



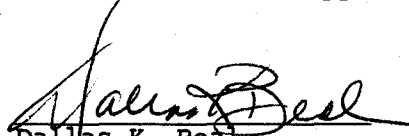
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RESOLUTION  
ACCEPTING A GIFT  
FROM THE  
UNIVERSITY FOUNDATION OF WESTERN CONNECTICUT, INC.  
TO  
WESTERN CONNECTICUT STATE UNIVERSITY

January 13, 1989

- WHEREAS, The University Foundation of Western Connecticut, Inc. has been administering funds for the Educational Management Institute, and
- WHEREAS, EMI has become a viable educational organization within the region, and
- WHEREAS, EMI will continue to serve the regional educational community, and
- WHEREAS, The University Foundation of Western Connecticut, Inc. has donated all EMI funds to Western Connecticut State University in the amount of \$27,673.77, therefore, be it
- RESOLVED, That the Board of Trustees for the Connecticut State University accepts the donation of \$27,673.77 for the continued management of the Educational Management Institute and thanks the University Foundation of Western Connecticut, Inc. for its assistance in establishing the Educational Management Institute at Western Connecticut State University.

A Certified True Copy:

  
Dallas K. Beal  
President





# WESTERN CONNECTICUT STATE UNIVERSITY

Danbury, Connecticut 06810

Office of the Dean  
School of Professional Studies

To: Dr. Tom Porter  
From: Dr. Walter B. Bernstein *WBB*  
Date: February 1, 1989  
Re: Educational Management Institute (EMI)

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This brief report will attempt to answer your questions about the history, current operation and funding of the Educational Management Institute (EMI). It is important to note that the EMI was created prior to the initiation of our Center for Developmental Studies. The idea for the EMI grew out of a set of early meetings held with area school superintendents in 1985.

President Feldman, from the outset, agreed to host EMI programs but made it clear that the university was not in a position to fund the effort. Funding, therefore, of all EMI activities comes directly from the school districts. At the request of the area superintendents, Dr. Feldman did agree to have the university "hold" monies for the EMI in the Foundation account to facilitate payment for various programs. Since its inception, I have been acting as the treasurer for the EMI authorizing payments for speakers and other program expenses. During the Fall of 1988 we decided that EMI monies should be placed in a regular university account rather than the Foundation. This transaction was done by having the Foundation turn EMI monies over directly to the university as a "gift". The university accepted this transfer of funds by Board Resolution on January 13, 1989. At the moment, there are no plans to make the EMI a formal part of the Center for Developmental Studies although this is certainly an idea which could be discussed with the EMI Board of Directors.

You asked, in your memo to Dr. Steinkrauss, five specific questions:

1. Where does funding for the EMI come from?  
Funding for EMI programs and activities comes from annual dues paid by the area school districts. A district interested in becoming a sponsoring member of the EMI pays \$2000.00 for the year. This not only supports EMI programs but provides for special discounts to participants from these districts when they attend EMI functions. Other monies for the EMI have come from registration fees and state grants.
2. Who Manages the EMI?  
The EMI is "managed" by a Board of Directors made up of 17 people representing administrative personnel from throughout the region. A set of By-Laws govern the operations of the EMI. Annual

elections are held for President, Vice-President, Secretary and Treasurer. The university currently holds three seats on the Board of Directors. A complete set of EMI By-Laws is attached to this report. The current President of the EMI Board of Directors is Dr. Tim Breslin, Principal, Newtown High School, Newtown, Ct.

3. Will the EMI program become part of the Center for Developmental Studies?

At the moment, the EMI operates as a discrete program, not officially a part of the CDS. We consider, however, the EMI one of our very important outreach efforts and have been pleased with its success.

4. Will the EMI Continue Indefinitely?

The EMI has enjoyed very good success in the past three years. It has offered almost a dozen various programs in the last several years to approximately 400 administrators. We have had speakers such as AL Shanker, Terrence Deal, Robert Gable, Commissioner Tirozzi, Julia Thomaston and others speak on leadership, middle school, urban and other critical issues for school leaders. We expect the EMI to continue to serve the region with programs for school-based administrators, particularly as the State will now require continuing education for certified administrators.

5. Is there any specific Board of Trustees authorization for the EMI?

The EMI has never operated with Board-approved authorization. The program is, however, consistent with our mission to develop community linkages and programs. Furthermore, teacher education approval standards require the university to "seek and develop cooperative arrangements with area schools." The EMI is an effort to create such a joint venture. It has proven itself very successful and continues to attract additional school districts as dues-paying members.



