculty the opportunity to take sabbatic leaves at the NPS facility in Monterey, California to further their research interests in homeland security related issues. NPS would also like to explore collaboration opportunities to pursue research grants with UConn.

This strategic partnership with NPS and the federal DHS will be a key factor assuring initial program success and long-term sustainability. We will work with these new partners to make sure the program is customer-focused, outcome-based and market-driven. Leaders from state, local and federal homeland security related agencies will be asked to serve on the program's advisory board.

National Academic Consortium for Homeland Security

The University of Connecticut is a member of the National Academic Consortium for Homeland Security, which is composed of public and private academic institutions engaged in scientific research, technology development and transition, education and training, and service programs concerned with current and future U.S. national security challenges, issues, problems and solutions, at home and around the world. The goal of the National Academic Consortium for Homeland Security is to help improve the security of the U.S. and its worldwide interests, while protecting and preserv-

ing its values, freedoms and civil liberties, and economic interests and competitiveness. The primary role of the Consortium is to promote, support and enhance academic research, technology development, education and training, and service programs dealing with all aspects of international and homeland security, through collaboration and information-sharing among academic institutions, researchers and scholars. A comprehensive list of colleges and universities that are members of this consortium has been included in Appendix E.

Federal Emergency Management Agency's Higher Education Project

The Federal Emergency Management Agency (FEMA) encourages and supports the dissemination of hazard, disaster, and emergency management-related information in colleges and universities across the U.S. The Agency states that in the future more and more emergency managers in government, as well as in business and industry, will come to the job with a college education that includes a degree in emergency management. It also states that in order to build disaster resistant and resilient communities a broad range of college students and professionals need courses that introduce them to hazards, disasters, and offer instruction on what to do about them.

In support of this effort, the Emergency Management Institute in Emmitsburg, Maryland, has undertaken several projects with the aim of promoting college-based emergency management education for future emergency managers and other interested personnel. In addition to the numerous new undergraduate and graduate programs in emergency management that have emerged over the past few years, FEMA also has begun to track new homeland security academic programs. Some of the most notable graduate programs are listed below.

Partial List of Graduate Programs in Homeland Security/ Homeland Defense:

Fairleigh Dickenson University
George Mason University
George Washington University
John Jay College of Criminal Justice, NYU
Michigan State University
Naval Postgraduate School, Monterey, CA
Purdue University
University of New Haven
University of Richmond
University of Southern California
University of Tennessee
University of Washington

Partial List of Higher Education Institutions with Graduate Programs under investigation or development:

Metropolitan College of New York
Ohio State University
University of Denver
University of New Mexico
Washburn University

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

Two key factors support the need for the Master of Professional Studies in the College of Continuing Studies.

First, discussions with employers in both the public and private sectors repeatedly stressed the need for a flexible accessible quality online Master's program with some face-to-face interaction. The needs of the business community and the public service sector are changing. There is general agreement among business leaders that the economy will not return to a business-as-usual mentality even after the recession has passed. The skills emphasized before the recession are not necessarily the skills that are needed now. New areas of job skills, training and education are evolving and a flexible professional program is needed to meet these emerging needs. Programs that focus on people and people management in all forms will remain key. The MPS is designed to adapt to the changing areas of emphasis according to workplace need.

Second, the Bachelor of General Studies consistently has the second largest number of bachelor's graduates (after the College of Liberal Arts). By definition, BGS students are non-traditional both in the way they attend college and their level of motivation. As they progress through the UConn program, these students have come to expect the best of the institution and its faculty because of what they demand of themselves. UConn loses most of these students upon graduation because we do not offer a diverse graduate program that satisfies their needs as nontraditional adult students. The Master of Professional Studies proposal would begin to address this need by offering classes without the restriction of time or geography, major impediments to the nontraditional student.

In a survey of current BGS students and recent graduates, the response was overwhelming and quite clear. Both groups said that they would be very interested in exploring the possibilities of entering a graduate program offered with the nontraditional adult student in mind. The philosophy that guided the BGS for 25 years and has proven to be so successful - that the adult student who works full time needs access to the same quality programming that has been available only to full time students - is the guiding force behind the development of the MPS program in the College of Continuing Studies.

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.

Not applicable since this is a graduate program. Program will follow graduate school guidelines for transfer of credit.

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

This will be completed once UConn approval is received and submitted before the proposal goes to the Board.

3. ADMINISTRATION

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

Application and enrollment procedures will be similar to that of many other University of Connecticut graduate degrees with the exception that students will only be admitted on a cohort basis. We expect to receive applications regularly and will be able to admit new students to a new cohort each fall and spring semester.

We expect very few traditional students to be drawn to this program since it is designed to meet the needs of and attract the nontraditional student. The traditional masters programs and the MPS are

quite different in their direction and objectives. The traditional Master's is oriented more to students interested in keeping their options open for continued study at the Ph.D. level, while the MPS is a terminal degree oriented to the practitioner. The goal of the MPS is to educate for immediate application in the specific field.

Once a student is admitted he/she will be able to complete the program within 18 months of study, according to the following sample schedule. A second cohort will follow a similar schedule except will begin in Winter Intersession and finish in May.

Year 1 Summer Residential 1 (two week residential) (3 cr.)
Program Orientation
Introduction to Homeland Security (3 cr.)

Year 1 Fall term (asynchronous) (6 cr.)
Terrorism: Asymmetric Conflict and Homeland Security (3 cr.)
Contemporary Issues in Homeland Security (3 cr.)

Year 1 Winter Intersession Residential 2 (one week residential) (3 cr.)
Research Methods and Policy Analysis (3 cr.)

Year 1 Spring term (asynchronous) (7 cr.)
Intelligence: for HD/HS: Organizational and Policy Challenges (3 cr.)
Elective 1 (3 cr.)
Capstone Project Preparation (1 cr.)

Year 2 Summer Residential 3 (two week residential) (3 cr.)
Strategic Program Planning, Deployment, and Evaluation (3 cr.)

Year 2 Summer Session 2 (asynchronous) (5 cr.)
Risk Management: CIP Vulnerability Analysis and Protection (3 cr.)
Capstone Project Research (2 cr.)

Year 2 Fall (asynchronous) (9 cr.)
Micro/Macro Organizational Behavior (3 cr.)
Elective 2 (3 cr.)
Capstone Project Completion (3 cr.)

Year 2 Winter Intersession Residential 4 (residential)
Capstone Project Presentation, Degree completion

Total credits: 36

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

Roy Pietro, Executive Director of the Workforce Development Institute, whose responsibilities include overseeing the Homeland Security Education Center project; the CT TOPOFF counter-terrorism exercise program; and the U.S. Customs Management Development Program, will be responsible for coordinating the Homeland Security Leadership field of study. The College of Continuing Studies will be hiring other personnel as needed. The CCS Dean or her designee at the Dean's level oversees the overall degree.

The administrators for each of the MPS fields of study are required to be full-time faculty members in the College of Continuing Studies and have:

1. Appropriate academic qualifications, including a Ph.D. or terminal degree.
2. Significant work experience and continued active involvement in the area
3. An outstanding teaching record.
4. Experience in online course development and teaching

The Program Administrator will have responsibility for recruiting, admission, management of internships, and overall maintenance and assessment for the field of study and for any corresponding graduate certificate programs.

The Master of Professional Studies is part of the Graduate School of the University, and in this capacity, it will also receive oversight and administrative support from the Graduate School. All graduate programs at UConn (masters and doctoral, except Law, Medicine, Professional Pharmacy, 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 Masters of Professional Studies. They include 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 Vice Provost for Research and Graduate Education, 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; the Dean appoints four members. 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.

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

Plans for assessment of the MPS program include:

1. Ongoing student evaluation of each class using surveys to measure student satisfaction, needs and interest.
2. Focus groups of enrolled students at the end of the spring term.
3. Focus groups of new graduates and graduates who are one and three years out.
4. Discussion with employers of our students and graduates. The employer should be in an excellent position to evaluate the MPS students and graduates in two important respects. First, how do the MPS graduates compare with graduates from other programs? Second, are the students and graduates delivering what the employer expects?
5. Benchmark fields of study with similar Masters' programs nationwide. Working with NPS and federal DHS to establish competency-based standards for homeland security leaders.
6. Program evaluation is part of the UConn strategic plan. UConn has a system of regular evaluation of all programs, and CCS will participate in that evaluation system.

4. FINANCE

a. Summarize how resources 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.

The MPS is designed to be a self-supporting program. Program fees will cover all expenditures. New faculty members have already been hired to develop the MPS and additional faculty can be added as the program grows. College of Continuing Studies faculty members are not on tenure track as they specialize in the applied nature of their programs rather than the theoretical research nature of the field. CCS faculty members are hired on multiple year appointments, which provide program continuity. The faculty members are initially hired for one year. After successful evaluation, they are renewed for a minimum of a three-year contract.

The College of Continuing Studies monitors the quality and efficacy of each field of study and program quite closely. The MPS is designed to attract new students to the University, so there is little likelihood that the MPS would negatively impact any other UConn graduate degree in any way.

b. Resource summary.

[See page 16]

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.

Resumes for current and potential faculty can be found in Appendix B*.

Full-time Faculty

- Elliot Spector, J.D, Associate Extension Professor, College of Continuing Studies
- Rodney Allen, Ph.D., Assistant Extension Professor, College of Continuing Studies, Joint Appointment with School of Allied Health, Joint Appointment with Community Medicine
- Abdou Ndoye, Ph.D., Assistant Extension Professor, College of Continuing Studies, Joint Appointment with the UConn School of Education
- Anthony Joseph, Ph.D., Extension Professor, College of Continuing Studies
- Peter Diplock, Ph.D., Associate Extension Professor, College of Continuing Studies, Joint Appointment with the UConn School of Business
- Amy Donahue, Ph.D., Assistant Professor, Public Policy, College of Liberal Arts and Sciences
- Stephen Floyd, Ph.D., Associate Professor, Management, School of Business Administration

*Resumes will be electronically forwarded to DHE per their requirements

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION
Department of Higher Education
RESOURCE SUMMARY (1)

Institution: **University of Connecticut**

Date: 03/01/20

Program: **MPS in Homeland Security Lead-**

Name: **Krista Rodin** Signature

PROJECTED ENROLLMENT	YEAR 1 FY 2005	YEAR 2 FY 2006	YEAR 3 FY 2007
Internal Transfers	0	0	0
New Students	30	30	30
TOTAL ENROLLMENT (est.)	30	60	60

NEW REVENUES	YEAR 1 AMOUNT	YEAR 2 AMOUNT	YEAR 3 AMOUNT
Course Fees	$312,900	$513,060	$513,060
TOTAL NEW REVENUES	$312,900	$513,060	$513,060

NEW EXPENDITURES		YEAR 1 Num-	Cost	YEAR 2 Number	Cost	YEAR 3 Number	Cost
Instruction (3)	CCS Faculty	1.5	$112,500	3.0	$225,000	3.0	$225,000
	UConn Faculty	0.5	$32,000	1.0	$64,000	1.0	$64,000
	Adjunct Faculty	1.0	$8,000	2.0	$16,000	2.0	$16,000
Support Staff	Administration	1.5	$100,000	1.5	$100,000	1.5	$100,000
	Graduate Assistant	0.5	$16,000	0.5	$16,000	0.5	$16,000
	Clerical	0.5	$20,000	1.0	$40,000	1.0	$40,000
Library			$0		$0		$0
Equipment			$0		$0		$0
Other			$0		$0		$0
TOTAL NEW EXPENDITURES (5)		5.5	$288,500	9.0	$461,000	9.0	$461,000

NOTES

1. All amounts for revenues and expenditures are stated in 2004 constant dollars, unadjusted for inflation, tuition or salary increases and all salary figures are without fringe benefit charges.
2. Course fees are calculated at **$475** per credit hour, inclusive.
3. CCS faculty reassigned from existing staff; UConn faculty calculated at $8000/class; Adjunct faculty calculated at $4000/class. Faculty figures are based on incremental teaching assignments associated with the Program. In Year One, faculty figures of 1.5 FTE assume a combination of existing and new faculty, with a maximum salary of $75,000 each. In Year Two, another 1.5 full-time faculty will be added at the same salary level. Faculty projected costs include a WDI administrator who will have a teaching load as part of his/her duties. No fringe benefits are included in these numbers.

4. One full-time Program Administrator and one full-time Program Coordinator are anticipated. Clerical support will also be phased in as program grows.
5. This will be a self-supporting program. The course fees will cover all expenditures. It is anticipated that the program will break even in its initial year, with a small positive net balance. The College of Continuing Studies will underwrite the program until it does break even.

5. FACULTY, Continued

Adjunct Faculty for Homeland Security Field (preliminary list)

- Neal Olderman, M.B.A., C.P.A., C.F.E. Program Manager, Counter Terrorism Exercises, Homeland Security Education Center, Workforce Development Institute, College of Continuing Studies
- John Buturla, M.S. Homeland Security Director, State of Connecticut
- Peter Boyton, M.P.A. Captain, United States Coast Guard, Group Long Island Sound; Director of Global Affairs National Security Council staff at the White House
- Craig Baldwin, M.S., Engineering. Former Faculty of the Year, NPS; Homeland Security Consultant, National Speaker

Proposed Course Assignments

3 MPS Core Courses (9 Credits):

- MGMT 337, Organizational Behavior. Dr. Peter Diplock
- GPPS 3XY, Research Methods and Policy Analysis. Dr. Amy Donahue
- GPPS 3XY, Strategic Program Planning, Deployment, and Evaluation. Dr. Stephen Floyd

5 Homeland Security Core Courses (15 Credits):

- GPPS 3XY, Introduction to Homeland Security. Elliot Spector, J.D.
- GPPS 3XY, Terrorism: Asymmetrical Conflict and Homeland Security. Dr. Rodney Allen
- GPPS 3XY, Risk Management: Critical Infrastructure Protection Strategies. Dr. Anthony Joseph
- GPPS 3XY, Intelligence Homeland Security: Organizational & Policy Challenges. John Buturla; Dr. Rodney Allen
- GPPS 3XY, Contemporary Issues in Homeland Security (NPS). Peter Boyton

2 Homeland Security Electives (6 Credits):

- MGMT 375, Strategic Management of Human Resources. Dr. Peter Diplock
- MGMT 383, Managing Organizational Change. Dr. Peter Diplock
- GS 302, Complex Humanitarian Emergencies. Dr. Rodney Allen
- GS 312, Issues in Humanitarian Studies. Dr. Rodney Allen
- GPPS 3XY, Law Enforcement and Judicial Issues in Homeland Security. Elliot Spector, J.D.
- GPPS 3XY, Comparative Government for Homeland Security. Faculty to be determined
- GPPS 3XY, Civil-Military Relations for Homeland Defense and Security. Dr. Rodney Allen
- GPPS 3XY, Technology for Homeland Security. Craig Baldwin
- GPPS 3XY, Business Continuity Planning. Neal Olderman

MPS Capstone Project (6 Credits): Major Advisor

Immersion Requirement: GPPS 389 Elliot Spector, J.D. and Neal Olderman, M.B.A.

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

None, except adjunct faculty, as needed.

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.

Course Work

The proposed Master of Professional Studies is a 36-credit online graduate program. The MPS has a series of three 3-credit core courses, which are applicable to all disciplines. Each field of study also has its own set of core and elective courses. In addition, all MPS students are required to complete a capstone project that can be applied directly to their working environment.

The 36-credit breakdown will work as follows:

9 Credits	3 MPS required courses
15 Credits	5 Field of Study required courses
6 Credits	2 Elective courses
6 Credits	Capstone Project

The following are the academic requirements for the MPS in Homeland Security – all courses will be offered to cohorts of 25-35 students via asynchronous distance learning platform. All students will be required to complete program residency requirements. Courses that will be customized from existing courses now being offered at the Naval Postgraduate School are noted as such.

Core Courses (9 Credits):

MGMT 337. Organizational Behavior (UConn course). This course focuses on the challenges associated with managing organizations effectively to compete successfully in complex and dynamic work environments. Specifically, the course is designed to develop participants' knowledge and skills in the "macro" and "micro" aspects of managing organizational behavior. A major focus of the course is on the implications of the "digital age" for the management of organizations. The primary instructional method used in this course is case analysis, which is combined with online participation, exercises, and other pedagogical tools. This course will be customized to reflect the issues and challenges specific to homeland security.

GPPS 3XY. Research Methods and Policy Analysis (NPS course to be customized). The purpose of this class is to help learners reinforce their mastery of modes of inquiry and critical thinking that are needed, not only for the intellectual work of the Master's program, but also in their professional lives. The goal of the course is to support the degree objectives of the Master's program by preparing students to conduct graduate-level, policy-relevant research that can be used to support their Capstone Project.

In addition to qualitative research methods, students will also learn quantitative techniques, including applying simple and multiple regression analysis to homeland security related problems. Students will use up-to-date computer and statistical technology and analyze real data. The class will focus on how to plan, execute, and present results of research. The emphasis is on hands-on skills that will help students generate high quality research deliverables.

GS 3XY. Strategic Planning, Deployment, and Program Evaluation (new UConn course). This course will be conducted in two parts: the first part will provide students with an understanding of the strategic planning process in regards to developing a systematic homeland security program. Homeland security requires programs in disparate areas, such as counter-terrorism, information security, border security, counter-drug activities, etc. It also requires

programs at the federal, state and local levels, which must be coordinated. This raises a variety of issues when developing a strategic plan. The course will provide students with an analytical framework useful for translating long-term plans into programs and budgets. Choosing among alternatives to provide optimal security with limited resources requires an analytic approach to the resource allocation decision-making process.

The second part of this course is intended to provide students with skills required to apply the methods of science to the assessment of their homeland security programs. The goal of the course is to provide students the ability to design and implement evaluations of programs. Finally, the connection to strategic planning and program evaluation will provide students with the understanding of how to build in performance measurements into their initial strategic plan to support program accountability to program granters and other stakeholders.

