Section 1: Mission and Programs

The Mission of the Management and Organization Department is to help our students and others to systemically conceptualize organizations, operating systems, business models, and human dynamics – to identify and activate resources to create and sustain value for organizations, their members, and the societies in which they function.

Upon completion of the program, management majors will possess competencies and skills needed for the managerial dimensions of roles they will play in their careers, as well as for graduate study. The program provides a foundation in management theory and practice.

The Management and Organization Department is one of the Department’s offering the Business School degree, Bachelor’s of Science in Business Administration (BSBA).

The department offers a major in Management with four possible concentrations:

- General Management
- Entrepreneurship
- Human Resource Management
- International Business

Section 2: Summary for Each Degree Program

a. The Management and Organization Department’s program is designed to address the department’s mission through completion of courses and related activities that address specific aspects of the mission as well as the interrelationships among various aspects of the mission. Students are expected to synthesize specific competencies and skills to develop an understanding of management issues.

Students graduating with a major in Management are expected to satisfy four specific learning outcomes:

- Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions;
- Identify and examine major theories in management and their use in organizational contexts;
- Identify functions and processes within an organization; Analyze the relationships and dynamics among organizations; and
• Use methods and theories to analyze and influence human behaviors in organizations.

b. Changes to the curriculum implemented in the previous years.

1. Course competencies were reviewed

Specific course competencies were acceptable, but faculty were concerned about students' abilities related to integrating material from individual courses and disciplines. This concern was especially noticeable for seniors who completed the Business School required capstone course (MGT 480). Students in the capstone course are required to integrate course content from all five Business School departments: Accounting, Finance, Management, Marketing, and MIS. Students often found this integration difficult since most other courses did not require an integrative approach. In order to assure all students in this capstone course are ready for this integrative role of management, the faculty want to assure that all pre-requisites are met before taking the course and that students must be at the senior standing.

During 2012-13 academic year, the department stepped up the effort to check all students in the capstone course completed all the pre-requisite courses and allowed not exceptions.

Faculty decided to continue offering a junior-level integrative course that would require integrative study of business school disciplines earlier in student's programs. This course (MGT 390-Integrative Management) was offered on a trial basis for the first time in Spring 2012, and decided to offer in the next two more semesters. One section of this course will be taught by Dr. Baten in Fall 2012 and by Dr. Cavaleri in Spring 2013.

Unfortunately, this plan of experimenting the ‘junior capstone’ course (MGT 390-integrative Management) is placed on temporary hold due to lack of enrollment during Fall-2012 registration process and the pressure to improve the efficiency of course offering. We will continue to discuss and explore options to improve the students competency prior to the capstone course.

2. Course sequencing was reviewed

Reviewed the course contents and student competency needed for the course of MGT 448 (Operations Management, and concluded that MGT 348 and MIS 201 are not critical before taking MGT 448. The faculty decided to drop these two as pre-requisites of MGT 448, effective immediately. Curriculum change will be prepared and placed in the university process.

(Implementation) All students who wanted to take MGT 448 without MGT 348 and/or MIS 201 were manually enrolled during 2012-2013 academic year.
One course (MGT 473-Organizing and Managing for Innovation) was identified as one that could be taken before MGT 345 (Organizational Theory), which students had been required to complete before taking MGT 473. Curriculum requirements were changed so that students could take MGT 473 before completing MGT 345.


**Section One: Learning Objectives and Outcomes**

**Table 1. Learning Objectives and Outcome**

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course(S) Where Measured</th>
<th>Number Of Students Measured</th>
<th>Number Of Sections Measured</th>
<th>Number of Students Above Acceptable</th>
<th>Number of Students Acceptable</th>
<th>Number of Students Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
<td>MGT 403</td>
<td>28</td>
<td>1</td>
<td>15 (53%)</td>
<td>12 (43.7%)</td>
<td>1 (4%)</td>
</tr>
<tr>
<td>2.) Identify and examine major theories in management and their use in organizational contexts</td>
<td>MGT 345</td>
<td>72</td>
<td>3</td>
<td>28 (39%)</td>
<td>27 (38%)</td>
<td>17 (24%)</td>
</tr>
<tr>
<td>3a.) Identify functions and processes within an organization</td>
<td>a.) MGT 326</td>
<td>69</td>
<td>3</td>
<td>61 (88%)</td>
<td>7 (10%)</td>
<td>1 (2%)</td>
</tr>
<tr>
<td>3b.) Analyze the relationships and dynamics among organizations</td>
<td>b.) MGT 345</td>
<td>72</td>
<td>3</td>
<td>28 (39%)</td>
<td>27 (38%)</td>
<td>17 (24%)</td>
</tr>
<tr>
<td>4.) Use methods and theories to analyze and influence human behaviors in organizations</td>
<td>MGT 326</td>
<td>69</td>
<td>3</td>
<td>66 (96%)</td>
<td>3 (4%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
**Section Two – Findings**