Office of the Dean  
School of Professional Studies

The Educational Management Institute  
Professional Development Programs for School-Based Administrators

As part of Western's School/University Collaborative, area superintendents began looking at the need for an ongoing program of professional development activities for school based administrators. Their idea was to work with the University to establish the Educational Management Institute (EMI) as the vehicle through which these programs could be identified and implemented.

Like any new venture, the task of creating this professional development institute required careful planning and attention to structural detail. Three issues quickly emerged. First, we tried to clearly state the goals and objectives of the EMI. Second, we considered the problem of membership in the organization. Thirdly, we addressed the question of organizing and operating the institute.

The Goals and Objectives of the EMI

For some time, area superintendents had been quite concerned that their school based administrators have quality opportunities for professional growth. Interestingly enough, they identified all school administrators including department chairs, assistant principals, directors, principals and central office staff as potential candidates for these programs. The concern for professional development became even more critical when the State mandated these activities as part of the Education Enhancement Act passed by the state legislature in 1986.

It was decided that the Educational Management Institute would become a joint effort among area school districts (seven districts initially agreed to support the EMI) to provide high quality professional development programs to area administrators. All agreed that these programs should provide individuals with opportunities to enhance their administrative skills, to expand their base of theoretical knowledge and to become more familiar with current research in administration.

Several other goals were also identified. First, the EMI wanted to develop thematic approaches to professional development. Thus, during its first year of operation workshops and conferences focused on leadership and long range planning. In this way, it was felt that administrators could look at specific areas of concern and spend some time exploring in depth the related issues. Secondly, the EMI wanted to encourage teams of administrators from each district to attend the programs. We were, in fact, quick to discover the value, for example, of having department chairs, principals and superintendents sharing these experiences together. Thirdly, the EMI wanted to create special areas of programming such as curriculum evaluation, human resource management and "visionary leadership" rather than trying to offer too broad a spectrum of workshops.

## Membership

From the beginning area superintendents wanted membership to reflect a cross-section of school based administrators who could take advantage of these programs. Seven area school districts elected to become charter members of the EMI, contributing \$2000.00 each (on a yearly basis) to provide baseline support for EMI operations. All agreed that administrators at all levels would be invited to participate in EMI workshops, conferences and institutes. This broad approach to membership has made the EMI an important professional development resource in Western Connecticut.

## Organization and Structure of the EMI

The EMI is essentially a cooperative effort involving area school districts, Western Connecticut State University and RESCUE which is our regional service center. A planning group of representatives from each organization decided that a 17 member board of trustees would be established to set forth EMI policy and guide operations. The board includes a president, vice-president, secretary and treasurer. In addition, a program committee was also organized to identify and recommend appropriate activities to be offered through the institute. The seventeen members of the board include administrative personnel from each of the three cooperating organizations, including superintendents, assistant superintendents, principals, deans and the deputy director of RESCUE. The board generally meets on a bi-monthly basis to review program ideas, monitor fiscal affairs and determine overall direction. A set of by-laws also establishes operating procedures.

During the last two years the EMI has sponsored a number of programs both during the year and in the summer. For the most part, workshops have been well attended. The EMI emphasis evaluation of all programs and the board of trustees works diligently to use participant feedback as a way of improving activities. Early reaction from area administrators has been quite positive. Although the EMI is still working to clarify its role as a provider of professional development programs, administrators have made it clear that they value the opportunity to create their own "menu" of activities based on area needs. The University, which hosts the EMI (providing conference facilities and food services) works closely with RESCUE to provide the administrative support needed to maintain such an institute. In providing this particular service to the schools, the University (as well as RESCUE) is beginning to provide faculty expertise, grant writing assistance and development strategies. As professional development becomes mandated by the state, we expect the EMI to become an important provider of these services in our region.

## EDUCATIONAL MANAGEMENT INSTITUTE

### BY-LAWS

#### ARTICLE I - Name

The organization shall be known as the Educational Management Institute (hereinafter the E.M.I.).

#### ARTICLE II - Governance

1. The affairs of the organization shall be managed and governed by an 18 member Board of Trustees (hereinafter called the "Board").
2. Representation on the Board shall consist of 16 representatives from area school districts (six (6) superintendents and/or central office personnel and ten (10) building administrators) along with three (3) representatives from Western Connecticut State University and one (1) representative from RESCUE.
3. The term of office of each Board member shall be for one year, commencing on October 1. Board members shall be eligible for reappointment for additional terms.
4. In the event of a vacancy on the Board, the chairperson shall promptly appoint a replacement.