Homeland Security Core Courses (15 Credits):

GPPS 3XY. Introduction to Homeland Security (NPS Course). This course is designed for people who have been selected as current and future leaders in homeland security. The course provides a basic overview of the ideas that can help leaders think and act more strategically. It also introduces many of the subjects that will be covered in other courses in the Homeland Security Master's Program. During the first in-residence session, we will map the terrain of homeland security. During the non-residence phase of the course, you will use the course web site to explore homeland security topics of interest, and to demonstrate an understanding of those topics. You will also work in a team to identify potential changes in homeland security. During the second in-residence session, you will present your ideas and critique other ideas about homeland security strategies.

GPPS 3XY. Terrorism: Asymmetric Conflict and Homeland Security (NPS course). The National Strategy for Homeland Security states, "In the war on terrorism, as in all wars, the more we know about our enemy, the better able we are to defeat that enemy." The purpose of this course is to provide an understanding of the operational and organizational dynamics of terrorism. It considers indigenous actors as well as those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent clandestine activity that, whatever its motivation, has a political purpose or effect.

By the end of the course, students will be able to design effective measures for countering and responding to terrorism based on a thorough understanding of the organizational and operational dynamics of terrorism.

GPPS 3XY. Intelligence for Homeland Security: Organizational and Policy Challenges (NPS course). This course examines key questions and issues facing the intelligence community and its role in homeland security. Students will have the opportunity to fully address policy, organizational and substantive issues regarding homeland security intelligence support. Course reference materials will provide an overview of diverse intelligence disciplines and how the intelligence community operates. Course emphasis will be on issues affecting policy, oversight, and intelligence support to homeland security and national decision-making.

GPPS 3XY. Critical Infrastructure Protection: Vulnerability Analysis & Risk Mitigation (NPS course). Critical Infrastructure protection is one of the cornerstones of homeland security. Various sectors will be analyzed and discussed, including Water, Power & Energy, Information & Telecommunications, Chemical Industry, Transportation, Banking & Finance, Defense Industry, Postal & Shipping, Agriculture & Food, Public Health, and Emergency Services. At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their jurisdiction or organization, and derive

optimal strategies and draft policies for prevention and mitigate the risk of future terrorist attacks.

GPPS 3XY. Contemporary Issues in Homeland Security (NPS Course). Homeland security is a rapidly changing field. It is important to provide a structured forum to explore rigorously the impact of emerging issues on the global war on terrorism. This course allows us to focus on a single topic (such as agro terrorism) or on multiple topics (such as financing terrorism, contributions of geographers to homeland security, alternative HLS governance structures), depending on which issues appear, or will appear, on the public policy agenda. The course will be offered once for each cohort, and will be used to include significant topics that have not otherwise been covered in other parts of the curriculum.

Homeland Security Electives (6 credits in any track below):

Human Resource Development

MGMT 375 Strategic Management of Human Resources (UConn course). Effective human resource management (HRM) is one of the most decisive factors in the success of any organization. This course examines how to manage human resources effectively in the dynamic legal, social, and economic environments currently constraining organizations. Among the topics included are: formulation and implementation of human resource strategy, job analysis, methods of recruitment and selection, techniques for training and management development, performance appraisal, compensation analysis and administration, and evaluation of the effectiveness of HRM systems. Attention is also given to the need for adjusting human resource strategies and tactics when applying them in a foreign setting. Emphasis is placed on integrating human resource management with other key aspects of management. A variety of teaching methods are used to help students acquire an understanding and appreciation of HRM.

MGMT 383 Managing Organizational Change (UConn course). In today's competitive, complex, fast-paced global economy, organizations cannot stand still. Organizations ranging from Fortune 500 firms to small entrepreneurial start-ups find that they need to change in order to succeed and survive. This course is geared towards developing a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations. Therefore, the objective of the course is to prepare managers and their consultants to meet the challenges of organizational changes.

Disaster Recovery

GS 302 Complex Humanitarian Emergencies (UConn course). This seminar offers an in-depth examination of both theoretical and applied aspects of complex humanitarian emergencies. It provides students with a comprehensive, multidimensional understanding of the needs of displaced persons and the systems and practices currently in place to meet these needs.

GS 312 Issues in Humanitarian Studies (UConn course). This course examines current global human development issues from diverse organizational perspectives: non-governmental, private voluntary, international, multi-governmental aid, humanitarian assistance, U.S. military, and U.S. governmental. It will discuss the stresses that are currently forcing many organizations to re-evaluate their current policies and procedures.

Government Studies

GPPS 3XY. Law Enforcement and Judicial Issues in Homeland Security (NPS course). The purpose of this course is to introduce ways to analyze conflicts involving terrorism, to distill policy lessons from such analysis, and to evaluate the applicability of such lessons under

changed conditions. It will be our shared responsibility to probe and refine the frameworks and approaches tested in this course. Part I presents frameworks for understanding the use of terrorism in political strategy and the counter-terrorism policies of liberal democracies. It also introduces methods for evaluating the applicability of lessons derived from past experience to new problems. Part II tests these tools against representative conflicts (involving nationalist, international, and religious terrorism), draws out policy lessons from these conflicts, and explores their relevance for policy-making. Part III includes additional case studies, a critical review of the analytical frameworks, and a synthesis of lessons learned

GPPS 3XY. Comparative Government for Homeland Security (NPS course). This course introduces the analysis of political strategies pursued by the principal actors in conflicts involving terrorism. It will be our shared project to build, test and refine frameworks for the analysis of: (a) the use of terrorism as part of an overall political strategy and (b) the responses of liberal societies engaged in conflicts involving terrorism. By the end of the course, participants will have developed a working knowledge of:

1. Strategies of terrorism
2. Policies for countering terrorism
3. Methods for analysis of conflicts involving terrorism. These tools will assist them in assessing the "lessons learned" from the experiences of other governments that have confronted terrorism.

GPPS Civil-Military Relations for Homeland Defense and Security (NPS course). This course prepares students to deal with the policy development and organizational design challenges posed by the current (and possible future) roles of the U.S. Armed Forces in Homeland Defense and Security (HD/S). Students will apply the expertise they gain to "real world" issues that confront their own jurisdictions and sponsoring organizations, and to a scenario-based exercise in San Luis Rey that focuses on problems of military support to local, state, and federal civilian authorities. Students will understand the definitions of Homeland Defense (HD) versus Homeland Security (HS), the policy, resourcing, and force structure issues at stake in those definitions, and the strategic issues concerning the role of HS within the larger Global War on Terrorism. They will also examine the principles (and enduring problems) of military support to civilian authorities, civil military relations, and interagency cooperation across military and civilian lines.

Private Sector Preparedness

GPPS 3XY. Technology for Homeland Security (NPS course). This course is designed to address a broad array of “technological” applications and innovations that can be used to prevent terrorism through early threat detection, trend or pattern recognition, and identification of clusters of suspicious actions or people. Prevention also includes identifying and prohibiting access or entry of weapons. The course addresses mitigation of harm should an act occur. The course explores Knowledge Management Systems, to include simulations and virtual exercises that have applicability to prevention, and to strategic planning for threats. Technologically enhanced proxies for threats will be especially useful in testing vulnerability.

GPPS 3XY Business Continuity Planning (New course). Organizations must have a strategic plan to protect business assets from a potential terrorist attack. This course will examine issues of strategic planning, risk assessment, evacuation preparedness, and business continuity. Procedures and case studies for securing telecommunications, emergency systems, IT and financial systems and employee safety will be discussed. Students will use critical thinking skills to develop security and continuity plans for their organizations.

MPS Capstone Project

GPPS 397. MPS Capstone Project (UConn course). Towards the end of the MPS program, students will select, with faculty approval, a topic for a major project that demonstrates the student's ability to define, analyze, evaluate, and recommend actions or solutions to deal with a major issue, problem, or opportunity within the field of study. Capstone Projects may include job-related field projects, integrative analyses of professional literature and published research, original research projects, and comprehensive project proposals for adoption by third parties. In all cases, the Capstone Project is intended to demonstrate an extensive understanding of the topic area selected, the ability to develop an integrative and systemic analysis of a problem, and the ability to identify appropriate solutions and recommendations. A written report documenting all aspects of the project will be presented for faculty approval.

7. RESOURCE CENTERS AND LIBRARIES

a. Report as accurately as practicable the number of volumes, periodicals and other materials in the major field and related subject areas.

One of the benefits of the partnership with NPS is providing students and faculty with access to the NPS Homeland Security Digital Library (HSDL)

With funding from the Department of Homeland Security's Office for Domestic Preparedness, the Naval Postgraduate School's Dudley Knox Library has created this unique digital library. The HSDL provides researchers, scholars and students with a gateway to a wide range of resources on the broad subject of Homeland Security. Resources include: a large collection of authoritative and relevant online and locally held resources; access to search multiple online databases; today's news headlines; an "Ask the Librarian" feature (for those tricky research questions); a web log (announcing new reports, book reviews and other relevant resources on Homeland Security); and more.

The mission is to enable researchers, scholars, decision-makers, and students with the ability to further their research and knowledge on issues related to homeland security and homeland defense by providing electronic access to research materials and indexing tools. We aim to do this by providing the latest research, guidance, and authoritative documents on U.S. national security and homeland defense and more via a well-organized, easily accessible, web-based, 24/7 digital library. The HSDL is safeguarding access to influential documents regarding policy issues and debates by archiving seminal documents and speeches.

The HSDL has a comprehensive collection of current and archived resources - all in digital format - from federal, state and local agencies, leading national and international organizations, think tanks, universities and more. The HSDL team of information professionals selects these resources. The HSDL collection includes U.S. policy documents, key federal publications, state and municipal documents, links to important sites, professional journal articles, multimedia materials, theses, gray literature, Homeland Security related news, a list of upcoming Homeland Security related conferences and events, and links to key agencies and organizations.

The University of Connecticut Library System holds the largest public collection of research materials in the State of Connecticut. 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 re-

gional 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 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 full text online services such as LEXIS/NEXIS, Dow Jones, and First-Search. 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.

Our students will also access materials identified by the instructor that will be available through the Internet. Because this is an online Master's program, the use of the Internet as a research resource as well as resource provider will be maximized. Beyond the specific articles and research data provided by the instructor, each student will also be directed to resources and research techniques that will unlock the vast resources found on the Internet.

8. ADMISSION POLICIES

Describe any additions or variances from the general admission requirements of the institution. For graduate programs, 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/her reasons for applying and his/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. If not a native speaker of English, a paper-based TOEFL score of 550 or better (213 on the computer-based test).

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

6. Students will only be admitted on a cohort basis to the MPS/HSL program. A new cohort will be admitted each fall and spring. Due to security concerns from the federal Department of Homeland Security, only U.S. citizens will be admitted to this program. This citizenship policy requirement will be reviewed on an annual basis.

7 Evidence of demonstrated competence in the discipline, including, but not limited to, undergraduate research experience or field experience.

8. Interview by a potential graduate advisor, whenever possible.

9. Relevant professional work experience of at least two years.

Applications are evaluated as soon as the student's file is complete. Applicants will be notified shortly after the admissions committee has made its decision. Cohort 1 will start in late summer, and Cohort 2 is planned to start during Winter Intersession. All students must be admitted to the Cohort-based program.

9. FACILITIES AND EQUIPMENT

Indicate what provisions have been made for student access to adequate instructional facilities, equipment, academic advising, and other necessary instructional support services.

The primary technical infrastructure is maintained by UITS staff members; the Distance Education Office within the College of Continuing Studies maintains a secondary line of support for students in its online programs to ensure that students in CCS online programs have access to technical support that is specific to our courses and programs. CCS also provides a common template for courses in our online programs to ensure that the quality of the instruction is high, that benchmarks are met, and that the technology enhances learning rather than interferes with it.

The College of Continuing Studies maintains a strong and active consortial relationship with the Connecticut Distance Learning Consortium (CTDLC) and the Dean of CCS serves on the CTDLC Executive Council. The director of the Distance Education Office serves on the CTDLC membership committee and is a principal investigator representing CCS/UConn on a FIPSE grant coordinated by CTDLC. The purpose of the grant is to enhance online student services, which include online tutoring, the development of an e-portfolio, and an online technical assessment.

The e-portfolio tool recently developed through the CTDLC/FIPSE grant is currently being piloted in one of our courses. When used appropriately, the e-portfolio can serve as a metacognitive tool, allowing students to reflect on their learning from their entire program. The University has purchased its own e-portfolio platform, and these tools will enhance the learning across our MPS programs.

CCS plans on building the e-portfolio system into MPS Online. E-portfolios will help online students assemble their work in ways that may be beneficial to them in the workplace and as a career mobility tool, as well as help them prepare for their MPS final project that must be completed towards the end of the program. Students will utilize the skills and knowledge gained during the program and apply them to solve real world problems. Most often these projects are related directly to the individual's current work environment.

Additional instructional support services to online students are coordinated through the Distance Education Office at the College of Continuing Studies. Once students register for an online course, they are provided information relevant to their online course including how to obtain access to the course and their Net ID, the online syllabus, purchasing texts, and technical support information.

Online courses developed through the College of Continuing Studies (CCS) utilize the University of Connecticut's license for WebCT and are accessible through www.webct.uconn.edu. All courses require a Net ID and password, which are assigned through the University and are unique to each student. The Net ID provides students with access to all online library services and databases.

Information on how distance students can purchase required texts is available on the CCS Website. Additional course materials are made available through the Electronic Course Reserve (ECR) within the WebCT course, as permitted by copyright law. ECR, which is maintained by the UConn library, is used in the majority of CCS online courses and makes selected readings readily available. Under some circumstances, a third category of materials may be sent directly to students on a CD. These resources include videos or other large files, which might otherwise result in slow download times. While many students have high-speed Internet access through DSL and cable, some students in our online programs do not. We therefore provide access to larger documents on a CD that is sent to students prior to the start of the course.

APPENDIX A

MEMORANDUM OF UNDERSTANDING BETWEEN

THE UNIVERSITY OF CONNECTICUT

AND
THE NAVAL POSTGRADUATE SCHOOL

1. PURPOSE. This MOU provides the cooperative framework for University of Connecticut (UConn) and Naval Postgraduate School (NFS) to collaborate on graduate education and research initiatives related to Homeland Security.

2. OBJECTIVE. The objective of this collaboration is to enable each institution to contribute its unique strengths so that, by working together, UConn and NPS will be able to strengthen their respective programs in an efficient and effective way.

3. BACKGROUND. Representatives from the UConn and NPS have been in discussions since April 2004 to explore an academic partnership in the area of homeland security leadership development. Both institutions have established relationships with the U.S. Department of Homeland Security (DHS) and its Office for Domestic Preparedness (ODP). ODP has given NPS programmatic responsibility to develop and deliver an accredited Masters Degree curriculum focused on Homeland Security issues. UConn, through its College of Continuing Studies' Workforce Development Institute (WDI), has a multi-year leadership development contract with DHS's Customs and Border Protection agency and also oversees all DHS/ODP approved training and exercises in the state, including the TOPOFF exercise.

NPS has been partnering with leading research Universities to strengthen its HS curriculum. The Office for Domestic Preparedness has also called on NPS to make that curriculum (and its supporting components) available to partner Universities across the Nation. The goals of this initiative are to:

- Dramatically increase the number-'bf students with access to high-quality education on HS (far beyond the number of students who can enroll at NPS)

- Widen the diversity of students who can enroll in such programs (especially from the Private Sector, who are unable to enroll students at NPS)

- Ensure that as Universities stand up their own HS curricula, they can take full advantage of ODP's investment in curriculum development at NPS (rather than having to "re-invent the wheel")

- Facilitate the process by which partner Universities can develop new curriculum components, reflecting their own strengths and ability to meet State-specific needs, and integrate those components into an overall approach to HS education in a coordinated, mutually beneficial way.

NPS and ODP recognize that to facilitate curriculum development, research programs are essential to explore the novel challenges posed by Homeland Security. Moreover, both UConn and NPS are

dedicated to advancing the frontiers of knowledge through graduate student and faculty research, and are committed to doing so on HS-related topics across a broad range of disciples.

4. COLLABORATIVE INITIATIVES.

a. Education

Both parties agree that their collaboration shall benefit both parties in strengthening the excellence and range of their educational programs. NFS will provide a foundation upon which UConn can build; UConn will develop new curriculum components (many of which will lie beyond the range of expertise at NPS), and make those developments available to NPS and its other University partners in consultation with UConn and ODP.

In sharing curricula, both Universities will agree to mutually agreed-upon standards and mechanisms to ensure that faculty receive full, appropriate intellectual property credit in perpetuity for the courses they develop and the content they provide. NPS and UConn will appoint a joint faculty board to propose to the leadership of their respective institutions the specific mechanisms by which this requirement will be applied pursuant to 17 USCS §101, 105 et. seq., by which all courses and course content created by NPS personnel, including joint work, derivative work, supplementary work, and works made for hire, are designated the work of the United States Government and are precluded and protected from copyright.

To the maximum extent possible, all curricula will be shared between institutions at no cost to each other. Some specific exceptions to this principle may be required for curriculum support activities (including use of certain holdings of the Homeland Security Digital Library). In those instances, funding arrangements shall be made by mutual agreement of the Parties to this Agreement.

Upon approval by the Office for Domestic Preparedness, and subject to the resolution of programmatic issues to the mutual satisfaction of NPS and UConn, the Naval Postgraduate School shall make available to the University of Connecticut:

- All curriculum components associated with the MA curriculum track in Homeland Defense and Security (all of which are unclassified), including syllabi, online materials (including course readings), and related courseware
- Access to NFS' Homeland Security Digital Library

- Access to the San Luis Rey exercise system (in-consultation with Teleologic, Inc., NPS' partner in developing the exercise system)

- The Naval Postgraduate School, in consultation with ODP, will also explore with UConn how supporting activities might be conducted to assist UConn faculty in preparing to teach and modify the curriculum components provided by NPS.