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production. Information on the rubric used to classify responses appears in the Appendix. See the summary of learning outcomes and results on Section One.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Each student completed a case analysis of changes made in a large organization. This analysis required students to identify and describe major theories of management applicable to the observed organizational changes. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

Objective 3a) Identify functions and processes within an organization

Students answered a set of multiple-choice questions that referred to the various functions and processes within an organization. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

These questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.

Objective 3b) Analyze the relationships and dynamics among organizations

Students completed a case analysis of conditions in a large organization that worked with a variety of other major organizations. This analysis required students to analyze relationships among the different organizations and describe the dynamics observed. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

Students answered a set of multiple-choice questions related to methods and theories used to analyze and influence human behaviors in organizations. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.
Questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.
Section Three – Analysis

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Objective 1 was met. Most students described and analyzed selected issues at an acceptable (or above acceptable) level. See the summary table on the first page.

Strengths. Most students were able to analyze leadership and culture with respect to ethical issues for Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production.

Weaknesses. Only one section of the course (MGT 403) was offered during Spring 2013. And yet, the results produced a similar pattern to the previous semesters. The department faculty feel that we need to offer more sections: and we hope we should be able to do so in the future semesters.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Objective 2 was met. Almost all students identified and examined major theories at a level that was acceptable or above acceptable. See the summary table on the first page. Many students identified and examined major theories at a level that was classified as above the acceptable level.

Students used multiple theories to explain the same objective outcome. As expected, different theories with different assumptions led students to different methods for analyzing the problems and offering different solutions to the management problem.

Objective 3a) Identify functions and processes within an organization

Objective 3a was met. All students demonstrated an acceptable (or above acceptable) level of knowledge related to the functions and processes within an organization. Most students demonstrated this knowledge at a level classified as above acceptable. See the summary table on the first page.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was met. Almost all students analyzed the relationships and dynamics among organizations at a level that was acceptable or above acceptable. See the summary table on the first page. Many students completed this analysis at level classified as above acceptable.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations
Objective 4 was met. All students were able to use methods and theories to analyze human behaviors in organizations at an acceptable (or above acceptable) level. Most students performed at a level that was judged as being above the acceptable level.

Section Four – Use of Results

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

The results of the assessment suggest that students satisfied this goal. In future semesters, student performance related to this goal may be studied in more detail. Also, the analysis required by students may be made more difficult in order to challenge the students more.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

The findings were not used to make any curricular changes at this time. While curricular changes were not made, pedagogical changes were made to reinforce the major ideas. Additional class time was devoted to discussing the interrelationship among the various theories being studied. The current assessment method seems appropriate for the learning goals. Student performance will continue to be assessed.

Objective 3a) Identify functions and processes within an organization

No recommendations were made for curricular change or programmatic change from the results of this assessment. Students demonstrated a level of learning at or above an acceptable level. In future semesters, we may set the criterion levels higher and expect higher levels of performance.

Objective 3b) Analyze the relationships and dynamics among organizations

The findings were not used to make any curricular changes at this time. (Please see Objective 2 above.) The current assessment method seems appropriate for the learning goals. Student performance will continue to be assessed.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

No recommendations were made for curricular change or programmatic change from the results of this semester’s assessment. Students demonstrated an acceptable (or above acceptable) level of learning related to this learning objective. In future semesters, we may set the criterion levels higher and expect higher levels of performance.
Section 3: Summary of Faculty Accomplishments
This information appears in Appendix A

Section 4: Contributions to CCSU Areas of Distinctiveness
This information appears in Appendix B.