#### ARTICLE III - Officers

1. The officers of the Board shall be Chairperson, Vice-chairperson, Secretary, Treasurer, and Program Chairperson.
2. Each officer shall be elected by the Board at the October annual meeting. The person receiving a majority of the votes of Board members present and voting at the meeting shall be elected to the office.
3. The term of office of each officer shall be for one year, commencing on October 1. Officers shall be eligible for reappointment for one additional one-year term.
4. The vice-chairperson shall be considered chairperson-elect when elected for each term.
5. The chairperson and vice-chairperson shall be drawn from the Board, with each office alternating between a central office administrator and a building administrator.

Educational Management Institute  
By-laws (2)

ARTICLE IV - Duties of the Officers

1. Chairperson: The chairperson shall preside over all regular and special meetings of the Board, and shall call emergency meetings of the Board at his/her discretion. The chairperson shall guide the Board in making policy, assuring that such policies are consistent with state, federal and local needs and the objectives and purpose of the E.M.I.
2. Vice-chairperson: The vice-chairperson shall assist the chairperson in the performance of his/her duties, perform the duties and exercise the powers of the chairperson in the event of his/her absence or disability and perform other duties at the direction of the chairperson.
3. Secretary: The secretary shall keep the official minutes of each meeting of the Board and sign all correspondence and official documents as designated by the Board.
4. Treasurer: The treasurer shall maintain the financial records of the E.M.I. and present an annual financial report.
5. Program Chairperson: The program chairperson shall serve as the chairman of the Program Committee and be responsible for convening said committee in order to make recommendations to the Board of programs to be offered by the EMI.

ARTICLE V - Meetings

1. The Board shall meet at least five times annually. A special meeting may be called, as necessary, at the request of the chairperson or any three members of the Board, provided a notice has been given to all members at least 48 hours prior to such a meeting and the purpose of the meeting has been announced in the call of the meeting. All meetings will be held in Room 218 at the Ancell School of Western Connecticut State University unless otherwise specified.
2. The officers of the Board and the executive director will meet monthly at a time and place agreed upon to facilitate the business of the E.M.I. The meeting will be open to all members of the Board.

ARTICLE VI - Quorum

1. At meetings of the Board, a majority of the members of the Board shall constitute a quorum.
2. A majority vote of those present and voting shall be necessary to carry any motion made.

Education Management Institute  
By-laws (3)

ARTICLE VII - Committees

1. Committees or special temporary sub committees may be appointed by the Board or the chairperson. The duties of such committees shall be outlined at the time of appointment. A committee shall be considered dissolved when its final report is made and accepted.
2. Program Committee: The Program Committee is established on a permanent basis and is responsible for the planning, developing and/or recommending of programs, services and activities for the Board to be offered by the E.M.I. Members shall include the executive director and others appointed by the chairperson of the Board. The program chairperson shall chair the committee.
3. All committees, both permanent and ad hoc, will provide an agenda and minutes to the executive director and the chairperson for each meeting held.

ARTICLE VIII - The Executive Director

1. The administration of the E.M.I. and its programs shall be delegated to an executive director, who shall be employed upon such terms and conditions as approved by the Board. The executive director shall be an ex-officio non-voting member of the Board and committees thereof.
2. The executive director shall be the agent of the E.M.I. and is authorized to sign for disbursement of funds of the Institute in conjunction with one other officer.

ARTICLE IX - Finances and Budget

1. The executive director shall be responsible for the preparation of a budget for the ensuing year, to be presented to the Board on or before the last annual regular meeting. Said budget will include the estimated cost of operation of each program, estimated revenue from state and federal grants, local businesses, and local districts in support of the programs and the estimated revenues to support the basic administration costs of the organization.

ARTICLE X - Annual Evaluation

The executive director shall furnish to each member of the Board, at the first annual meeting, an evaluation of the programs and services provided by the E.M.I. for the previous year.



Educational Management Institute  
By-laws (4)

ARTICLE XI - Amendments

These By-laws may be amended at any meeting of the Board by affirmative vote of two-thirds of the membership. Proposed amendments may be introduced for consideration at any Board meeting, but must be tabled for final disposition at the following meeting.

ARTICLE XII - Rules of Order

The organization is governed by all applicable state and federal statutes. The Board shall be regulated by rules of parliamentary practice in accord with Robert's Rules and all other proceedings shall be governed by the By-laws.

ARTICLE XIII - Effective Date

These By-laws, as amended, shall take effect upon ratification by affirmative vote of two-thirds of the appointed members of the organization. The original By-laws shall take effect on December 11, 1985.

12/10/85

10/19/87 Revised



*Fred & Walter*

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A Certified True Copy:

*Dallas K. Beal*  
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President