The University of Connecticut will provide to NFS courseware and related education development materials it develops in Homeland Security, so that these developments can benefit NFS students and other partner Universities (in consultation with UConn and ODP). If UConn develops proposed additions, improvements, or modifications to San Luis Rey, NPS will (in consultation with Teleologic, me), facilitate the process of determining how best to incorporate those additions, and share in their use if adopted. Both Parties to the Agreement shall explore other opportunities for educational collaboration, especially in the realm of executive educations.

b. Research

UConn and NPS faculty will aggressively explore opportunities to partner together to pursue reimbursable research projects related to Homeland security, and otherwise collaborate on HS-related research. The Parties to the Agreement shall appoint faculty representatives to meet and determine how best to pursue joint research opportunities, and structure this collaborative process.

5. EFFECTIVE DATE/CHANGE/REVIEW.

This MOU shall become effective upon the date of the signature of the responsible individuals. Changes may be recommended by either partner, but must be approved by all. This MOU will be in effect for a period of 3 years with the option to extend that conclusion date by mutual consent of the responsible individuals and may be terminated at any time whenever one or more of the responsible individuals give 60 days written notice to the others of the intention to terminate.

6. INSTITUTIONAL POINTS OF CONTACT.

Roy Pietro
Executive Director
Workforce Development Institute
College of Continuing Studies
University of Connecticut
Storrs, CT
roy.pietro@uconn.edu
203-805-6446

David O'Keefe
Deputy Director and CEO
Center for Homeland Defense and Security
Naval Postgraduate School
Monterrey, CA
dokeeffe@nps.edu
831-656-2416

Authorizing Signatures

Patrick W. Dunne, RDML, USN
12/08/04
President
Naval Postgraduate School, Monterey

Fred Maryanski, Ph.D.
12/17/04
Interim Provost and Executive Vice President for Academic Affairs
University of Connecticut
Storrs, CT

APPENDIX B

Faculty resumes will be forwarded electronically to Department of Higher Education

APPENDIX C

COMPETITIVE ANALYSIS

NEW/PROPOSED HIGHER EDUCATION PROGRAMS NATIONWIDE

COLLEGES, UNIVERSITIES and INSTITUTIONS OFFERING EMERGENCY MANAGEMENT COURSES

Terrorism, Homeland Security and Homeland Defense Programs

- American Public University System – Master of Arts in Homeland Security
- American Public University System – Bachelor of Arts in Homeland Security
- Community College of Denver – Public Safety Management Associate in Applied Science Degree
- Community College of Denver – Public Safety Management Certificate Program
- Corinthian Colleges, Inc. – Homeland Security Associate's Degree
- Corinthian Colleges, Inc. – Homeland Security Bachelor's Degree
- Corinthian Colleges, Inc. – Homeland Security Specialist Diploma
- Curry College - Certificate in Homeland Defense
- Delgado Community College – Certificate and Associate of Applied Science in Homeland Security and Emergency Management
- Fairleigh Dickinson – Global Security and Terrorism Certificate
- Fairleigh Dickinson University – Undergraduate Security & Terrorism Studies Certificate
- Fairmont State Community and Technical College Associate in Applied Science Degree in Homeland Security
- George Mason University, National Center for Biodefense – Graduate Biodefense Degrees and Graduate Certificates
- George Washington University – Graduate Certificate in Homeland Security Emergency Preparedness
- Herzing College – Homeland Security and Public Safety Bachelor of Science
- Iowa Central Community College Homeland Security Training Center – Basic Homeland Security Training
- John Jay College of Criminal Justice – Interdisciplinary M.A. Terrorism Certificate Program
- Kaplan College – Terrorism and National Security Management Certificate

- Lamar Institute of Technology – Six Certificates in Homeland Security
- Lamar Institute of Technology – Associate of Applied Science in Homeland Security and Certificate of Completion in Homeland Security
- Michigan State University – Online Certificate in Homeland Security Studies
- National Graduate School – Homeland Security Certificate
- National Graduate School – Homeland Security Concentration offered within Master of Science, Quality Systems Management - 12 Mons. Completion
- Naval Postgraduate School, Homeland Security Master of Arts Program
- Northern Virginia Community College – Manassas Campus – Homeland Security Operations Specialist
- Penn State University, Fayette's Center for Community and Public Safety – Non-Credit Certificate in Homeland Security
- Pikes Peak Community College – Homeland Security/Emergency Management Associate of Applied Science Degree and Certificate Programs
- Purdue University, Homeland Security Institute – Area of Specialization in Homeland Security
- Sonoma College – Certificate in Homeland Security and Associate of Applied Science in Administration of Justice and Homeland Security Programs
- Southwestern College – Bachelor of Science Degree in Security Management
- Southwestern College – Certificate in Security Management
- Teikyo Post University – Certificate in Homeland Security
- University of Findlay – Terrorism Preparedness Training Courses
- University of Massachusetts, Lowell – Certificate Program in Security Management and Homeland Security
- University of New Haven – Master of Science in National Security and Graduate Certificate in National Security
- University of Southern California – Graduate Certificate in System Safety and Security
- University of Southern California – Master of Science in System Safety and Security

- University of Tennessee, Center for Homeland Security and Counter-proliferation – Developing Homeland Security Program
- University of Washington – Masters in Strategic Planning for Critical Infrastructures - Leadership Program for Homeland Security

COLLEGES, UNIVERSITIES and INSTITUTIONS OFFERING EMERGENCY MANAGEMENT COURSES

Programs being Proposed/Investigated

- Bucks County Community College – Emergency Management and Public Safety Associate Program
- Bucks County Community College – Emergency Management and Public Safety Certificate Programs
- Camden County Community College – Proposed Certificate in Emergency and Disaster Planning
- Carl Albert State College – Investigating Associates Degree in Emergency Management
- Casper Community College, WY – Associate of Applied Science Degree in Public Safety
- Casper Community College, WY – Public Safety Certificate in Emergency Management
- Clemson University
- Cogswell Polytechnical College
- Delgado Community College – Certificate and Associate of Applied Science in Homeland Security and Emergency Management
- Eastern Kentucky University
- Florida A&M University – Proposed Certificate in Emergency Management
- Idaho State University, Boise Center – Homeland Security/Emergency Management Program
- Kankakee Community College – Developing Associates Degree in Emergency Management Specialist
- Keene State College – Emergency Management Certificate
- Loma Linda University
- Louisiana State University – Graduate Program in Hurricanes/Natural Hazards
- Louisiana State University – Proposed Undergraduate Concentration In Disaster Science and Management
- Metropolitan College of New York – Proposed Master of Public Administration Degree in Homeland Security
- Millersville University of Pennsylvania – Master's Degree in Disaster Management (MSDM)
- Onondaga Community College – Proposed Associate of Applied Science Degree in Emergency Management

- Penn State University
- Portland Community College
- South Dakota State University
- Southwestern Illinois College
- St. Petersburg College – Bachelor of Applied Science in Public Safety Administration with a Specialization Track in Emergency Administration and Management
- SUNY Canton – Bachelor of Technology in Emergency and Crisis Management
- SUNY Maritime College
- Texas State Technical College--Waco
- University of Kentucky
- University of Maryland, Baltimore County – Graduate Certificate in Emergency Management
- University of Nevada, Reno
- University of North Carolina at Chapel Hill – Bachelor of Science in Disaster Management
- University of North Carolina at Chapel Hill – Doctor of Public Health (Disaster Management)
- University of North Carolina at Chapel Hill – Master of Science in Disaster Management
- University of North Carolina at Pembroke – Developing Emergency Management MPA Concentration
- University of Pittsburgh-Proposed Public Health Preparedness and Disaster Response Certificate
- University of Puerto Rico
- Valencia Community College
- Washburn University
- West Virginia University
- Yale University School of Medicine – Proposed Certificate in Disaster Management

APPENDIX D

TOPOFF ARTICLE

YOUR ODYSSEY
CCS NEWSLETTER
FALL 2004

Homeland Security Education Center Takes the Lead in TOPOFF Exercises

When the Homeland Security Education Center was created in September 2003 in a partnership between the Department of Public Safety and the College's Workforce Development Institute (WDI), WDI assumed program management responsibility for the day-to-day operations. The state's collaboration with the University helped Connecticut's selection by the federal Department of Homeland Security as a participant in the TOPOFF 3 program, the third of a series of congressionally directed national exercises. The Homeland Security Education Center will assume the lead coordination role for TOPOFF 3, which is scheduled for the first week of April 2005.

The state of New Jersey, the Department of Homeland Security and other Federal agencies, as well as government officials from the United Kingdom and Canada, will join Connecticut in this exercise, which will demonstrate a coordinated local, national and international response to a chemical Weapons of Mass Destruction (WMD) attack. A maritime terrorist attack will be simulated in New London, and will be based on enhancing the preparedness of Southeastern Connecticut and contiguous communities along I-95. The exercise will also provide training for Federal, State, and local responders and top officials.

"This is an excellent opportunity for all Homeland Security partners in the State of Connecticut and surrounding states to exercise their level of preparedness," said John J. Buturla, Director of Connecticut's Division of Homeland Security. "We have built significant capabilities and relationships through emergency responders, chief elected officials, legislators and the Governor. This is the first real opportunity this region will have to determine what our capabilities and needs are regarding a terrorist incident."

"TOPOFF is the largest counter-terrorism exercise program in North America, involving thousands of participants in New Jersey, Washington, D.C., Connecticut, the U.K. and Canada," said Roy Pietro, Executive Director of the Homeland Security Education Center and CCS's Workforce Development Institute.

"Besides the numerous lessons learned during the week long TOPOFF exercise, the ten-month planning process for TOPOFF will be an invaluable action learning experience for over 100 planners from multi-jurisdictional agencies, as they use critical thinking skills to develop the scenario, analyze existing emergency plans and protocols, and problem solve in a team decision-making environment. Planners include senior managers from numerous state and local agencies, as well as federal agencies including the FBI, Coast Guard, Department of Defense, FEMA (Federal Emergency Management Agency), TSA (Transportation Security Administration), Customs, OSHA (Occupational Safety and Health Administration), State Department, and the Department of Homeland Security.

Numerous private sector companies and non-profit agencies like the American Red Cross are also involved in the planning process."

APPENDIX E

MEMBER INSTITUTIONS

THE NATIONAL ACADEMIC CONSORTIUM FOR HOMELAND SECURITY

THE NATIONAL ACADEMIC CONSORTIUM FOR HOMELAND SECURITY
Member Institutions:

Air Force Institute of Technology
Alabama A&M University
Alabama State University
American Public University System
Anna Maria College
Arkansas Tech University
Army Management Staff College
Auburn University
Birmingham-Southern College
Bowdoin College
Bowling Green State University
Brown University
Butler County (PA) Community College
Case Western Reserve University
Central Missouri State University
Central Piedmont Community College
Chattahoochee Technical College
Clackamas Community College
Clayton College and State University
Clemson University
Cleveland State University
College of William and Mary
Colorado State University
Columbus State Community College
Corinthian Colleges
Cuyahoga Community College
Delaware State University
Desert Research Institute
Duke University
ECPI College of Technology
East Carolina University
Eastern Michigan University
Embry-Riddle Aeronautical University
Fairleigh Dickinson University
Florida Atlantic University
George Mason University
George Washington University

Georgetown University
Georgia Institute of Technology
Georgia State University
Grossmont College
Hagerstown Business College
Indiana University
Indiana University of Pennsylvania
Iowa State University
Ivy Tech State College
Iowa Wesleyan College
James Madison University
Johns Hopkins University
Joint Forces Staff College
Kansas State University
Kent State University
Lamar Institute of Technology
Lakeland Community College
Lehigh Carbon Community College
Los Alamos National Laboratory
Louisiana State University
Marshall Center
Massachusetts Institute of Technology
Massachusetts Maritime Academy
Merrimack College
Metropolitan College of New York
Michigan State University
Michigan State University/Kalamazoo Center for Medical Studies
Michigan Technological University
Monmouth University
Monroe Community College
Myers University
National Defense University
NAVAIR Orlando, TSD
Naval Postgraduate School
Naval War College
New Hampshire Community Technical College
New Mexico Military Institute
New York Institute of Technology
New York University
North Carolina A&T State University
North Carolina State University

North Dakota State University
Northwestern University
Oakland Community College
Oklahoma State University
Ohio Dominican University
Ohio University
Old Dominion University
Olympic College
Oregon Health and Science University
Owens Community College
Penn State University
Purdue University
Rensselaer Polytechnic Institute
San Francisco State University
San Jose State University
Sonoma State University
South West International University
Southern Methodist University
St. Edward's University
St. John Fisher College
St. Mary's University of Law
Stanford University
Stony Brook University - State of New York
Syracuse University
Teikyo Post University
Texas A&M University
Texas State University, San Marcos
The Florida State University
The Judge Advocate General's School
The Ohio State University
The University of Detroit Mercy
The University of Medicine and Dentistry of New Jersey
The University of Pennsylvania
The University of Scranton
The University of Texas at Dallas
Thomas Edison State College
Thunderbird University
Tiffin University
Troy State University
Tufts University
United States Air Force Academy

United States Army War College
United States Coast Guard Academy
United States Military Academy
University of Akron
University of Alabama
University of Alaska Fairbanks
University of Alaska Anchorage
University of Central Florida
University of Cincinnati
University of Colorado
University of Connecticut
University of Dayton
University of Denver
University of Findlay
University of Florida
University of Georgia
University of Guam
University of Houston
University of Idaho
University of Illinois
University of Illinois at Chicago
University of Iowa
University of Kentucky
University of Louisville
University of Maine
University of Maine, Fort Kent
University of Maryland
University of Maryland, College Park
University of Massachusetts, Amherst
University of Miami
University of Michigan Ann Arbor
University of Minnesota
University of Mississippi
University of Missouri-Columbia
University of Missouri-Kansas City
University of Montana
University of Nebraska
University of Nebraska Medical Center
University of Nevada-Las Vegas
University of Nevada-Reno
University of New Hampshire

University of New Orleans
University of North Carolina at Charlotte
University of North Carolina at Wilmington
University of North Dakota
University of North Texas
University of Oklahoma
University of South Carolina
University of Southern California
University of South Florida
University of Tennessee
University of Tennessee, Knoxville
University of Tennessee, Martin
University of Tennessee, Memphis
University of Tennessee, Oak Ridge National Lab
University of Virginia
University of Washington
University of Wisconsin-Madison
Utah Valley State College
Vanderbilt University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Waynesburg College
West Virginia University
Western Carolina University
Western Connecticut State University
Wright State University
Youngstown State University

ATTACHMENT 8

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

SUBJECT: Appointment to Canvassing Board – Election of Alumni Trustee

RECOMMENDATION:

That Ronald C. Schurin be designated the Board of Trustees staff representative to the Canvassing Board for the Election of the Alumni Trustee.

BACKGROUND:

Under the provisions of the State Statutes (Sec. 10a-103), the Board of Trustees appoints one member of a three-person board which supervises the election of alumni Trustees. It has been the custom of the Board to name a Trustee staff representative to this post.

The following is an excerpt from the State Statute:

Sec. 10a-103 (Formerly Sec. 10-118) Appointment of Trustees.

"Such election shall be conducted by mail prior to September first under the supervision of a canvassing board consisting of three members, one appointed by the board of trustees, one by the board of directors of the alumni association of the university and one by the president of the university."

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

ATTACHMENT 9

OFFICE OF THE REGISTRAR, March 16, 2005
Commencement 2005 Degree Conferrals

TO: President's Office
FROM: Kathy Shipton
Assistant Registrar

		#1 Conferred 2003-2004	#2 Conferred 8/24/04	#3 Conferred 12/19/04	#4 Estimated 5/05	#5 Est. Total 2004-2005
TOTALS	Assoc. Applied Science	11	2	7	23	32
	Bachelor	3673	533	716	2726	3975
	Master	1109	350	313	564	1227
	Prof. Diploma in Ed.	40	19	3	4	26
	Doctoral	335	80	72	169	321
	Law	170	0	0	187	187
	Health Center	102	0	0	111	111
	GRAND TOTAL:	**5440**	**984**	**1111**	**3784**	**5879**
UNDERGRADUATES	***Bachelor Degrees:***					
	Agriculture & Natural Resources	163	10	31	141	182
	Allied Health	68	8	4	63	75
	Business	498	46	104	418	568
	Continuing Studies	291	68	96	178	342
	Education	181	25	6	139	170
	Engineering	207	30	77	148	255
	Family Studies	234	31	30	173	234
	Fine Arts	127	23	27	85	135
	Liberal Arts & Sciences	1709	286	338	1216	1840
	Nursing	92	1	0	75	76
	Pharmacy	93	2	1	90	93
	Combined Business/Engineering	10	3	2	0	5
	Total Bachelor:	**3673**	**533**	**716**	**2726**	**3975**
	Assoc. Applied Science:	11	2	7	23	32
	Total Undergraduates:	**3684**	**535**	**723**	**2749**	**4007**
GRADUATE / PROFESSIONAL	Master of Arts	357	103	88	261	452
	Master of Science	304	117	111	121	349
	Master of Business Adm.	239	59	71	101	231
	Master of Engineering	2	0	3	1	4
	Master of Fine Arts	12	6	1	3	10
	Master of Music	10	7	7	1	15
	Master of Professional Studies	0	0	0	0	0
	Master of Public Administration	9	2	4	9	15
	Master of Public Health	21	17	8	23	48
	Master of Dental Science	10	3	6	0	9
	Master of Social Work	145	36	14	44	94
	Total Masters:	**1109**	**350**	**313**	**564**	**1227**
	Prof. Diploma in Ed.	**40**	**19**	**3**	**4**	**26**
	Doctor of Pharmacy	79	2	0	73	75
	Doctor of Philosophy	255	78	71	88	237
	Doctor of Education	0	0	0	7	7
	Doctor of Musical Arts	1	0	1	1	2
	Total Doctoral:	**335**	**80**	**72**	**169**	**321**
	Juris Doctor	151	0	0	173	173
	Master of Laws	19	0	0	14	14
	Total Law:	**170**	**0**	**0**	**187**	**187**
	Doctor of Medicine	68	0	0	75	75
	Doctor of Dental Medicine	34	0	0	36	36
	Total Health Center:	**102**	**0**	**0**	**111**	**111**
	Total Graduate and Professional:	**1756**	**449**	**388**	**1035**	**1872**
	GRAND TOTAL:	**5440**	**984**	**1111**	**3784**	**5879**

