



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, January 10, 2014 – 9:30 a.m.  
61 Woodland Street, Hartford, CT 06105  
3<sup>rd</sup> Floor Board Conference Room**

1. Approval of Minutes – December 6, 2013

**CONSENT CALENDAR**

2. Termination of Existing Academic Programs
  - a. Client/Server Systems Certificate [Naugatuck Valley CC]
  - b. Microcomputer Networking Customer Support Certificate [Naugatuck Valley CC]
  - c. Sales Support and Service Certificate [Naugatuck Valley CC]
3. Modifications of Programs
  - a. Administrative Medical Office Skills Certificate (name change) – Quinebaug Valley CC

**ACTION ITEMS**

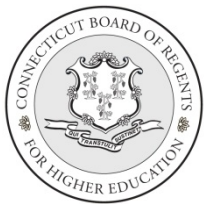
4. Licensure of New Programs
  - a. Finance Major – B.S. – Eastern CSU
5. Accreditation of Existing Program
  - a. Applied Physics – M.S. –Southern CSU
6. Appointment to Wm. A. O'Neill Endowed Chair – Central CSU

**DISCUSSION**

7. Draft: Revised Student Code of Conduct/Sexual Misconduct Policy – Ernestine Weaver

**INFORMATION ITEMS**

8. Sabbaticals 2014-2015
  - a. Central CT State University
  - b. Eastern CT State University
  - c. Southern CT State University
  - d. Western CT State University
9. Below-Threshold Program notification
  - a. Costume & Fashion Design-minor [Eastern CSU]
  - b. Film Studies-minor [Eastern CSU]
10. Other business



# CT BOARD OF REGENTS FOR HIGHER EDUCATION

## ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – December 6, 2013  
9:30 a.m. – 61 Woodland Street, Hartford

### MINUTES

- Regents Present: Merle Harris (Chair), Naomi Cohen, Lawrence DeNardis, Nick Donofrio, Tom Failla, Sarah Green
- Regents Absent: Eugene Bell, Catherine Smith
- Staff Present: Elsa Nunez, Ted Yungclas, Aynsley Diamond, Maureen McClay, Nancy Melnicsak, Arthur Poole
- Other Attendees: Stephen Adair (CCSU/FAC), Mary Ann Affleck (CCC), Elizabeth Caswell (BOR), Jess House (WCSU), Marianne Kennedy (SCSU), Carl Lovitt (CSCU), Wilfredo Nieves (CCC), Ryan Pierson (CCC), Lisa Rebesch (SCSU), Cleo Rolle (CCC), Paul Whitehead (CCC)

Chair Merle Harris called the meeting to order at 9:39 a.m. and offered holiday wishes to all.

1. Minutes of November 8, 2013 – **A motion to approve was made by N. Donofrio, seconded by N. Cohen and unanimously approved.**

CONSENT AGENDA. The Consent Agenda was **moved for recommended approval by N. Cohen, seconded by N. Donofrio and unanimously approved.**

Consent items included:

2. Termination of Existing Academic Programs
  - a. Recreation and Leisure Studies – A.S. and Cert. (Norwalk CC)
3. Modifications of Programs
  - a. Computer Networking – name change (Naugatuck Valley CC)
  - b. Reinstatement of program – Natural Science – MS (Central CSU)
  - c. Termination – Natural Science-Science Education Specialization – MS (Central CSU)

### ACTION ITEMS

4. Licensure of New Programs
  - a. Biotechnology – A.S. – Capital CC. **A motion to recommend approval was made by N. Cohen, seconded by N. Donofrio.** Discussion: Dr. Yungclas presented the program and introduced President Nieves. President Nieves introduced Dean Affleck, Professor Paul Whitehead, Dr. Cleo Rolle, and Ryan Pierson from his faculty and staff. Pres. Nieves commented on the importance of the program noting it coincided with the Governor's technology plan and was part of the Health and Life Sciences grants. He also mentioned the collaboration with area hospitals, and remarked the program encompassed a work focus and a transfer focus. Dr. Rolle spoke about biotechnology, noting the courses in this program address today's needs. Prof. Whitehead expressed the importance of the internships that were part of the program, noting collaboration with Yale and the UConn Health Center. He

added that research experience was also an important part of the program. Dean Affleck pointed out that the program helped in achieving the Board's goals and was geared to recruiting women and diverse populations into STEM fields. Regent Donofrio commented that it was a terrific program, noting life sciences were the science of the 21<sup>st</sup> century. He asked about other programs in the system and about labs and funding. It was stated Capital had an extensive lab set-up, it has the largest nursing program in the state. President Nieves noted they had learned from others the importance of internships, making sure partners in place up front. Regent Donofrio also noted the field is moving rapidly to data. Dr. Rolle stated that besides hands-on technology, the data component is a big part of the program.

Regent DeNardis asked about the general issue of existing programs with low program enrollments. Dean Affleck noted that in the last decade in response to ending low enrollment programs already have been many changes. President Nieves added that will continue to be a consideration and realignments will be done as jobs change.