Section 5: Summary of Other Noteworthy Accomplishments, especially in revenue generation (grants, gifts, entrepreneurial programs, continuing education, etc.)

Henry Barnard Awarded, the university’s most prestigious award, was awarded to Amy Sonstroem, Management Major.

Dr. Fearon worked with the Juran Institute to create a Fearon-Juran student scholarship. This scholarship was offered to Ryan Goldstein and Brooke Steneck, who received a scholarship and paid internship in recognition of being selected for this award.

Gianaris Family donated (monetary) gifts for the use of young entrepreneurial scholarship and the recipient of this year is Erin Drennen.

Section 6: Progress in Meeting Goals

1. The Department satisfied most of the goals identified for 2012-2013.
   a. Continued to improve the quality of the program offered to students through curriculum changes and analysis of student performance.
   b. Continued to improve the quality of the department faculty by improving the number of outcomes related to intellectual contributions.
   c. Continued to develop current adjunct faculty through their participation in professional associations and production of intellectual contributions. Consider new hires only when they meet the standards (i.e., Academically Qualified or Professional Qualified).
   d. Continued to improve the advising process. For example, the department introduced a program of designating temporary faculty advisors for students who had not been assigned to a permanent faculty advisor. This system designated a faculty member to provide needed advice for students even if they had not been accepted as majors in the Business School. This meant that Business School pre-majors and minors had an initial point of contact when they contacted the Management Department. This system
eliminated some of the “run around” that presented difficulty for students formerly.

e. Continued to audit records for Management and International Business majors in order to reduce the number of problems for graduating students.

f. Continued to work with internal and external stakeholders and engaged in continuous dialog and cooperation to improve the program as well as support the communities, immediate (local) or distant (international/global).

Section 7: Goals for Next Year

a. Continue to assess the quality of the program offered to students. Make any needed changes.

b. Maintain the qualifications of the department’s faculty (full-time and adjunct).

c. Continue to assess quality of potential adjunct faculty. If potential faculty are qualified, add them to the adjunct pool.

d. Continue to monitor the advising process and make any needed changes.

e. Continue auditing records for Management and International Business majors in order to reduce the number of problems for continuing and graduating students.

f. Continue our work with stakeholders outside CCSU

   i. Business organizations such as Travelers
   ii. Community organizations such as those involved with Community Central
   iii. Entrepreneurs and other business representatives who interact with our students and faculty

List of Faculty Accomplishments (see Section 3)
Appendix A

Summary of intellectual contributions of the faculty

Greg Berry (Professor)

- Professional Experience
  Reviewer, Paper or Article, Academy of Management ONE Division. (2001 - Present).

Steven Cavaleri (Professor)

- Intellectual Contributions

David Fearon (Professor)

- Intellectual Contributions

- Professional Experience
  Member, Board of Directors of the Organizational Behavior Teaching Society. (2008 - Present).
Drew Harris (Professor)

- Professional Experience

Lee W. Lee (Professor)

- Intellectual Contributions

Daniel Miller (Professor)

- Professional Experience
  Reviewer, Paper or Article, Advances in International Comparative Management. (2004 - Present).
  Reviewer, Paper or Article, Academy of Management. (2002 - Present).

Margaret Mitchell (Professor)

- Professional Experience
Session Chair, Association of Business and Technology. (2003 - Present).
Session Chair, Association of Business and Technology. (2001 - Present).
Session Chair, Association of Business and Technology. (2000 - Present).
Session Chair, Association of Business and Technology. (1999 - Present).
Discussant, Annual meeting of the International Association of Business Disciplines. (1998 - Present).
Discussant, Annual meeting of the International Association of Business Disciplines. (1998 - Present).
Discussant, Annual meeting of the International Association of Business Disciplines. (1997 - Present).
Session Chair, Association of Business and Technology. (1998 - Present).
Session Chair, Annual meetings of the International Association of Management. (1997 - Present).
Discussant, Annual meetings of the International Association of Management. (1996 - Present).
Discussant, Annual meetings of the International Association of Management. (1996 - Present).
Session Chair, Annual meetings of the International Association of Management. (1996 - Present).
Session Chair, Annual meetings of the International Association. (1996 - Present).
Session Chair, Annual meetings of the Association of Management. (1995 - Present).
Session Chair, Annual meetings of the Association of Management. (1995 - Present).
Reviewer, Paper or Article, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1992 - Present).
Discussant, Discussant or program concerning career and rewards in human resource management. (1992 - Present).