Comparative figures are given in columns #1 and #5 and include counts for degrees conferred in August and December in addition to candidates for May. *These counts are the best estimates from the figures available on March 16, 2005.*

ATTACHMENT 10

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

PROMOTION TO PROFESSOR:

Larry Silbart	Animal Science
Steven Zinn	Animal Science

APPOINTMENT AS PROFESSOR WITH TENURE:

Cathleen Love	Cooperative Extension

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

Kumar Venkitanarayanan	Animal Science

PROMOTION TO EXTENSION EDUCATOR AND TENURE:

Thomas Boucher	Cooperative Extension

REAPPOINTMENTS (TENURE TRACK):

Robert J. Johnston	Assistant Professor	Agricultural & Res Economics
Jenifer Nadeau	Assistant Professor	Animal Science
Theodore Rasmussen	Assistant Professor	Animal Science
Xiuchun (Cindy) Tian	Assistant Professor	Animal Science
Thomas Worthley	Associate Extension Educator	Cooperative Extension
Isaac Ortega	Assistant Professor	Natural Resources Mgt. Eng.
Mark Rudnicki	Assistant Professor	Natural Resources Mgt. Eng.
Jason Vokoun	Assistant Professor	Natural Resources Mgt Eng.
Steven Davis	Assistant Professor	Nutritional Sciences
Guillermo Risatti	Assistant Professor	Pathobiology
Roberto Gaxiola	Assistant Professor	Plant Science

REAPPOINTMENTS (NON-TENURE TRACK):

David Dzurec	Extension Associate Professor	Animal Science
Mohamed Dhinbil	Asst. Ext. Educ in Residence	Cooperative Extension
David Dickson	Asst. Ext. Educ in Residence	Cooperative Extension
Tessa Getchis	Associate Ext Educ in Residence	Cooperative Extension
Sharon Gray	Associate Ext. Educ in Residence	Cooperative Extension
Frank Himmelstein	Associate Ext. Educ in Residence	Cooperative Extension
Harry Mangle	Assistant Ext. Educ in Residence	Cooperative Extension
Robert Ricard	Extension Educator in Residence	Cooperative Extension
John Rozum	Associate Ext. Educ in Residence	Cooperative Extension
Lance Stewart	Associate Extension Professor	Cooperative Extension
Joel Stocker	Asst. Educator in Residence	Cooperative Extension
Umekia Taylor	Associate Ext Edu in Residence	Cooperative Extension
Susan Westa	Asst. Extension Educator in Residence	Cooperative Extension
Susan Beeman	Assistant Coop Exten Educ in Resid	Nutritional Sciences
Michelle Pierce	Assistant Professor in Residence	Nutritional Sciences
Colleen Thompson	Extension Educator in Residence	Nutritional Sciences
Donna Ellis	Extension Educator in Residence	Plant Science
Ana Legrand	Assistant Professor in Residence	Plant Science
Steven Rackliffe	Extension Instructor	Plant Science

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF ALLIED HEALTH

REAPPOINTMENTS (TENURE TRACK):

Geraldine Pellecchia	Associate Professor	Physical Therapy
Jeff Kinsella-Shaw	Assistant Professor	Physical Therapy

PROMOTIONS (NON-TENURE TRACK):

Robin Abourizk	Lecturer II	Applied Health Sciences
Martha Keagle	Lecturer II	Applied Health Sciences
Rosanne Lipcius	Lecturer II	Applied Health Sciences
Denise Ward	Lecturer II	Physical Therapy

REAPPOINTMENTS (NON-TENURE TRACK):

Denise Anamani	Lecturer	Applied Health Sciences
Judith Brown	Lecturer	Applied Health Sciences
Margaux Guidry	Clinical Instructor	Health Promotion & Allied Health Science
Maryann Morris	Lecturer/Advisor	Health Promotion & Allied Health Science
Karla Bell-Elkin	Clinical Instructor	Physical Therapy
Cristina Colon-Semenza	Clinical Instructor	Physical Therapy
Laurie Devaney	Clinical Instructor	Physical Therapy
Morgan Hills	Clinical Instructor	Physical Therapy

SCHOOL OF BUSINESS

PROMOTION TO PROFESSOR

Ram Gopal	Operations & Information Management

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

John Phillips	Accounting
Jodi Goodman	Management
Sudip Bhattacharjee	Operations & Information Management

REAPPOINTMENTS (TENURE TRACK):

John Knopf	Assistant Professor	Finance
John Vernon	Assistant Professor	Finance
Ted Baker	Assistant Professor	Management
Harald Fischer	Assistant Professor	Management
Lucy Gilson	Assistant Professor	Management
Nora Madjar	Assistant Professor	Management
Zeki Simsek	Assistant Professor	Management
Robert Bird	Assistant Professor	Marketing
Raj Venkatesan	Assistant Professor	Marketing
Jose Cruz	Assistant Professor	Operations & Information Management
Robert Day	Assistant Professor	Operations & Information Management
Kumar Mehta	Assistant Professor	Operations & Information Management
Manuel Nunez	Assistant Professor	Operations & Information Management
Ramesh Sanakaranarayanan	Assistant Professor	Operations & Information Management
Fang Yin	Assistant Professor	Operations & Information Management
Zhongju (John) Zhang	Assistant Professor	Operations & Information Management

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

NEAG SCHOOL OF EDUCATION

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

Sandra Chafouleas	Educational Psychology
Douglas Kaufman	Curriculum and Instruction

TENURE AS PROFESSOR:

Hariharan Swaminathan	Educational Psychology

TENURE AS ASSOCIATE PROFESSOR:

Douglas Hartman	Curriculum and Instruction
Alicia Xae Reyes	Curriculum and Instruction
Helen Jane Rogers	Educational Psychology

REAPPOINTMENTS (TENURE TRACK):

Courtney Bell	Assistant Professor	Curriculum and Instruction
Wendy Glenn	Assistant Professor	Curriculum and Instruction
Mileidis Gort	Assistant Professor	Curriculum and Instruction
Robert Hannafin	Associate Professor	Curriculum and Instruction
Alan Marcus	Assistant Professor	Curriculum and Instruction
Mark Olson	Assistant Professor	Curriculum and Instruction
John Settlage	Associate Professor	Curriculum and Instruction
Jeffrey Volek	Assistant Professor	Curriculum and Instruction

Alexandra Bell	Assistant Professor	Educational Leadership
Casey Cobb	Assistant Professor	Educational Leadership
Glenn Wilson	Assistant Professor	Educational Leadership
Eric Haas	Assistant Professor	Educational Leadership
Robert Colbert	Assistant Professor	Educational Psychology
Michael Coyne	Assistant Professor	Educational Psychology
Catherine Little	Assistant Professor	Educational Psychology
Rachelle Perusse	Associate Professor	Educational Psychology
Betsy McCoach	Assistant Professor	Educational Psychology
Jennifer Bruening	Assistant Professor	Kinesiology
Laura Burton	Assistant Professor	Kinesiology

REAPPOINTMENTS (NON-TENURE TRACK):

William Farr	Assistant Professor	Curriculum and Instruction
Eliana Rojas	Assistant Professor	Curriculum and Instruction
Mary Truxaw	Assistant Professor	Curriculum and Instruction
Katherine Gavin	Associate Professor	Educational Psychology
Joseph Madaus	Assistant Professor	Educational Psychology
David Parker	Assistant Professor	Educational Psychology
Robin Schader	Assistant Research Professor	Educational Psychology
Sally Scott	Associate Professor	Educational Psychology
Jason Stephens	Assistant Professor	Educational Psychology
Carrie Graham	Lecturer	Kinesiology

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF ENGINEERING

PROMOTION TO PROFESSOR:

Leon Shaw	Metallurgy & Materials Engineering

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

Wilson Chiu	Mechanical Engineering
Britt Holmen	Civil & Environmental Engineering

REAPPOINTMENTS (TENURE TRACK):

Amvrossios Bagtzoglou	Associate Professor	Civil & Environmental Engineering
Jeong-Ho Kim	Assistant Professor	Civil & Environmental Engineering
Allison MacKay	Assistant Professor	Civil & Environmental Engineering
Guiling Wang	Assistant Professor	Civil & Environmental Engineering
Richard Parnas	Associate Professor	Chemical Engineering
Ranjan Srivastava	Assistant Professor	Chemical Engineering
Lei Zhu	Assistant Professor	Chemical Engineering
Jun Hong Cui	Assistant Professor	Computer Science & Engineering
Swapna Gokhale	Assistant Professor	Computer Science & Engineering
Chun-Hsi Huang	Assistant Professor	Computer Science & Engineering
Aggelos Kiayas	Assistant Professor	Computer Science & Engineering
Ion Mandoiu	Assistant Professor	Computer Science & Engineering
Laurent Michel	Assistant Professor	Computer Science & Engineering
Zhijie Shi	Assistant Professor	Computer Science & Engineering
John Chandy	Assistant Professor	Electrical & Computer Engineering
Monty Escabi	Assistant Professor	Electrical & Computer Engineering
Yunsi Fei	Assistant Professor	Electrical & Computer Engineering
Bing Wang	Assistant Professor	Electrical & Computer Engineering
Lei Wang	Assistant Professor	Electrical & Computer Engineering
Shengli Zhou	Assistant Professor	Electrical & Computer Engineering
Horea Ilies	Assistant Professor	Mechanical Engineering
Michael Renfro	Assistant Professor	Mechanical Engineering
Jiong Tang	Assistant Professor	Mechanical Engineering
Pamir Alpay	Assistant Professor	Metallurgy & Materials Engineering
Brian Huey	Assistant Professor	Metallurgy & Materials Engineering
Ramamurth Ramprasad	Assistant Professor	Metallurgy & Materials Engineering
Mei Wei	Assistant Professor	Metallurgy & Materials Engineering

REAPPOINTMENTS (NON-TENURE TRACK):

Steven Boggs	Research Professor	Electrical & Computer Engineering
Thomas Barber	Professor in Residence	Mechanical Engineering
Xinyu Huang	Assistant Research Professor	Mechanical Engineering
Frano Barbir	Professor in Residence	Mechanical Engineering

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF FAMILY STUDIES

REAPPOINTMENTS (TENURE TRACK):

Lara Descartes	Assistant Professor
Laura Donorfio	Assistant Professor
Fabienne Doucet	Assistant Professor
Anne Farrell	Assistant Professor
Brent Gibson	Assistant Professor
Teresa McDowell	Associate Professor
Shannon Weaver	Assistant Professor

SCHOOL OF FINE ARTS

PROMOTION TO PROFESSOR:

Mary Ellen Junda	Music

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

Edvin Yegir	Art and Art History
Earl MacDonald	Music

TENURE AS ASSOCIATE PROFESSOR:

Olu Oguibe	Art and Art History

APPOINTMENT AS PROFESSOR WITH TENURE:

Dale AJ Rose	Dramatic Arts

REAPPOINTMENTS (TENURE TRACK):

Kelly Dennis	Assistant Professor	Art and Art History
Randall Hoyt	Assistant Professor	Art and Art History
Margo Machida	Assistant Professor	Art and Art History
Janet Pritchard	Assistant Professor	Art and Art History
Mark Zurolo	Assistant Professor	Art and Art History
Michael Bradford	Assistant Professor	Dramatic Arts
James Ackley	Assistant Professor	Music
Eric Rice	Assistant Professor	Music
Constance Rock	Assistant Professor	Music
Ronald Squibbs	Assistant Professor	Music

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF LAW

TENURE AS ASSOCIATE PROFESSOR:
Peter Lincoln Lindseth

REAPPOINTMENT AS ASSOCIATE PROFESSOR (TENURE TRACK):
Laura Dickinson
Sean Griffith
Kaaryn Gustafson
Alexandra Lahav

COLLEGE OF LIBERAL ARTS AND SCIENCES

ANTHROPOLOGY

Linda Garro	Tenure as Professor
Natalie Munro	Reappointment as Assistant Professor

CHEMISTRY

Amy Howell	Promotion to Professor
Fotios Papadimitrakopoulos	Promotion to Professor
Gregory Sotzing	Promotion to Associate Professor and Tenure
Alexandru Asandei	Reappointment as Assistant Professor
Isabelle Lagadic	Reappointment as Assistant Professor
Nicholas Leadbeater	Reappointment as Assistant Professor
Mark Peczuh	Reappointment as Assistant Professor

COMMUNICATION SCIENCES

Kathleen Cienkowski	Promotion to Associate Professor and Tenure
Bernard Grela	Promotion to Associate Professor and Tenure
Kirstie Cope-Farrar	Reappointment as Assistant Professor
Karen Cornetto	Reappointment as Assistant Professor
Valerie Johnson	Reappointment as Assistant Professor
Ludo Max	Reappointment as Assistant Professor
Deborah Moncrieff	Reappointment as Assistant Professor
Kristine Nowak	Reappointment as Assistant Professor
Alex Wang	Reappointment as Assistant Professor
Elizabeth Burke	Reappointment as Lecturer I (NTT)
Renee Downs	Reappointment as Lecturer I (NTT)
Pamela Paine	Reappointment as Lecturer III (NTT)
Denise Van der Voort	Reappointment as Lecturer I (NTT)

ECOLOGY AND EVOLUTIONARY BIOLOGY

Elizabeth Jockusch	Promotion to Associate Professor and Tenure
Louise Lewis	Promotion to Associate Professor and Tenure
Felix Coe	Reappointment as Assistant Professor
Christopher Elphick	Reappointment as Assistant Professor
Margaret Rubega	Reappointment as Assistant Professor
John Cooley	Reappointment as Assistant Professor in Residence (NTT)

COLLEGE OF LIBERAL ARTS AND SCIENCES (cont)

ECONOMICS

Metin Cosgel	Promotion to Professor
Christian Zimmermann	Reappointment as Associate Professor
Dhammika Dharmapala	Reappointment as Assistant Professor
Xenia Matschke	Reappointment as Assistant Professor

ENGLISH

Scott Bradfield	Promotion to Professor
V. Penelope Pelizzon	Promotion to Associate Professor and Tenure
Frederick Roden	Promotion to Associate Professor and Tenure
Mary Burke	Reappointment as Assistant Professor
Scott Campbell	Reappointment as Assistant Professor
Anna Mae Duane	Reappointment as Assistant Professor
Gregory Kneidel	Reappointment as Assistant Professor
Gregory Semenza	Reappointment as Assistant Professor
Katharine Smith	Reappointment as Assistant Professor
Suzette Spencer	Reappointment as Assistant Professor

GEOGRAPHY

Alexander Vias	Promotion to Associate Professor and Tenure
Melinda Daniels	Reappointment as Assistant Professor

HISTORY

Nancy Shoemaker	Promotion to Professor
Daniel Caner	Promotion to Associate Professor and Tenure
Jacqueline Campbell	Reappointment as Assistant Professor
Mark Overmeyer-Velasquez	Reappointment as Assistant Professor
Melina Pappademos	Reappointment as Assistant Professor
Helen Rozwadowski	Reappointment as Assistant Professor
Mytheli Sreenivas	Reappointment as Assistant Professor
Walter Woodward	Reappointment as Assistant Professor

JOURNALISM

Timothy Kenny	Reappointment as Associate Professor
Robert Wyss	Reappointment as Assistant Professor

LINGUISTICS

Yael Sharvit	Promotion to Associate Professor and Tenure
Jonathan Bobaljik	Reappointment as Associate Professor
Susanne Wurmbrand	Reappointment as Assistant Professor

MARINE SCIENCES

Ann Bucklin	Tenure as Professor
Pieter Visscher	Promotion to Professor
Senjie Lin	Promotion to Associate Professor and Tenure

COLLEGE OF LIBERAL ARTS AND SCIENCES (cont)

MATHEMATICS

Vadim Olshevsky	Promotion to Professor
Changfeng Gui	Reappointment as Professor
Keith Conrad	Reappointment as Assistant Professor
Maria Gordina	Reappointment as Assistant Professor
Ralph Kaufmann	Reappointment as Assistant Professor
Erin Mullen	Reappointment as Assistant Professor
David Solomon	Reappointment as Assistant Professor
Alexander Teplyaev	Reappointment as Assistant Professor

MODERN AND CLASSICAL LANGUAGES

Stuart Miller	Promotion to Professor
Anke Finger	Reappointment as Assistant Professor
Paola Gambarota	Reappointment as Assistant Professor
Jacqueline Loss	Reappointment as Assistant Professor
Eduardo Urios-Aparisi	Reappointment as Assistant Professor
Manuela Maria Wagnner	Reappointment as Assistant Professor

MOLECULAR AND CELL BIOLOGY

Juliet Lee	Promotion to Associate Professor and Tenure
Rachel O'Neill	Promotion to Associate Professor and Tenure
James Cole	Tenure as Associate Professor
Peter Burkhard	Reappointment as Associate Professor
William Fodor	Reappointment as Associate Professor
Andrei Alexandrescu	Reappointment as Assistant Professor
Joerg Graf	Reappointment as Assistant Professor
Michael O'Neill	Reappointment as Assistant Professor
Victoria Robinson	Reappointment as Assistant Professor
Jeffrey Townsend	Reappointment as Assistant Professor
Igor Ovchinnikov	Reappointment as Associate Professor in Residence (NTT)
John Schienman	Reappointment as Assistant Professor in Residence (NTT)

PHILOSOPHY

Paul Bloomfield	Reappointment as Assistant Professor
Thomas Daniel Ryder	Reappointment as Assistant Professor

PHYSICS

Andrey Dobrynin	Promotion to Associate Professor and Tenure
Alexander Kovner	Reappointment as Associate Professor
Thomas Blum	Reappointment as Assistant Professor
Kyungseon Joo	Reappointment as Assistant Professor
Marcel Utz	Reappointment as Assistant Professor
Susanne Yelin	Reappointment as Assistant Professor