Sarah Stookey (Associate Professor)

- Intellectual Contributions
• Professional Experience

Chester Labedz (Assistant Professor)

• Intellectual Contributions

• Professional Experience

Frank Scalia (Instructor)

• Consulting
  For Profit Organization, TriStar Consulting Services, Glastonbury, CT. (January 1994 - Present).

Stephen Courtney (Instructor)

• Professional Experience

Robert Fiore (Instructor)

• Intellectual Contributions
David Freeman (Instructor)

- Professional Experience

James Mallozzi (Instructor)

- Professional Experience
  Chairman & CEO, Prudential Real Estate and Relocation Services Co.. (2009 - 2011).

Daniel Purushotham (Instructor)

- Professional Experience
  Keynote Address, University of Hartford, Barney School of Business, West Hartford, Connecticut. (November 15, 2011).

Michael Raphael (Instructor)

- Professional Experience

Kathleen Wall (Instructor)

- Intellectual Contributions

- Professional Experience
  President and CEO, Training Matters, LLC. (2002 - Present).
• Consulting
  For Profit Organization, CLM Entertainment Group Inc, Providence RI. (July 2011 - Present).
  For Profit Organization, Funtown Splashtown USA, Maine. (April 2009 - Present).
  For Profit Organization, Optical Studios, Northampton MA. (April 2009 - Present).

Summary Table.

<table>
<thead>
<tr>
<th>Faculty &amp; Rank</th>
<th>Portfolio of Intellectual Contributions</th>
<th>Summary of Types of ICs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peer Reviewed Journals</td>
<td>Research Monographs</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
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<tr>
<td>Gregory Berry</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Steven Cavaleri</td>
<td>3</td>
<td>0</td>
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<tr>
<td>David Fearon</td>
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<td>0</td>
</tr>
<tr>
<td>Drew Harris</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lee W. Lee</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Daniel Miller</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Margaret Mitchell</td>
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<td>0</td>
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<tr>
<td>Associate Professor</td>
<td></td>
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<tr>
<td>Eugene Baten</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sarah Stookey</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>William Tracey</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
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<tr>
<td>Chester labedz</td>
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</tr>
<tr>
<td>Instructor</td>
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<td></td>
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<tr>
<td>Frank Scalia</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Courtney</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Martin Fenelon</td>
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<td>0</td>
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<tr>
<td>Robert Fiore</td>
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<tr>
<td>David Freeman</td>
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<tr>
<td>Vanda Marque</td>
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<tr>
<td>Daniel Purushot ham</td>
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<td>0</td>
</tr>
<tr>
<td>Michael Raphael</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pauline Silva</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kathleen Wall</td>
<td>0</td>
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</tr>
</tbody>
</table>
## Appendix B

### Contributions to CCSU Areas of Distinctiveness

Information related to Section 4 of this Report

<table>
<thead>
<tr>
<th>International Education</th>
<th>Estimated number of students (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list examples of any of the following activities:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Departmental courses containing international elements or international courses under development | MGT 321-International Management  
MGT 462-International Human Resource Management  
MGT 495-Topics in International Business |
| | MGT 321: 117  
MGT 462: 24  
MGT 495: 13 |
| 2. Faculty-led courses abroad and number of participating students | none |
| 3. Sponsorship of CCSU international partnerships | |
| 4. Development of international internships | |
| 5. International service learning or community engagement | Dr. Fearon was Teaching & Learning track Chair for the Eastern Academy of Management in Philadelphia, PA.  
Dr. Lee presented lectures and seminars in Seoul, Korea; and engaged in a friendly dialog exploring possibilities for cooperative business training programs involving Korean medium-size corporations. |
| 6. Faculty exchanges or hosting of international scholars | Offered hosting a visiting scholar from China: Dr. Jie-Yang, Guizhou University, China |  |
## Workforce and state economic development