PHYSIOLOGY AND NEUROBIOLOGY

Joseph LoTurco	Promotion to Professor
Joanne Conover	Reappointment as Assistant Professor
Maria Rubio	Reappointment as Assistant Professor
Randall S. Walikonis	Reappointment as Assistant Professor

COLLEGE OF LIBERAL ARTS AND SCIENCES (cont)

POLITICAL SCIENCE

Oksan Bayulgen	Reappointment as Assistant Professor
Jeffrey Dudas	Reappointment as Assistant Professor
Shareen Hertel	Reappointment as Assistant Professor
Virginia Hettinger	Reappointment as Assistant Professor
Jeffrey Ladewig	Reappointment as Assistant Professor
Michael Morrell	Reappointment as Assistant Professor
Jeremy Pressman	Reappointment as Assistant Professor
Evelyn Simien	Reappointment as Assistant Professor

PSYCHOLOGY

James Chrobak	Promotion to Associate Professor and Tenure
James Dixon	Promotion to Associate Professor and Tenure
Diane Quinn	Promotion to Associate Professor and Tenure
V. Bede Agocha	Reappointment as Assistant Professor
Gayle Bessenoff	Reappointment as Assistant Professor
Inge-Marie Eigsti	Reappointment as Assistant Professor
Bruce Kay	Reappointment as Assistant Professor
Katarina Lukatela	Reappointment as Assistant Professor
Vicki Magley	Reappointment as Assistant Professor
James Magnuson	Reappointment as Assistant Professor
Stephanie Milan	Reappointment as Assistant Professor
Kimberli Treadwell	Reappointment as Assistant Professor
Julie Wargo Aikens	Reappointment as Assistant Professor
Michael Copenhaver	Reappointment as Assistant Research Professor (NTT)
Nancy Covell	Reappointment as Assistant Research Professor (NTT)
Thyde Dumont-Mathieu	Reappointment as Assistant Research Professor (NTT)
Heather Read	Reappointment as Assistant Research Professor (NTT)

PUBLIC POLICY

Robert Bifulco	Reappointment as Assistant Professor
Amy Donahue	Reappointment as Assistant Professor
Monika McDermott	Reappointment as Assistant Professor

SOCIOLOGY

Mary Bernstein	Promotion to Associate Professor and Tenure
Bandana Purkayastha	Promotion to Associate Professor and Tenure
C. Wesley Brakefield-Younts	Reappointment as Assistant Professor
Hsu-Chih Simon Chen	Reappointment as Assistant Professor
Mary Fischer	Reappointment as Assistant Professor
Michael Mulcahy	Reappointment as Assistant Professor
Kimberly Price	Reappointment as Assistant Professor

STATISTICS

Ming-Hui Chen	Promotion to Professor
Enrique Alvarez	Reappointment as Assistant Professor
Vladimir Pozdnyakov	Reappointment as Assistant Professor

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF NURSING

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:

Arthur Engler
Amy Kenefick

REAPPOINTMENTS (TENURE TRACK):

Lynn Allchin	Assistant Professor
Sherry Bassi	Assistant Professor
Barbara Jacobs	Associate Professor
Yeong Kwak	Assistant Professor
Antonia Nelson	Assistant Professor
Juliette Shellman	Assistant Professor
Deborah Shelton	Associate Professor
Yu Xu	Associate Professor

SCHOOL OF PHARMACY

PROMOTION TO ASSOCIATE PROFESSOR & TENURE:

Jeffrey A. Aeschlimann	Pharmacy Practice
Brian J. Aneskievich	Pharmaceutical Sciences

PROMOTION TO ASSOCIATE CLINICAL PROFESSOR (NON-TENURE TRACK):

Marla J. Campbell	Pharmacy Practice
Sean M. Jeffrey	Pharmacy Practice

REAPPOINTMENTS (TENURE TRACK):

Spiro Pavlopoulos	Assistant Professor	Pharmaceutical Sciences
Craig Coleman	Assistant Professor	Pharmacy Practice
Olga Vinogradova	Assistant Professor	Pharmaceutical Sciences

REAPPOINTMENTS (NON-TENURE TRACK):

Charles F. Caley	Associate Clinical Professor	Pharmacy Practice
Kevin Chamberlin	Assistant Clinical Professor	Pharmacy Practice
Khanh V. (Devra) Dang	Assistant Clinical Professor	Pharmacy Practice
Jennifer Ellis	Assistant Clinical Professor	Pharmacy Practice
Philip Hritcko	Assistant Clinical Professor	Pharmacy Practice
Lisa (Larive) Forsyth	Assistant Clinical Professor	Pharmacy Practice
Trinh Phuong Pham	Assistant Clinical Professor	Pharmacy Practice
Lauren S. Schlesselman	Assistant Clinical Professor	Pharmacy Practice
Raafat A. Seifeldin	Clinical Professor	Pharmacy Practice
Fei Wang	Assistant Clinical Professor	Pharmacy Practice

UNIVERSITY OF CONNECTICUT
PROMOTION, TENURE AND REAPPOINTMENT RECOMMENDATIONS
PRESENTED TO BOARD OF TRUSTEES – April 12, 2005

SCHOOL OF SOCIAL WORK

PROMOTION TO ASSOCIATE PROFESSOR AND TENURE:
Brenda Kurz

REAPPOINTMENTS (TENURE TRACK):

Karen Bullock	Assistant Professor
Antonia Cordero	Assistant Professor
Scott Harding	Assistant Professor
Joan Letendre	Assistant Professor
Lisa Werkmeister-Rozas	Assistant Professor
Robin Spath	Assistant Professor
Rebecca Thomas	Assistant Professor

MISCELLANEOUS PROMOTIONS

UNIVERSITY LIBRARIES:

Kristin Eshelman	From:	University Librarian II	To:	University Librarian III
Nancy Gillies	From:	University Librarian III	To:	Assistant Librarian
Kathy Labadorf	From:	University Librarian II	To:	University Librarian III
Sheila Lafferty	From:	University Librarian II	To:	University Librarian III

*NTT – Non-Tenure Track

# # #

REQUEST FOR EMERITUS STATUS

April 12, 2005

The following list represents a recommended

ACTIONS FOR APPROVAL

by the Board of Trustees at its meeting of April 12, 2005

Name	**Title**	**Department**	**Retirement**
Edward Pollack	Professor	Physics	February 1, 2005

The following list represents recommended

ACTIONS FOR APPROVAL

by the Board of Trustees at its meeting on April 12, 2005

Changes To Previously Approved Sabbatical Leaves:

Name	Title	Department	School/College	Pay	Period
Goes, Paulo	Professor	Operations/Bus.Mgt.	Business Admin.	Full	Spring 2005
		Administrative Delay to		**Full**	**Fall 2005**
Berman, Paul S.	Professor	Law Instr./Research	Law	Full	Spring 2005
		Administrative Delay to		**Full**	**Spring 2006**

Sabbatical Leave Requests:

Name	Title	Department	School/College	Pay	Period
David, Carl	Professor	Chemistry	Liberal Arts	Full	Spring 2006
Fairbanks, A. Harris	Assoc. Prof.	English	Liberal Arts	Full	Fall 2005
Goffinet, Bernard	Assoc. Prof.	Ecol.&Evol. Biology	Liberal Arts	Full	Spring 2006
Guenoun, Solange	Professor	Mod.& Class. Lang.	Liberal Arts	Half	AY 2005-06
Johnson, Blair	Professor	Psychology	Liberal Arts	Full	Fall 2005
Kaufman, Douglas	Ass't. Prof.	Curric. & Instruction	Education	Full	Spring 2006
Lewis, Paul O.	Assoc. Prof.	Ecol.&Evol. Biology	Liberal Arts	Full	Spring 2006
Manning, John J.	Professor	English	Liberal Arts	Full	Spring 2005
Mathieu, John	Professor	Management	Business Admin.	Full	Spring 2006
Oquendo, Angel	Professor		Law	Full	Spring 2006
Palmer, David	Assoc. Prof.	Management	Business Admin.	Full	Spring 2005
Reyes, Xae Alicia	Assoc. Prof.	Curric. & Instruction	Education	Full	Spring 2006

Russell, Alexander	Assoc. Prof.	Computer Sci.&Eng.	Engineering	Half	AY 2005-06
Sharvit, Yael	Ass't. Prof.	Linguistics	Liberal Arts	Half	AY 2005-06
Tabor, Whitney	Assoc. Prof.	Psychology	Liberal Arts	Full	Fall 2005
Tollefson, Jeffrey	Professor	Mathematics	Liberal Arts	Full	Fall 2005
Wells, Kentwood	Professor	Ecol.&Evol. Biology	Liberal Arts	Full	Fall 2005
Wisensale, Steven	Professor		Family Studies	Full	Spring 2006

Prepared by Human Resources
3/24/2005

UNIVERSITY OF CONNECTICUT DEPARTMENT OF HUMAN RESOURCES
NEW EMPLOYEE LISTING - RUNDATE: 03/17/2005
PRESENTED TO THE BOARD OF TRUSTEES FOR INFORMATION
ON PROFESSIONAL EMPLOYEES

EMPLOYEE ACTIONS PROCESSED FROM JANUARY 7, 2005 TO MARCH 16, 2005

TITLE	EMPLOYEE NAME	DEPARTMENT NAME	HIRE DATE
ACAD ASSISTANT II	YAHN, LAURA M.	ITL-INST TEACH & LEARNING	01/03/2005
ASSOC EXT PROF	SAUNDERS, SUE A.	EDUCATIONAL LEADERSHIP	12/31/2004
ASSOC PROFESSOR 11MO	SMYTH, JOAN	PATHOBIOLOGY	01/01/2005
ASSOC VICE PROVOST	EGO, MICHAEL M.	STAMFORD ASSOC VICE PROV	01/14/2005
ASSOCIATE VICE PRES - ASSOC VICE PROVOST	LOVE, CATHLEEN T.	MULTICULTURAL AFFAIRS	02/01/2005
ASST PROF IN RES	KEYVANIAN, CARLA L.	ART & ART HISTORY	01/01/2005
ASST PROFESSOR	KAMINSKI, JOHN	PLANT SCIENCE	01/01/2005
	PELIZZON, VANESSA P.	ENGLISH	08/23/2002
CLIN INSTRUCTOR	HANSON, ANN M.	NURSING INSTR & RES	01/01/2005
INSTR IN RES	GURR, BARBARA A.	WOMENS STUDIES PROGRAM	01/01/2005
INSTRUCTOR	PLODEK, JANETTE L.	NURSING INSTR & RES	01/18/2005
	STOLFI, PELLEGRINA	NURSING INSTR & RES	01/18/2005
LECTURER	FRY, ADAM J.	ECOLOGY & EVOL BIOLOGY	01/03/2005
	RANA, BINAYA	CCS DEAN'S OFFICE	01/01/2005
PROVOST & EXEC VP	NICHOLLS, PETER J.	PROVOST & EXVP ACAD AFF	03/01/2005
RESEARCH ASSISTANT I	CRAIG, RANYELLE S.	MOLECULAR & CELL BIOLOGY	01/25/2005
	WILMER, KRISTEN	PLANT SCIENCE	02/04/2005
RESEARCH ASSISTANT 2	PRZEKOP, KRISTEN M.	MARINE SCIENCES/MSTC	01/21/2005
RESEARCH ASSISTANT 3	CHABAEVA, ANNA	NATURAL RESOURCES MGMT	01/31/2005
RESEARCH ASSOCIATE 2	STERN, DOREEN	PROVOST & EXVP ACAD AFF	01/07/2005
U DIRECTOR	HOSKINS, STEVEN	BUSINESS DEAN OFC	01/07/2005
	WALKER, KENNETH M.	INTERNAL AUDIT OFC	01/04/2005
U POST DOC FEL 1	CHUN, CHANG Z.	MOLECULAR & CELL BIOLOGY	01/06/2005
	DECHESNE, ARNAUD	ENVIRON RESEARCH INST	01/25/2005
	GIESELER, HENNING	PHARMACEUTICAL SCI	09/07/2004
	MANCINI, RICHARD	ANIMAL SCIENCE	01/03/2005
	NGALA, JOHN K.	CHEMISTRY	01/10/2005
	PING, JIANLI	PLANT SCIENCE	01/31/2005
	POPTSOVA, MARIA	MOLECULAR & CELL BIOLOGY	02/03/2005

UNIVERSITY OF CONNECTICUT DEPARTMENT OF HUMAN RESOURCES
NEW EMPLOYEE LISTING - RUNDATE: 03/17/2005
PRESENTED TO THE BOARD OF TRUSTEES FOR INFORMATION
ON PROFESSIONAL EMPLOYEES

EMPLOYEE ACTIONS PROCESSED FROM JANUARY 7, 2005 TO MARCH 16, 2005

TITLE	EMPLOYEE NAME	DEPARTMENT NAME	HIRE DATE
U POST DOC FEL 1	SUZUKI, RYUSUKE	PHYSIOLOGY & NEUROBIOLOGY	01/31/2005
	VERZANI, CHRISTOPHER J.	PHYSICS	01/01/2005
	WANG, LIJUAN	MOLECULAR & CELL BIOLOGY	01/24/2005
UC PROFESSIONAL 01 - FINANCIAL ASST I	CAHILL, MATTHEW	SPONSORED PROGRAMS	02/14/2005
	DILLMAN, LENA M.	EDUC DEV & TRAIN PROG	02/07/2005
	PERKO, DIANE L.	EDUCATIONAL PSYCHOLOGY	12/15/2004
UC PROFESSIONAL 01 - LAB ASST	FRALEY, SALLY A.	BIOLOGY CENTRAL SERVICES	01/08/2004
	PLUCKER, JANE S.	BIOLOGY CENTRAL SERVICES	01/07/2005
UC PROFESSIONAL 01 - PROGRAM AIDE	QUISH, CAROL	PLANT SCIENCE	02/01/2005
UC PROFESSIONAL 03 - ADMISSIONS COUNSELOR	DUNN, STEVEN M.	ADMISSIONS	01/07/2005
UC PROFESSIONAL 03 - PROG ASSISTANT I	ROTH TUCCI, MARCIA	HARTFORD DIRECTOR OFC	01/05/2005
UC PROFESSIONAL 03 - TECH RECORDS COORD	MUSULIN, ANDREW V.	OFC OF DIVERSITY & EQUITY	01/10/2005
	PRYTKO, HANNA	OFC OF DIVERSITY & EQUITY	01/10/2005
UC PROFESSIONAL 04 - ADMIN SERV ASST III	ADDESSO, NANETTE	ISS-ACADEMIC PROG CTR	01/21/2005
UC PROFESSIONAL 04 - ADMIN SERV SPEC II	DEPATHY, NANCY G.	DEPT OF CAMPUS ACTIVITIES	01/03/2005
	DONDERO, CHERYL L.	CIVIL & ENVIRON ENG	02/28/2005
	POLLARD, KATHERINE	AVERY PT ASSOC VICE PROV	02/06/2004
	SLATER, KAREN A.	ELECTRICAL & CPTR ENGR	01/01/2005
	WINTERBERGER, LEAH M.	CHEMICAL ENGINEERING	01/18/2005
UC PROFESSIONAL 04 - COMP TECH SUP CONS 1	MARTIN, LESLIE	LIBRARY INFO TECH SERV	02/05/2005
	MAZUR, MATTHEW P.	LAW SCH LIBRARY	01/03/2005
UC PROFESSIONAL 04 - PROGRAM ASSISTANT II	ALTIERY, KIMBERLY A.	ENGINEERING DIVERSTY PROG	01/03/2005
UC PROFESSIONAL 05 - BUSINESS SERV SUPV	O'DONNELL, DIANA M.	ENTERPRISE ADMIN SYS	02/14/2005
UC PROFESSIONAL 05 - EDUC MEDIA ASST	ANDERSON, KEITH	ATHLETICS BUSINESS OFC	01/04/2005
UC PROFESSIONAL 05 - PROGRAM COORD	MAZUR, CHRISTINA	LAW SCH DEAN OFC	12/24/2004
UC PROFESSIONAL 05 - U LIBRARIAN I	MINDEL, SARAH	LIBRARY RES & INFO SERV	03/01/2005
UC PROFESSIONAL 06 - ADMIN SERV ASST IV	CHASSE, RACHEL C.	EDUCATION DEAN OFC	01/21/2005
UC PROFESSIONAL 06 - DATA BASE PROG/ANLST	ZHANG, HUIYING	EDUCATION DEAN OFC	02/04/2005
UC PROFESSIONAL 06 - GRANTS/CONTR SPEC I	ALBERTS, KERRIE	SPONSORED PROGRAMS	03/22/2004
	STOLZENBERG, DANIEL	SPONSORED PROGRAMS	01/31/2005

UNIVERSITY OF CONNECTICUT DEPARTMENT OF HUMAN RESOURCES
NEW EMPLOYEE LISTING - RUNDATE: 03/17/2005
PRESENTED TO THE BOARD OF TRUSTEES FOR INFORMATION
ON PROFESSIONAL EMPLOYEES

EMPLOYEE ACTIONS PROCESSED FROM JANUARY 7, 2005 TO MARCH 16, 2005

TITLE	EMPLOYEE NAME	DEPARTMENT NAME	HIRE DATE
UC PROFESSIONAL 06 - UPWARD BOUND ADVISOR	MALDONADO, NOEMI	ISS-ACADEMIC PROG CTR	01/07/2005
UC PROFESSIONAL 07 - ASST DIR BGS/ND PROG	CHAPMAN, BRIAN G.	CONTINUING STUDIES BGS	12/30/2004
UC PROFESSIONAL 07 - COMP TECH SUP CONS 2	CROWTHER, JOSHUA	CUSTOMER SUPPORT & REL	02/04/2005
UC PROFESSIONAL 07 - PROGRAM MANAGER	KUZMICH, KENNETH F.	CCS SPECIAL SESSIONS	02/18/2005
UC PROFESSIONAL 07 - PUBLICITY/MKTG MGR	WEISS, LUCINDA	LIBERAL ARTS & SCI DEAN	12/31/2004
UC PROFESSIONAL 07 - U RELATIONS ASSOC	KRANE, BETH	UNIV COMMUNICATIONS	01/31/2005
UC PROFESSIONAL 08 - COMP TECH SUP CONS 3	DEARY, JASON	CUSTOMER SUPPORT & REL	02/21/2005
UC PROFESSIONAL 08 - EXECUTIVE ASST I	RUGGIERO, SUSAN L.	PURCHASING & CNTRL STORES	03/04/2005
UC PROFESSIONAL 08 - PROGRAM DIRECTOR	TYCZKOWSKI, PETER J.	PHARMACY PRACTICE	01/07/2005
UC PROFESSIONAL 09 - U LIBRARIAN III	CHRISTOPHER, JANICE K.	LIBRARY COLLECTIONS SERV	06/22/2004
UC PROFESSIONAL 10 - EH&S MANAGER	GRAHAM, MARTIN C.	ENVIRON HEALTH&SAFETY	02/01/2005

UNIVERSITY OF CONNECTICUT DEPARTMENT OF HUMAN RESOURCES
F1993R62 EMPLOYEE SEPARATION LISTING - RUNDATE: 03/17/2005
PRESENTED TO THE BOARD OF TRUSTEES FOR INFORMATION
ON PROFESSIONAL EMPLOYEES

EMPLOYEE ACTIONS PROCESSED FROM JANUARY 7, 2005 TO MARCH 16, 2005

SEPARATION REASON	EMPLOYEE NAME	TITLE	DEPARTMENT	SEPARATION DATE
DEATH (NON-EMPLOYMENT RELATED)	CURRAN, MICHAEL	UC PROFESSIONAL 10 - FACILITIES PROF IV	FACIL	02/24/2005
RESIGNATION (GOOD STANDING)	BORRAS, MERCEDES A.	UC PROFESSIONAL 04 - PROGRAM ASSISTANT II	ISS	02/17/2005
	BROWN, JEFFREY A.	ASST PROF IN RES	ART	02/22/2005
	CHEN, NAN GUANG	ASST RESEARCH PROF	ECE	08/20/2004
	COFFEY, JEAN S.	INSTRUCTOR	NURS	02/22/2005
	CONTOS, DOROTHY M.	UC PROFESSIONAL 03 - TECH RECORDS COORD	APSV	10/10/2004
	DAVIS, JUSTYNA Z.	UC PROFESSIONAL 01 - PROGRAM AIDE	EDUC	01/20/2005
	GROSS, ANN L.	RESEARCH ASSISTANT I	LING	02/02/2005
	HALL, SARAH S.	UC PROFESSIONAL 04 - ADMIN SERV ASST III	ANC	01/24/2005
	IBRAHIM, AHMED E.	U POST DOC FEL 1	CSE	02/11/2005
	KANNER, SHERI A.	CLIN INSTRUCTOR	NURS	02/22/2005
	LI, BIN	U POST DOC FEL 1	IMS	02/28/2005
	MAFFUCCI, ALYSIA	UC PROFESSIONAL 09 - EXECUTIVE ASST II	RESFND	12/31/2004
	MULDOON, JEANNINE	PROF IN RES 11MO	NURS	02/22/2005
	PADTURE, NITIN P.	PROFESSOR	MS&E	02/22/2005
	PAN, XUEJUN	U POST DOC FEL 1	MCB	02/28/2005
	PATIL, SIDDHESH	U POST DOC FEL 1	PHSCI	09/02/2004
	RODRIGUEZ, ANNIE	UC PROFESSIONAL 06 - PROGRAM SPEC I	WCTR	02/07/2005
	SALZ, RONALD	ASST PROF IN RES	AVPT	02/22/2005
	SHEFFER, ROBERTA	RESEARCH ASSISTANT 3	BIOCTR	01/20/2005
	SWIER, STEVEN	U POST DOC FEL 1	IMS	02/28/2005
	TATARKA, KAREN	UC PROFESSIONAL 05 - U LIBRARY ASST II	STAM	03/04/2005
	ZHANG, YUQIN	RESEARCH ASSISTANT I	CRB	01/24/2005
RETIREMENT (DISABILITY: NON-SERV	BOEHM, CONSTANCE	UC PROFESSIONAL 07 - ASST DIR BGS/ND PROG	CS	09/30/2004
RETIREMENT (25+ YRS SERVICE)	FISHER, SUSAN J.	U DIRECTOR	EAS	12/31/2004
	JULIAN, MARINA L.	RESEARCH ASSISTANT 3	ANSC	11/30/2004
	POLLACK, EDWARD	PROFESSOR	PHYS	01/31/2005
RETIREMENT (55/W 10-24 YEARS)	MARYANSKI, FRED	PROVOST & EXEC VP	PROVOS	01/31/2005

PERSONNEL LIST
April 12, 2005

What follows is a list of actions, taken by the President under authority delegated to him by the Board
This list is presented to the Board of Trustees
FOR INFORMATION

EMPLOYEE NAME	TITLE	DEPARTMENT	DATES APPROVED	REASON FOR LEAVE
Alberts, Kerrie	Grants/Contract Spec.I, UCP-6	Sponsored Programs	2/28 to 4/8/2005	Maternity leave with pay
Baker, Linda	Admin. Serv. Spec.3, UCP-5	UITS	3/2-3/3/2005	Medical leave with pay
Blomberg, Harvey	Business Consultant, UCP-7	CT Small Business Dev't Center	1/3 to 1/6/2005	Medical leave with pay
Bloom, Lynn	Professor	English	AY 2005-2006	Educational leave with half pay
Bradfield, Scott	Associate Professor	English	Spring 2005	Special leave with half pay
Brandolini, Peter	Procur. Contrcts Mgr, UCP-10	Capital Project Administration	2/3, 2/16-17, 3/31/2005	Medical leave with pay
Bresciano, Karen	Ass't to Dean of St., UCP-10	Dean of Students	3/3, 3/15-17/2005	Medical leave with pay
Brown, Richard D.	Professor	History	Fall 2005	Administrative leave with pay
Cope-Farrar, Kristine	Assistant Professor	Communication Sciences	**Correction to** 9/28 to 11/8/2004	Personal/maternity with pay;move tenure date
Davidson, Kay	Dean	School of Social Work	12/13/2004 to 12/19/2004	Medical leave with pay
Denny, B. Ann	Trans. Serv. Admin., UCP-9	Transportation & Parking Services	1/26-2/3; 2/15-2/17/2005	Medical leave with pay
Devereux, Jonathan	Grants/Contract Spec.II, UCP-7	Sponsored Programs	1/7 to 3/31/2005	Medical leave with pay
Downs, Catherine	UEA I	Vice President for Student Affairs	2/2, 2/24, 3/28/2005	Medical leave with pay
Dunn, Patricia K.	Prog. Mgr.-Ed. Outreach, UCP-7	School of Social Work	2/23-3/3/2005	Medical leave with pay
Fitzgerald, Roseanne	Program Ass't I, UCP-3	Economics	2/3 to 2/17/2005	Medical leave with pay
Garro, Linda C.	Professor	Anthropology	AY 2005-2006	Personal leave without pay
Grieco, Gaye	Admin. Coord., UCP-5	Financial Aid	2/25 to 4/1/2005	Medical leave with pay
Kula, Richard	EH&S Specialist 2, UCP-7	Environmental Health & Safety	3/28-31/2005	Medical leave with pay
Leach, Laurel	SHS APRN, UCP-9	Student Health Service	3/17/2005	Medical leave with pay
Liskom, Marie	UEA 3	Human Resources	3/31/2005	Medical leave with pay
Maffucci, Alysia	Executive Ass't 2, UCP-9	Research Foundation	9/23 to 9/29/04	Adoption leave with pay
Maffucci, Alysia	Executive Ass't 2, UCP-9	Research Foundation	9/30 to 10/20/2004	Family leave with pay
Maffucci, Alysia	Executive Ass't 2, UCP-9	Research Foundation	10/21 to 12/31/2004	Family leave without pay
Mahoney, James	Tech. Assoc., UCP-8	CT Transportation Institute	2/2-3/2005	Medical leave with pay
McNamara, Susan	USP 1	Marine Sciences	3/8 to 3/31/2005	Medical leave with pay
Mendenhall, Rose	Prog. Ass't I, UCP-3	Dean of Liberal Arts & Sciences	2/1 to 2/3/2005	Medical leave with pay
Nowak, Kristine	Assistant Professor	Communication Sciences	**Correction to** 10/14 to 11/24/2005	Personal/maternity with pay;move tenure date
Palmer, Nanette	SHS APRN, UCP-9	Student Health Service	3/31/2005	Medical leave with pay
Petri, Donald	Spec. CSBDC Consltnt, UCP-8	CT Small Business Dev't Center	3/1 to 3/3/2005	Medical leave with pay
Rodriguez, Annie	Program Specialist I, UCP-6	Womens Center	10/15/2004 to 2/7/2005	Medical leave without pay
Rux, Margaret	SHS APRN, UCP-9	Student Health Service	3/2 to 3/11/2005	Medical leave with pay
Simon, Richard	Network Tech. 3, UCP-9	Server Support	3/17, 3/30, 3/31/2005	Medical leave with pay
Smith, Randy	Media Tech 2, UCP-6	ITL-Instructional Media & Tech.	3/15-3/17 & 3/30-3/31/2005	Medical leave with pay
Szarlan, John	Counselor, UCP-7	Office of Special Programs	1/17 to 2/17/2005	Medical leave with pay
Tartaglino, Patricia	Prog. Mgr.-Ed. Outreach, UCP-7	School of Social Work	2/16, 2/17/2005	Medical leave with pay
Zajaczkowski, Frances	Admin. Serv. Spec.2, UCP-4	Capital Project Administration	3/28 to 3/31/2005	Medical leave with pay

ATTACHMENT 11

Office of the Executive Vice
President for Health Affairs

Dean, School of Medicine

University of Connecticut Health Center

TO: Members of University of Connecticut Board of Trustees

FROM: Peter J. Deckers, M.D.
Executive Vice President for Health Affairs
Dean, School of Medicine

DATE: April 12, 2005

SUBJECT: **PROPOSED CHANGES TO THE *UNIVERSITY OF CONNECTICUT LAWS AND BY-LAWS*, and PROPOSED CHANGES TO THE *SCHOOL OF MEDICINE BY-LAWS* AND THE *SCHOOL OF DENTAL MEDICINE OPERATING GUIDELINES***

Recommendation: That the Board of Trustees add or delete language or otherwise amend the following sections of the University's By-Laws and School By-Laws/Guidelines, as attached:

- *University of Connecticut Laws and By-Laws*: Article XV.C4 and F1
- *School of Medicine By-Laws* – Appendix B: Article I E & F and all of Appendix C
- *School of Dental Medicine Operating Guidelines:* Article 3.3 and related appendix

Background: The School of Medicine Faculty Council with the School of Dental Medicine Faculty Council's approval has developed a proposal for post-tenure review and has also recommended revisions to the UCHC Tenured Faculty Minimum Guaranteed Salary policy ("MGS policy"). A summary of these recommendations is attached, as are proposed changes to the *University of Connecticut Laws and By-Laws, School of Medicine By-Laws, and School of Dental Medicine Operating Guidelines.*

Management has worked with a group of senior faculty, including the chairs of the School Councils, to develop the necessary language changes to the MGS policy as well as what will be required for bylaws of the Schools and the University. The latter include extending the probationary period for tenure from seven to nine years and acknowledging that sustained unsatisfactory performance, as established by a peer-review mechanism (post-tenure review), may be grounds for dismissal for failure to perform.

These recommended changes will only apply to faculty in the Schools of Medicine and Dental Medicine and not to faculty of the other schools in the University. The University of Connecticut Health Center Board of Directors has reviewed these revisions and recommends approval of them by the Board of Trustees.

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263 Farmington Avenue
Farmington, Connecticut 06030-3800

Telephone: (860) 679-2594
Facsimile: (860) 679-1255

The *University of Connecticut Laws and By-Laws* may be amended at any regular meeting of the Board by a recorded majority vote of all members of the Board, provided that notice of any proposed amendments, including a draft therefore, shall have been given at the previous regular meeting. Such notice was provided at the Board of Trustees meeting on February 3, 2005.

The Board of Trustees must approve any changes to the School of Medicine By-Laws or School of Dental Medicine Operating Guidelines that concern the nature of tenure. Such approval requires a recorded majority vote but no prior notice at a previous meeting.

ATTACHMENT 12

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

Linda Flaherty-Goldsmith
Vice President and Chief Operating Officer

April 12, 2005

TO: Members of the Board of Trustees

FROM: Linda Flaherty-Goldsmith
Vice President and Chief Operating Officer

Lorraine M. Aronson
Vice President and Chief Financial Officer

RE: **Approval of Revised Budget and Funding Plan for the Heating Plant - Upgrade**

RECOMMENDATION:

That the Board of Trustees approve the attached resolution providing for a revised budget of $81.9 million for the cogeneration plant project and the associated change to the lease-purchase agreement.

BACKGROUND:

As you may recall from discussions leading to Board approval of this project at its May 7, 2003 meeting, the cogeneration plant is a major component of the University's efforts to maximize energy efficiency. UConn is constructing this plant as a cost avoidance strategy in a climate of spiraling energy costs. The cogeneration facility is more efficient than other utility plants supplying power to New England because it produces both steam and electricity. This allows the plant to utilize more of the energy released during combustion. The estimated net present value of cost avoided by the construction of this plant is $13.2 million. In undiscounted dollars, the cost avoidance is $187 million. Savings will increase after lease payments expire in 20 years. The project will also increase the reliability of campus utilities, and lower emissions.

The complexity of the environmental analysis delayed the air permitting process causing the overall construction period to be extended by four months at a cost of $1.8 million. The exhaust stacks on the existing power plant were unsound: one stack had to be rebuilt and the other demolished at a cost of $1 million. Capitalizing interest expense during the construction period is an economically advantageous decision even though it increases the project cost by $3 million. Inflationary costs of $2.3 million were largely offset by a decision to purchase transportation service on a dedicated line from Connecticut Natural Gas rather than constructing

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352 Mansfield Road Unit 2014
Storrs, Connecticut 06269-2014

Telephone: (860) 486-3826
Facsimile: (860) 486-1070
e-mail: Linda.Flaherty-Goldsmith@uconn.edu

the connection previously budgeted at $1.9 million. Finally, the project contingency is being increased by $700,000 to cover unforeseen issues that may arise prior to going live. Total authorization requested for the project is hereby increased from $75 million to $81.9 million.

Caterpillar Financial has agreed to the proposed increase in funding of the lease-purchase agreement to finance the project. The interest rate for the combined financing for the 20 year period is a very favorable 4.5%. Although not financed by UCONN 2000 dollars, the project is a named project (Heating Plant Upgrade) on the law's project list. As we advised you when this was discussed at the May 7, 2003 meeting, in keeping with the advice of bond counsel, this financing for a project authorized by UCONN 2000 requires Board of Trustees approval equivalent to that exercised over bond issues.

RESOLUTION AUTHORIZING AN INCREASE OF $6,900,000 FOR THE COST OF THE HEATING PLANT UPGRADE AND AN AMENDMENT TO THE LEASE PURCHASE AGREEMENT TO FINANCE SUCH INCREASE

WHEREAS, on May 7, 2003, the board of trustees adopted a resolution to authorize a $75,000,000 lease-purchase agreement to finance the heating plant upgrade (the "Lease"); and

WHEREAS, on May 15, 2003, such resolution was sent to the governor for his approval and was deemed approved on June 14, 2003; and

WHEREAS, on December 18, 2003, the University of Connecticut (the "University") entered into the Lease with Caterpillar Financial Services Corporation; and

WHEREAS, the cost of the heating plant upgrade (the "Project") has been increased to $81,900,000; and

WHEREAS, the University desires to amend the Lease to finance the increase in the cost of the Project.

NOW THEREFORE, be it resolved by the board of trustees of the University as follows:

Section 1. The increase in the cost for the Project is hereby approved.

Section 2. An amendment to the Lease to increase the maximum principal amount of the Lease from $75,000,000 to $81,900,000 (the "Amendment") is hereby authorized to finance the increase in the cost of the Project. The rent and other payment obligations of the University under the Amendment shall be a general obligation of the University and the full faith and credit of the University is hereby pledged to such payments subject to the existing rights of the University's bondholders. The Lease shall be payable out of any revenues or other assets, receipts, funds or moneys of the University and may be additionally secured by a pledge of revenues to be derived from the operation of the Project, by assured revenues and by other assets other than a mortgage, subject only to any agreements with the holders of any other securities pledging any particular assets, revenues, receipts, funds or moneys.

Section 3. The Amendment shall be dated and shall have a term not longer than thirty years from the dated date of the Lease, shall carry such interest rate or rates payable at least semiannually as, the Treasurer of the State (the "Treasurer") in conjunction with the President or Vice President and Chief Financial Officer of the University (the "Authorized Officers") shall determine is in the best interests of the State and University.

Section 4. The determination of the principal amount of the various rent payments under the Amendment, the term of the Amendment, rental payment dates and amounts, interest rate, terms, form and other details of the Amendment, is hereby delegated to be determined by certificates of the Authorized Officers and the Treasurer in accordance with The University of Connecticut 2000 Act, as amended (the "Act"), such principal amount, rental payment dates and amounts, interest rate, terms, form and other details to be conclusively evidenced by the execution and delivery of the Amendment and a certificate of determination of the Treasurer which shall be filed with the University and the Secretary of the State Bond Commission on or before the date of delivery of the Amendment, or any participations or interests therein, setting forth the details and particulars of the Amendment determined by her in accordance herewith.