<table>
<thead>
<tr>
<th>Please list examples of any of the following activities:</th>
<th>Estimated number of students (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research pertaining to workforce or economic development</td>
<td></td>
</tr>
<tr>
<td>2. Consulting with local businesses and organizations</td>
<td></td>
</tr>
<tr>
<td>3. Advisory positions with organizations focused on workforce or economic development</td>
<td>Dr. Harris sits on the Board of Directors at Connecticut Innovations, Inc., the state’s quasi-public agency that serves as a technology-focused venture capital firm for the state. Dr. Harris is a member of the CT Consortium of Entrepreneurial Educators – the group that organizes the state collegiate business plan competition.</td>
</tr>
<tr>
<td>4. Classroom-based projects focusing on workforce development, job training, or economic development</td>
<td>Dr. Harris has hosted over 30 members of the business community in my courses during AY12-13 as guest speakers, judges and mentors to students.</td>
</tr>
<tr>
<td>5. Other (please describe)</td>
<td>Dr. Harris organized the CSU Business Plan Competition that included: Poster session in fall w/ 60 community member and 30+ students, Kick-off events in fall and spring each w/approximately 10 community members and 25 students, final competition w/ 40 community members and 30 students. CCSU became a Travelers EDGE Partner institution, joining other</td>
</tr>
<tr>
<td></td>
<td>120 students and community members.</td>
</tr>
<tr>
<td></td>
<td>Eight CCSU students (and about 200 other students in</td>
</tr>
</tbody>
</table>
colleges and organization in a process of discovering how to increase the diversity of the IFS workforce with college-graduated women and men coming from and overcoming the difficulties of urban life.

Travelers Office Hours – weekly visits were made by Travelers leaders volunteering for 1:1 conferrals with students taking the initiative to prepare for a possible IFS career.

Dr. Fearon continued to serve on the founding Board of reSET (Connecticut Social Enterprise Trust) and moderator of their inaugural event (Beyond Business as Usual). Its goal – to make Connecticut a hub of social enterprise-- those who conduct business for the social good, funded by profit-making activity.

Dr. Fearon, as a Juran Fellow, assisted Connecticut-based Juran Institute to build upon the legacy and global identity of the Father of Quality, Joseph Juran.

Dr. Harris continued hosting over 30 members of the business community in his courses during AY12-13 as guest speakers, judges and mentors to students.

the state) in Yr 2012-13
<table>
<thead>
<tr>
<th>Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please list examples of any of the following activities:</td>
</tr>
<tr>
<td>1. Teaching classes that incorporate projects or student research with a community partner</td>
</tr>
<tr>
<td>2. Delivering programs in collaboration with community partners</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
| 5 | Program development with K-12 schools, non-profit organizations, or local, state, or national government; or other related activities
   | ConnCAPP-EDGE, delivered a semester-long program for eighth graders focused on how their entrepreneurial spirit can one day lead to businesses that rejuvenate New Britain |
| 6 | Other (please describe)
<p>| Dr. Harris: Hosted Community College Elevator Pitch Competition April 13, 2012. Approximately 25 CC students compete, about 10 CCSU students observed. |</p>
<table>
<thead>
<tr>
<th>Interdisciplinary studies and cross-curricular initiatives</th>
<th>Estimated number of students (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe participation in any of the following activities and initiatives in column 2:</td>
<td></td>
</tr>
<tr>
<td>1. Honors Program</td>
<td></td>
</tr>
<tr>
<td>2. Interdisciplinary Academic Program (e.g., International Studies, Women's Studies, etc.)</td>
<td></td>
</tr>
<tr>
<td>3. First-year Experience</td>
<td></td>
</tr>
<tr>
<td>4. Learning Community</td>
<td></td>
</tr>
<tr>
<td>5. Living-Learning Community</td>
<td></td>
</tr>
<tr>
<td>6. Co-curricular collaborations (e.g., Student Affairs, Office of Diversity and Equity, etc.)</td>
<td></td>
</tr>
<tr>
<td>7. Interdisciplinary Research</td>
<td></td>
</tr>
<tr>
<td>8. Interdisciplinary or cross-curricular projects (e.g., conferences, forums, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erin Drennan was awarded the Gianaris Scholarship.</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>CCSU Elevator Pitch Contest winners: Ashley Crawford, Ashley Hitchcock, Olivia Higgins, Ryan Piranco, Kevin Devery, Robert McGrath, Amanda Pizzoferrato.</td>
</tr>
</tbody>
</table>