Section 5. The Treasurer is further authorized, pursuant to the Act and pursuant to certain provisions of the General Statutes of the State of Connecticut, as amended, the authority to enter into agreements in consultation with an Authorized Officer with respect to the issuance and sale of the Amendment, or any participations or any interests therein, including financial advisory agreements, purchase agreements and investment agreements.

Section 6. The Amendment shall be executed and attested to by the signatures of the Authorized Officers and authenticated manually in accordance with the provisions of the Act and the Connecticut General Statutes.

Section 7. The Treasurer and the Authorized Officers of the University and each of them, are hereby authorized to perform all acts and execute any agreements, instruments and documents which are necessary or appropriate in connection with the execution and delivery of the Amendment, or any participations or interests therein, provided that the proceeds from the Amendment are used for the Project, including distributing an offering statement and entering into continuing disclosure agreements pursuant to the Securities and Exchange Commission Rule 15(c)(2)(12), if necessary, and executing and delivering any acceptance certificates, escrow agreements and related documents.

Section 8. In order to maintain the exclusion from gross income for purposes of federal income taxation of interest on the Lease and the Amendment, the University hereby covenants to comply with the provisions of the Code, and any regulations or rulings issued thereunder, applicable to the Lease or the Amendment. Further, the University covenants that it will not take any action or fail to take any action that would cause the Lease or the Amendment to be "arbitrage bonds" within the meaning of Section 148(a) of the Code. In fulfilling the covenants set forth in this Section, the University hereby agrees to instruct all parties acting by or on behalf of the University or in any manner with respect to the Lease and the Amendment regarding all acts necessary to satisfy and fulfill such covenants. The Treasurer and the Authorized Officers, and each of them, are authorized to bind the University pursuant to such representations and covenants as each of them deem necessary or advisable in order to maintain the continued exemption from federal income taxation of interest on the Lease and the Amendment, including covenants to pay rebates of investment earnings to the United States in future years.

Section 9. The Treasurer and the Authorized Officers, and each of them, hereby is authorized to provide for the security and payment of the Amendment and for the rights of the holders of the Amendment, or any participations or interests therein, to secure such obligations, pledge security and execute such security agreements, reimbursement agreements, instruments, opinions, certificates, affidavits and other documents and to do or cause to be done any and all other acts and things necessary, advisable or proper for carrying out this resolution, the terms, obligations and/or security of the Lease and the Amendment, and the implementation of the Project.

Section 10. The University reasonably expects to incur expenditures (the "Expenditures") in connection with the capital Project for which a general functional description is provided above. The University reasonably expects to reimburse itself for the costs of the expenditures with the proceeds of the obligations of the University described above. The maximum principal amount of such debt to be issued as a tax-exempt obligation is not expected to exceed $81,900,000 ($75,000,000 previously authorized plus the amount authorized by this resolution). This declaration of official intent is a declaration of official intent made pursuant to Treasury Regulation Section 1.150-2.

Section 11. An Authorized Officer shall cause this resolution of the Board of Trustees approving the Amendment to be submitted to the Governor for her approval in accordance with Section 10a-109f of the Act.

ATTACHMENT 13

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

RE: **Naming Recommendation for the Aetna Health Professions Partnership Initiative**

RECOMMENDATION:

That the Board of Trustees authorizes naming the University of Connecticut Health Center's Health Professions Partnership Initiative program as the ***Aetna Health Professions Partnership Initiative.***

BACKGROUND:

In November 2004, the Aetna Foundation pledged $2 million, $400,000 annually over the next five years, to the *University of Connecticut Health Center's Health Professions Partnership Initiative (HPPI).*

The Aetna Foundation and the University of Connecticut have enjoyed a warm tradition of partnership that has benefited Connecticut's communities for years. Aetna's significant investment in the HPPI program at the UConn Health Center will fund an important initiative aimed at enriching the diversity of Connecticut's physicians and dentists and ultimately lead to increased access to quality health care for Connecticut's diverse populations.

The Health Professions Partnership Initiative builds awareness and proficiency in math and science, and provides a continuous mentoring and support system for underrepresented minority students. It is centrally coordinated by the Health Center's Department of Health Careers Opportunity Program and includes educators from its medical and dental schools, as well as the University's Storrs campus, Wesleyan University, Central Connecticut State University, Hartford middle and high schools, and the Connecticut pre-Engineering program.

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Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

ATTACHMENT 14

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

RE: **Naming Recommendation for the Mr. and Mrs. Guy C. Shafer Study Rooms**

RECOMMENDATION:

That the Board of Trustees authorizes the naming of the newly constructed 24-hour study rooms in the Lyman Maynard Stowe Library of the University of Connecticut Health Center as the ***Mr. and Mrs. Guy C. Shafer Study Rooms.***

BACKGROUND:

Inspired by the dedication, initiative and success of the students of the University of Connecticut Schools of Medicine and Dental Medicine, Mrs. Guy C. Shafer made a pledge in June 2004 of $100,000, payable over three years, for the Lyman Maynard Stowe Library. The Shafer gift will provide funding for the medical library's academic resources, reference materials and state-of-the-art information technology within the library and the newly constructed 24-hour study rooms. In recognition of Mrs. Shafer's generosity, the 24-hour study rooms will be named for her and her late husband, Guy C. Shafer.

Over the past several years, Mrs. Shafer has provided meaningful philanthropic support for the cancer research program at the University of Connecticut Health Center and established the first endowment to benefit the dermatology program in 2002.

The 24-hour study rooms are approximately 992 square feet. The study rooms are designed to be multifunctional space that includes 26 study stations, 18 of which are in four small conference rooms for student study sessions, group instruction and staff meetings.

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Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

University of Connecticut Health Center

Office of the Executive Vice
President for Health Affairs

Dean, School of Medicine

TO: Members of the Board of Trustees

FROM: Peter J. Deckers, M.D.

DATE: April 12, 2005

SUBJECT: **Naming Recommendation for the Sherwin J. Cooperstein, D.D.S., Ph.D. Center for Anatomical Studies**

RECOMMENDATION:

That the Board of Trustees authorizes naming the University of Connecticut Health Center's Cooperstein Anatomy Suite, Jaeger Anatomy Suite and adjoining conference room as the ***Sherwin J. Cooperstein, D.D.S., Ph.D. Center for Anatomical Studies.***

BACKGROUND:

Sherwin J. Cooperstein, D.D.S., Ph.D. (1923 – 2004), one of the founding faculty of the University of Connecticut School of Medicine, was widely admired as an expert scientist and esteemed educator. Dr. Cooperstein was a deeply respected institutional leader who was key to the creation of the UConn School of Medicine's governance structure and operating principles. Moreover, he was a greatly respected teacher of gross anatomy who earned the admiration and praise of generations of medical and dental students. In 1972, the first graduating classes of the Schools of Medicine and Dental Medicine chose to include Dr. Cooperstein amongst other select first faculty in the "Founders Mural," which hangs in the Patterson Auditorium of the UConn Health Center, to acknowledge his important impact on this institution.

The proposed center is approximately 5,197 square feet. The two laboratory suites are composed of 34 cadaver stations to serve up to 136 students, a prosecution room for faculty demonstration to students, and a conference room used as academic classroom space, as well as for meetings and conferences.

An Equal Opportunity Employer

263 Farmington Avenue
Farmington, Connecticut 06030-3800

Telephone: (860) 679-2594
Facsimile: (860) 679-1255

University of Connecticut Health Center

Office of the Executive Vice President for Health Affairs

Dean, School of Medicine

TO: Members of the Board of Trustees

FROM: Peter J. Deckers, M.D.

DATE: April 12, 2005

SUBJECT: **Naming Recommendation for the James E. C. Walker, M.D. Academic Affairs Conference Room**

RECOMMENDATION:

That the Board of Trustees authorizes naming the University of Connecticut Health Center's Academic Affairs Conference Room as the ***James E. C. Walker, M.D. Academic Affairs Conference Room.***

BACKGROUND:

James E. C. Walker, M.D. is a founding member of the faculty of the University of Connecticut School of Medicine and a physician widely admired as a medical scholar and a consummate medical professional. Dr. Walker's dedication and creative spirit in support of excellence in primary care and geriatric medicine has been instrumental in promoting innovation in education, health care delivery and health promotion at the University of Connecticut Health Center. His insight, visionary thinking, leadership and support have stimulated the development of several creative academic and clinical programs at the UConn Health Center, including the University of Connecticut Center on Aging, and positively influenced generations of students, clinical trainees and colleagues.

The Academic Affairs Conference Room is approximately 523 square feet. The room is used as academic classroom space, as well as for meetings and conferences.

An Equal Opportunity Employer

263 Farmington Avenue
Farmington, Connecticut 06030-3800

Telephone: (860) 679-2594
Facsimile: (860) 679-1255

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

RE: **Naming Recommendation for the Walgreen Company Student Organization Room**

RECOMMENDATION:

That the Board of Trustees authorizes naming the Student Organization Room 340 in the Pharmacy/Biology Building as the ***Walgreen Company Student Organization Room.***

BACKGROUND:

In November 2003, Walgreen Company pledged $30,000, $10,000 annually over the next three years, to the *School of Pharmacy Endowment for the 21st Century*.

Walgreen Company is the nation's largest drugstore chain, with fiscal 2003 sales of $32.5 million and 4,414 stores in 44 states and Puerto Rico. The company also operates Walgreen's Health Initiatives, which provide pharmacy benefits management, mail service prescriptions and other clinical services.

The Student Organization Room is located in the Dean's suite on the third floor of the Pharmacy/Biology Building and will be home to all professional and social student organizations of the School of Pharmacy. The room is 207 square feet.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

RE: **Naming Recommendation for the Charles and Dee Grannick Library Office**

RECOMMENDATION:

That the Board of Trustees authorizes naming the Library Office Room 228A in the Pharmacy/Biology Building as the ***Charles and Dee Grannick Library Office.***

BACKGROUND:

In February 2005, Charles Grannick pledged $25,000, $5,000 annually over the next five years, to the *School of Pharmacy Endowment for the 21st Century*.

Mr. Grannick is a 1966 graduate of the School of Pharmacy and currently the owner of Grannick's Pharmacy in Greenwich, Connecticut. Mr. Grannick is a second generation owner of Grannick's Pharmacy with his father Irving establishing the store in 1942. Charles and Dee's son Jeffery is currently a first year pre-pharmacy student.

The Library Office is located in the School of Pharmacy Library and is the primary office for the School's librarian. The Library Office is 131 square feet.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

University of Connecticut
Office of the President

Philip E. Austin
President

April 12, 2005

TO: Members of the Board of Trustees

FROM: Philip E. Austin

RE: **Naming Recommendation for the V. Michael & Cynthia Guertin Alumni Office**

RECOMMENDATION:

That the Board of Trustees authorizes naming the Alumni Office Room 350 in the Pharmacy/Biology Building as the ***V. Michael and Cynthia Guertin Alumni Office.***

BACKGROUND:

In November 2004, V. Michael Guertin pledged $25,000, $5,000 annually over the next five years, to the *School of Pharmacy Endowment for the 21st Century*.

V. Michael Guertin is a 1966 graduate of the School of Pharmacy and resides in Wethersfield, Connecticut. Mr. Guertin's pledge is in memory of his former spouse Cynthia who passed away in December 4, 2003. Mr. Guertin worked at the Children's Hospital for thirty years until his retirement in 1995. He currently is a member of the UConn School of Pharmacy Alumni Board of Directors.

The Alumni Office is located in the Dean's suite on the third floor of the Pharmacy/Biology Building and will be the primary office for the School's Alumni Director. The Alumni Office is 113 square feet.

An Equal Opportunity Employer

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Storrs, Connecticut 06269-2048

Telephone: (860) 486-2337
Facsimile: (860) 486-2627
e-mail: philip.austin@uconn.edu

ATTACHMENT 15

University of Connecticut
Board of Trustees

April 12, 2005

TO: Members of the Board of Trustees

FROM: The Institutional Advancement Committee

SUBJECT: Policy Regarding Demolition of Named Structures and Use Changes of Named Campus Areas

RECOMMENDATION:

That the Board of Trustees set forth the policy of the University of Connecticut that, in the event a named structure is demolished or named area on campus is changed, the name and memory of the individual for whom the structure or area was named shall be preserved and recognized publicly in an appropriate manner. Such manner shall be determined by the University's Board of Trustees, based upon a recommendation of the University's Building Names Committee submitted through the Committee on Institutional Advancement.

BACKGROUND:

One impact of the University's infrastructure renewal program has been the demolition of some named buildings and changes in use of campus areas that had been named in honor of individuals. These individuals were recognized for their contributions to the University, our State or the nation. Heretofore the University has not had a consistent process to ensure that the name and memory of each such individual continues to be recognized in some appropriate manner; instead, these situations have been dealt with on a case-by-case basis without a clear guiding principle to inform decisions. With the demolition of several named buildings expected in the near future, it is timely for the Board of Trustees to adopt a policy to cover this situation.

The Institutional Advancement Committee recommends that the Board of Trustees ensure as a matter of policy that in the event a named structure is demolished or the use of a named area is changed, the individual will continue to be recognized in some manner. The Committee further recommends that the Board of Trustees determine what constitutes the appropriate ongoing recognition based upon a recommendation from the University's Building Names Committee.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2048
Storrs, Connecticut 06269-2048

Telephone: (860) 486-2333
Facsimile: (860) 486-2627

ATTACHMENT 16

The University of Connecticut Foundation, Inc.

Development Progress Executive Summary

July 1, 2004 to February 28, 2005

This report summarizes the financial results of philanthropic gifts and commitments received for the benefit of the University of Connecticut for the periods indicated. FYTD04 Results represents actual adjusted results and is shown net of the $146.13M gift.

Progress Toward Goals	FYTD04 Results	FY05 Goal	FYTD05 Results	% of Goal
Commitment Results				
New gifts and pledges	$22.53M	$60.00M	$34.54M	57.6%
Cash Results				
Cash basis gift receipts	$22.60M	$47.00M	$31.72M	67.5%
Annual fund unrestricted receipts	$856k	$1.30M	$752k	57.8%
Number of cash basis household donors	26,708	40,000	23,452	58.6%

Progress Toward Goal	CYTD04 Results	CY05 Goal	CYTD05 Results	% of Goal
State Match – Calendar Year				
Anticipated subscription of endowment state matching program (Current year receipts plus anticipated pledge payments)	$6.03M	$20.00M	$10.72M	53.6%

"Confidential and Proprietary UConn Foundation, Inc. Information Not Subject to Public Disclosure
Pursuant to Conn. Gen. Stat. Section 4-37e et seq."

AGENDA

Meeting of the
FINANCIAL AFFAIRS COMMITTEE
Thursday, April 12, 2005 at 10:00 a.m.
University of Connecticut
Gen Re Auditorium, Stamford

	ATTACHMENT LOCATION COMMITTEE	FULL BOARD
1) Approval of the Minutes of the Financial Affairs Committee Meetings of September 8, 2004 and February 3, 2005, as circulated	A	
PRESENTATION ITEM(S):		
2) Co-Generation Strategic Plan *(Under Separate Cover)*		
ACTION ITEM(S):		
3) Approval of Revised Budget and Funding Plan for the Cogeneration Plant		12
4) Contracts and Agreements for Approval		2
5) 2005-2006 Rental Rates for Residential Properties		3
6) Transfer of Moss Sanctuary		4
INFORMATION ITEM(S):		
7) Contracts and Agreements – Over $100,000	B	

ATTACHMENT A

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
September 8, 2004

TRUSTEES PRESENT: P. Barry, A. Dennis-Lavigne, L. Jacobs, Kuchta, M. Martinez, D. Nayden, M. Nichols, T. Ritter and J. Rowe

STAFF PRESENT: P. Austin, T. Callahan, D. Carone, B. DeTora, D. Dreyfuss, D. Evanovich, L. Flaherty-Goldsmith, K. Grava, J. Greger, F. Maryanski, P. McCarthy, J. Saddlemire, L. Schilling, R. Schurin, S. Singha, R. Taylor, and R. Wrynn

SENATE PRESENT: G. English, G. Gianutsos and K. Holsinger

Committee Chair, Dennis Nayden, convened the meeting at 10:12 a.m. in the Rome Commons Ballroom of the University of Connecticut in Storrs.

Mr. Nayden directed the Committee to ***Item #1, Approval of the Minutes of the Financial Affairs Committee Meetings of March 23, 2004 and June 22, 2004***. On a motion by Trustee Nayden and seconded by Trustee Barry the minutes were approved.

Mr. Nayden asked Dale Dreyfuss, Vice President for Operations, to explain the action items listed on the agenda.

Vice President Dreyfuss introduced and detailed the action items on the agenda ***Item #2, Contracts and Agreements for Approval; Item #3, Easement at 950 Storrs Road, Mansfield, CT to Connecticut Natural Gas;*** and ***Item #4, Annual Report of the Endowed Chair Program Entitled "Aetna English Chair in Writing".***

Dr. Jacobs stated that at a previous meeting of the Trustees there was a discussion of linking Route 44 to the main campus. He asked what the status was of that endeavor. Vice President Dreyfuss explained that it is on the project list of the 21st Century UConn, however, there is a pending "earmark" in the Federal Transportation Bill for $5 million. If that passes the University could get an early start on the road to Route 44.

Committee Chair Nayden referenced the informational items listed on the agenda and suggested the committee members review them at their leisure.

Although no vote was taken on the action items they were subsequently approved by the full Board later in the day. No other action items appearing on the agenda Committee Chairman Nayden adjourned the meeting at 10:18 a.m.

Respectfully submitted,

Debbie L. Carone
Secretary to the Committee

MINUTES
MEETING OF THE FINANCIAL AFFAIRS COMMITTEE
February 3, 2005

TRUSTEES PRESENT: J. Abromaitis, P. Barry, A. Dennis-Lavigne, P. Drotch, L. Gatling, L. Jacobs, R. Lobo, M. Martinez, D. Nayden, M. Nichols, T. Ritter, J. Rowe and B. Sisco

STAFF PRESENT: L. Aronson, P. Austin, K. Barker, T. Callahan, D. Carone, B. DeTora, P. Deckers, D. Dreyfuss, G. English, D. Evanovich, L. Flaherty-Goldsmith, K. Grava, J. Greger, K. Fox, D. Kendall, V. Makowsky, F. Maryanski, P. McCarthy, D. Munroe, N. Newton, J. Saddlemire, R. Schurin, S. Singha, J. Sullivan, R. Taylor, D. Upton, J. von Munkowitz, and M. Walker

SENATE PRESENT: G. Gianutsos

Committee Chair, Dennis Nayden, convened the meeting at 9:45 a.m. in the Rome Commons Ballroom of the University of Connecticut in Storrs. He asked for a motion for the committee to go into Executive Session for discussion of matters pertaining to personnel and litigation. On a motion by Trustee Martinez and seconded by Trustee Barry the committee went into Executive Session. Trustee Nayden asked that President Austin, Linda Flaherty-Goldsmith, Lori Aronson, Paul McCarthy, Tom Callahan, Ron Schurin and Mike Walker remain for the session and that all remaining staff leave the room.

The Committee unanimously recommended the Financial Affairs Agenda action items to the full Board for approval. Committee Chairman Nayden adjourned the meeting at 11:18 a.m.

Respectfully submitted,

Debbie L. Carone
Secretary to the Committee

ATTACHMENT B

CONTRACTS AND AGREEMENTS
FOR INFORMATION
OVER $100,000
APRIL, 2005

NO.	CONTRACTOR OR LESSOR	RECEIVED BY UNIVERSITY	PAYMENT TO CONTRACTOR	FUND CHARGED/ CREDITED
1	URS CORPORATION		$329,000.00	UNIVERSITY OPERATING FUNDS
2	HALEY & ALDRICH, INC.		$390,498.00	UCONN 2000 LUMP SUM BOND FUNDS
3	DAHLEN, BERG & COMPANY		$425,000.00	CATERPILLAR FINANCE LOAN
4	RODGERS CONSTRUCTION MANAGEMENT ASSOC.		$312,000.00	UNIVERSITY OPERATING FUNDS
5	ACADEMIC CENTERS ABROAD, LLC		$464,550.00	TUITION FUNDS
6	LEFFLER AGENCY		$300,000.00	UNIVERSITY OPERATING FUNDS
7	INFRAMAT CORPORATION		$100,000.00	RESEARCH FOUNDATION

CONTRACTS AND AGREEMENTS
FOR INFORMATION
OVER $100,000
APRIL, 2005

NO.

1	**AGREEMENT WITH :**	URS CORPORATION ROCKY HILL, CT
	AMOUNT:	$329,000.00
	EFFECTIVE DATES:	FEBRUARY 16, 2005 UNTIL COMPLETION OF PROJECT
	PROGRAM DIRECTOR:	GEORGE KRAUS ARCHITECTURAL AND ENGINEERING SERVICES
	PURPOSE:	THE CONTRACTOR WILL PROVIDE CIVIL ENGINEERING SUPPORT FOR PROJECT: CORRECTIVE WORK HILLTOP APARTMENTS (PROJECT #UC-201315). THE SCOPE OF THE WORK WILL BE TO PROVIDE CIVIL, ARCHITECTURAL, STRUCTURAL, MECHANICAL AND ELECTRICAL CODE CONSULTING AND DESIGN SERVICES.
2	**AGREEMENT WITH:**	HALEY & ALDRICH, INC. GLASTONBURY, CT
	AMOUNT:	$390,498.00
	EFFECTIVE DATES:	JANUARY 5, 2005 UNTIL COMPLETION OF PROJECT
	PROGRAM DIRECTOR:	GEORGE KRAUS ARCHITECTURAL AND ENGINEERING SERVICES
	PURPOSE:	THE CONTRACTOR WILL PROVIDE CONSULTING AND CONSTRUCTION SUPPORT FOR THE PROJECT: LANDFILL CLOSURE (PROJECT #BI-900748). THE SCOPE OF THE WORK WILL BE TO PROVIDE THE 2005 SUPPLEMENTAL INVESTIGATION PHASE TASKS INCLUDING INTERIM MONITORING PROGRAM OF QUARTERLY SAMPLING. MISCELLANEOUS/ENVIRONMENTAL LAND USE RESTRICTION DOCUMENT PREPARATION, PUBLIC INVOLVEMENT SUPPORT, LANDFILL WEB PAGE ENHANCEMENT AND MAINTENANCE, PROJECT MANAGEMENT, AND INSTALLATION/ABANDONMENT OF MONITORING WELLS.
3	**AGREEMENT WITH:**	DAHLEN, BERG & COMPANY MINNEAPOLIS, MN
	AMOUNT:	$425,000.00
	EFFECTIVE DATES:	NOVEMBER 3, 2005 UNTIL COMPLETION OF PROJECT
	PROGRAM DIRECTOR:	GEORGE KRAUS ARCHITECTURAL AND ENGINEERING SERVICES
	PURPOSE:	THE CONTRACTOR WILL PROVIDE CONSULTING SUPPORT FOR THE PROJECT: COGENERATION/CHILLER FACILITY STUDY (PROJECT #BI-900886). THE SCOPE OF THE WORK WILL BE TO PROVIDE ADDITIONAL PROJECT MANAGEMENT SERVICES FOR THE COGENERATION AND CHILLED WATER FACILITY THAT IS CURRENTLY UNDER CONSTRUCTION AT THE UNIVERSITY OF CONNECTICUT IN STORRS, CT

CONTRACTS AND AGREEMENTS
FOR INFORMATION
OVER $100,000
APRIL, 2005

NO.

4 AGREEMENT WITH : RODGERS CONSTRUCTION MANAGEMENT ASSOC.
ROCKVILLE, MD
AMOUNT: $312,000.00
EFFECTIVE DATES: JANUARY 14, 2005 UNTIL COMPLETION OF PROJECT
PROGRAM DIRECTOR: GEORGE KRAUS
ARCHITECTURAL AND ENGINEERING SERVICES
PURPOSE: THE CONTRACTOR WILL PROVIDE CLAIMS CONSULTANT SUPPORT FOR PROJECT: ARBITRATION BIOLOGY/PHYSICS BUILDING (PROJECT #BI-901084). THE SCOPE OF THE WORK WILL BE TO PROVIDE ADDITIONAL SERVICES REQUIRED FOR LITIGATION SUPPORT.

5 AGREEMENT WITH: ACADEMIC CENTERS ABROAD, LLC
NEW YORK, NY
AMOUNT: $464,550.00
EFFECTIVE DATES: SEPTEMBER 1, 2004 - JUNE 30, 2005
PROGRAM DIRECTOR: ROSS LEWIN
STUDY ABROAD
PURPOSE: PROVIDE SERVICES TO 58 STUDENTS FROM THE UNIVERSITY OF CONNECTICUT FOR THE FALL AND SPRING SEMESTERS FOR ACADEMIC YEAR 2004-05. UCONN STUDENTS WILL ATTEND THE STUDY ABROAD PROGRAM CONDUCTED AT THE INSTITUTE OF FINE AND LIBERAL ARTS AT THE PALAZZO RUCELLAI, ITALY AND ARE REQUIRED TO TAKE A MINIMUM OF FOUR COURSES (12 CREDITS) AND A MAXIMUM OF FIVE COURSES (17 CREDITS). STUDENTS CHOOSE THEIR COURSES UPON ARRIVAL. THE PROGRAM FEE INCLUDES TUITION AT HOST INSTITUTION, STUDENT HOUSING AND FIELD TRIPS. *(AMENDMENT - INCREASE BY $97,800 FROM ORIGINAL AGREEMENT TO ACCOMODATE 13 ADDITIONAL STUDENTS.)*

6 AGREEMENT WITH: LEFFLER AGENCY
BALTIMORE, MD
AMOUNT: $300,000.00
EFFECTIVE DATES: APRIL 1, 2005 - MARCH 31, 2006
PROGRAM DIRECTOR: JEFFREY HATHAWAY
ATHLETICS
PURPOSE: PROVIDE TICKET SALES ENHANCEMENTS FOR ATHLETIC EVENTS BY PROVIDING THE FOLLOWING SERVICES: SPORTS MARKETING SERVICES AND CONSULTING FOR TICKET SALES AND RELATED BUSINESS PLANS. INCLUDING CREATING PROMOTIONAL EVENTS RELATED TO TICKET SALES, IDENTIFYING AND DEVELOPING NEW TICKET CUSTOMERS, PLANNING FOR AND MAKING MEDIA BUYS RELATED TO TICKET SALES, EVALUATING AND ANALYZING MEDIA BUYS, ASSISTING IN RELATED PUBLIC RELATIONS, PRODUCING CREATIVE AD DESIGN, AND LIMITED GRAPHIC ART, COPYWRITING, SECURING TALENT AND MANAGING THE MEDIA PRODUCTION PROCESS.

CONTRACTS AND AGREEMENTS
FOR INFORMATION
OVER $100,000
APRIL, 2005

NO.

7	**AGREEMENT WITH :**	INFRAMAT CORPORATION WILLINGTON, CT
	AMOUNT:	$100,000.00
	EFFECTIVE DATES:	DECEMBER 1, 2004 - NOVEMBER 30, 2005
	PROGRAM DIRECTOR:	MAURICE GELL MECHANICAL ENGINEERING
	PURPOSE:	CONTRACTOR WILL PREPARE LIQUID PRECURSORS FOR CONDUCTING SOLUTION PRECURSOR PLASMA SPRAYING OF DENSE CERAMICS AND CONDUCT CHEMICAL ANALYSIS AND PHYSICAL PROPERTY ANALYSIS; CONDUCT SPPS TRIALS FOR MAKING DENSE CERAMICS. CONTRACTOR WILL PROVIDE EXPERTISE AND WORK FORCES FOR DEVELOPMENT AND OPTIMIZATION OF SPPS PROCESS TO ACHIEVE DENSE CERAMICS WITH DESIRABLE STRUCTURE; AND PROVIDE TECHNICAL INPUT FOR QUARTERLY AND FINAL REPORT TO THE OFFICE OF NAVAL RESEARCH.

Academic Affairs

AGENDA

Board of Trustees
ACADEMIC AFFAIRS COMMITTEE
April 12, 2005
University of Connecticut
Stamford Campus
9:30 a.m.

		Attachment
1)	Approval of the Minutes of the Academic Affairs Committee Meeting of February 3, 2005, as circulated	A

ACTION ITEMS:

2)	Recommendation for Designation as *Board of Trustees Distinguished Professor*, Academic Year 2004-2005	1
3)	Notification to amend the University of Connecticut Laws and By-Laws article XV. J. 5.a: Special Titles, Board of Trustees Distinguished Professor	5
4)	Notification to amend Article X, The University Senate A. Membership of the University of Connecticut Laws and By-Laws	6
5)	Master of Professional Studies in Homeland Security Leadership	7

DISCUSSION ITEMS:

6) An update on the new general education requirements (Dr. Hedley Freake, Professor of Nutritional Sciences and Chair, General Education Oversight Committee)

ATTACHMENT A

MINUTES
MEETING OF THE ACADEMIC AFFAIRS COMMITTEE
February 3, 2005

TRUSTEES PRESENT: Messrs. Abromatis, Barry, Drotch, Jacobs, Martinez; Nayden, Nichols, Ritter, Rowe, Mesdames Dennis-LaVigne, Gatling, Lobo, Sisco

STAFF PRESENT: Messrs. Austin, Barker, Deckers, DeTora, Dreyfuss, Evanovich, Gianutsos, McCarthy, Schurin, Singha; Taylor, Upton, von Munkwitz Smith, Walker, Mesdames Aronson, Dunnack, Flaherty-Goldsmith, Fox, Grava, Greger, Kendall, Makowsky,

Committee Chairman Jacobs convened the meeting at 9:15 a.m. in the Rome Ballroom, South Campus at the University of Connecticut in Storrs. On a motion by Chairman Jacobs seconded by Trustee Gatling, the minutes of the November 9, 2004 meeting were approved as circulated.

Dr. Singha introduced ***Item #4, Certificate Program in Quantitative Research.*** The program in Quantitative Research is a graduate certificate program in the Department of Psychology in collaboration with the Department of Educational Psychology and the Department of Statistics. Enrollment is open to all graduate students enrolled in any of the six graduate programs in Psychology. The program will provide students with a background in quantitative research methods in the psychological sciences that complement the basic research training required by their major graduate programs. Trustee Gatling asked Dr. Singha about present staffing levels. Dr. Singha replied that this interdivisional graduate program is fully staffed. On a motion by Chairman Jacobs, seconded by Trustee Gatling, the Committee recommended this appointment to the full Board for approval.

Dr. Singha introduced ***Informational Items # 11, Award of Excellence: Dr. Pamir Alpay, Metallurgy and Materials Engineering; #12, Center for Educational Policy Analysis, and Item #13, Institute for Violence Prevention and Reduction.*** Chairman Jacobs asked for any questions on these three items and stated that as these items are informational only, Board action is not necessary. There being no questions, Chairman Jacobs asked Dr. Singha to move on to the discussion items listed on the Academic Affairs agenda.

Dr. Singha introduced two ***Discussion Items, a Report from the Registrar on Course Capacity and Scheduling and a Report from Institute for Teaching and Learning on High Technology Classrooms and their Effective Contribution to Undergraduate Education***. Dr. Singha explained that from time to time, the Academic Affairs Committee should be updated on activities the University is undertaking to serve the needs of our students and to enhance their educational experience.

In the first presentation University Registrar Dr. Jeff von Munkwitz-Smith informed the Board about initiatives that the University has undertaken to help students graduate on time. These include the Packaged Schedules program, which is targeted at incoming students and the Course Availability Committee that focuses on continuing undergraduates. Both initiatives help students get the courses they need while using the University's resources effectively and efficiently. Packaged Scheduling, which is in its third year, assists incoming students who predominately need courses in math and science in their first semester to enroll in these and make progress towards timely graduation. This helps to identify problems earlier and rectify problems relating to class availability sooner, sometimes as early as January or February, as opposed to April or May in the past.

The Course Availability Committee is a collaborative effort with various individuals from the Schools and Colleges, the Provost's Office and the Registrars Office. The focus is on continuing students but also benefits incoming students and transfer students. The Committee meets throughout the year to identify course availability problems and resolve these issues. In order to fund additional sections, academic departments were provided $2.9 million last year and this amount has increased to $5 million in the current academic year. Chairman Jacobs stated that the most important thing we do at the University is provide a quality education, and this is a critical area. He stated that one of the University's goals is to increase the number of students who graduate in four years, and asked if these initiatives will help UConn achieve this. Dr. von Munkwitz-Smith replied that both efforts will help achieve this goal. Dr. Jacobs stated that if this area is one that needs resources, it should be pointed out.

Mr. Dolan Evanovich, Vice Provost of Enrollment Management informed the Committee that nationally on average students graduate in 4.7 years whereas at UConn it is 4.4 years. For families that expect students to graduate in four years, it is the University's responsibility to provide a quality education in an efficient way. Three years ago, the four year graduation rate was approximately 45%, it went up to 50% and is now 53%. UConn's six year graduation rate went from 67% up to 71%. President Austin stated that it is the University's responsibility to provide a top quality education to those students who wish to leave in four years. Trustee Gatling replied that when she met with students some time ago, financial factors figured in to graduation rates.

Dr. Jacobs asked about the physical sizes of the classrooms and asked Dr. von Munkwitz-Smith what the University was doing to combat issues where class size was too small. Dr. von Munkwitz-Smith explained that these issues largely occur during the first week of classes when students are changing schedules. The Registrar's Office frequently checks class sizes to identify any potential problems, and makes changes as needed. Dr. Jacobs asked if more classrooms are needed beyond those in the buildings planned in 21st Century UConn. Dr. von Munkwitz-Smith replied that based on current enrollment figures the new classrooms should be sufficient to meet need. Dr. Jacobs thanked Dr. von Munkwitz-Smith for his report.

Dr. Keith Barker made a brief presentation on distance education and the effects of technology on teaching and learning. The number of high technology classrooms has grown dramatically over the past ten years, to over ninety rooms and eight distance learning rooms at

Storrs. There are forty high technology classrooms and thirteen distance learning classrooms at the regional campuses. Dr. Barker stated high technology classrooms contribute to teaching and learning in various ways including better ability to illustrate concepts and information using video, audio and animations. In addition, this technology has the potential to engage students to learn more and helps faculty in instructional design practices. Many of the large classrooms have wireless microphones that enable students to learn more effectively just by understanding and hearing what the professor is teaching. The personal response system was also highlighted; this system allows students to electronically respond to questions from the professor. The professor can look at the results that are instantly available to determine if students are understanding the concepts during the class, and can note which topics need to be discussed again.

Dr. Barker stated that the use of high technology classrooms engages the student more in the learning process and provides an opportunity for the faculty to show professionalism in their teaching activities, as they are provided with instructional design practices. The University's plan is to equip every classroom using high technology so that any faculty member who wishes to use the technology can do so. Chairman Jacobs asked if this wish has been built into the capital campaign plan and if the University has plans to upgrade old buildings; Dr. Barker responded yes to both. Dr. Rowe asked Dr. Barker where UConn stands as far as using and implementing high technology classrooms; Dr. Barker responded that UConn was ahead of the curve several years ago and continues to be ahead of our peers. It is very impressive to tour high technology classrooms on campus and faculty members visiting from other universities continue to be impressed with what UConn provides to our students. The students appreciate the high technology classrooms available to them. President Austin suggested that a tour of the Gentry building and the Information Technology building be planned to see high technology classrooms in use.

Chairman Jacobs thanked the Committee and Drs. von Munkwitz-Smith and Barker for their informative presentations. He thanked Dr. Singha for his contribution in making the Academic Affairs Committee meeting a success, and for the two informative presentations. He stated that this is exactly what an Academic Affairs meeting should be like. There being no other items on the agenda the meeting was adjourned at 9:45 a.m.

Respectfully submitted,

Catherine Dunnack

Catherine Dunnack
Secretary to the Committee