There was additional general discussion with Chair Harris noting the need for students with math-science backgrounds. Dean Affleck mentioned that although there is open enrollment there are pre-requisites. They have also developed math-science boosters across the board – courses imbedded with boosters similar to developmental education. Prof. Whitehead noted they will also be working at the high schools with one of the professors highly interested in working with those students. They have collaborations with Capital Prep Magnet School, as well as Bloomfield High School. **The vote was taken and unanimously approved.**

#### 5. Accreditation of Existing Program

- a. Nursing Education – Ed.D. – Southern and Western CSUs. **A motion to recommend approval made by N. Cohen, seconded by N. Donofrio.** Discussion: Provost Marianne Kennedy presented the program and introduced Dean Jess House from Western CSU and Dr. Lisa Rebesch of Southern CSU. She mentioned it was an exciting, unique program within the system and it is collaborative at every level from the beginning to the just completed NEASC . The degree is not a joint degree but otherwise is seamlessly shared. There is a program committee and a cohort is accepted every other year. She noted it is an online program and addresses the shortage of nurse educators. Dr. House indicated there are faculty shortages across the country and they now have a good pool of candidates from other states, although it is an expensive, tedious process to apply for each state's approval. In response to Regent Cohen, they noted they had been at a recent national conference addressing national recruitment efforts, and they have more applications than the number of program spaces. There was discussion noting NEBHE is developing a consortial agreement that would minimize fees and applications. In response to Regent Donofrio, it was noted the online infrastructure has servers at both campuses with faculty and IT using BlackBoard. Video was also used. Regent Donofrio noted the IT Committee would address this to assure the infrastructure remains adequate. He also asked for follow-up on enrollment for the next cohort. **The vote was taken and unanimously approved.**

#### 6. Proposal for Adjunct Faculty Teaching Award

- a. **A motion to recommend approval made by N. Donofrio, seconded by L. DeNardis.** Dr. Yungclas introduced the proposal, noting when approval of the Teaching Awards was made a few months ago it included a proposal to create Adjunct Awards. Regent Harris suggested adding Board Recognition in May to the timeline. There was a general question regarding budget and what would happen if reduction of adjuncts is needed. Dr. Nunez noted that normally no program would reduce just adjuncts as they are critical to programs and the vision would be to protect adjuncts in critical categories. It was also noted that at the

community colleges many adjuncts are people from industry who can be very important to program relevancy as well as providing cost savings. **The vote was taken and unanimously approved.**

The agenda order was changed to accommodate schedules.

9. Other Business

Regent Richard Balducci was invited to speak to an item to be on January's agenda regarding an endowed chair at Central CSU. Regent Balducci thanked the committee for allowing him to speak now as he will be out of the country at the next meeting. He noted Eileen Daily was the recommended nominee for the William A. O'Neill Endowed Chair in Public Policy and Practical Politics. He has known and worked with Ms. Daily for a long time. He was also on the Board at CCSU when this chair was created. He thought Ms. Daily would be a wonderful person to fill the position, noting her background and her service in the legislature. .

7. Discussion – Remediation Plans final documents

Dr. Nunez introduced Dr. Adair from the Faculty Advisory Committee and presented the plan, noting the history of the PA 12-40 remedial law the legislature implemented in response to data. The plan encompasses two parts: 1) multiple measures – Dr. Nunez and Dr. Yungclas will be leading an important discussion with faculty and the need to agree on a finite set of multiple measures. This will come for a vote in May; 2) developmental education can only be offered for one semester – those who fail fall into three categories – Level 1 need embedded remediation only, Level 2 need more remediation hours, and Level 3, the lowest level, need more intense remediation. Level 1 is embedded help that is not really remediation but gives extra hours of instruction. The CSUs provide only level 1 – she noted that at Eastern CSU five years of data have indicated a 96% success with this embedded model. Level 2 is done at the Community Colleges and is more intensive with more hours, more technology and more instruction – a “boot camp” model. When students succeed in Level 2, they can move into the embedded level 1. In response to a question, it was noted Financial Aid can cover tuition for levels 1 and 2. There is a \$2 million budget for implementation, however, there is an additional \$200,000 set aside for level 3 only. Level 3 is for those that need more intensive help and the challenges will be cost, creative programs and faster moving programs. The goal will be to get students into levels 1 or 2. Obstacles include the need to do the program in summer, the need for particular faculty (not adjuncts), and the technology need (these students often need the most help with technology). There were more questions concerning budget and demographics, noting demographic data would be important in determining successes. Dr. Adair mentioned there is a PA 12-40 Advisory Group. He also noted there is tremendous variation across campuses. Future Committee discussions and action will include addressing multiple measures and determining which programs are meeting the requirements of the legislation. There are still many variations in all levels and we are still far away from determining what constitutes success. Dr. Nunez noted she, with other BOR staff, will begin meeting with legislators and presenting the written reports.

8. Information Item – Below-Threshold Program Notification

- a. 9-credit Graduate Certificates in History (American, European or non-Western) – Southern CSU. The information item was noted.

**Adjournment**

There was no other business. **A motion to adjourn was made by N. Cohen, seconded by N. Donofrio and unanimously approved.** The meeting adjourned at 11:30 a.m.

**ITEM**

Termination of a program in Client/Server Systems leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Client/Server Systems leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**BACKGROUND**

Naugatuck Valley Community College has requested to terminate a program in Client/Server Systems leading to an undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

NVCC has decided to terminate the certificate program due to no or declining enrollment in the last few years and by recommendation of their Academic Program Review. The certificate has been merged with other certificates. The needs of the students are currently being met with three active certificate programs that merge and transition well with the progression to the CIS Associates Degree.

**PHASE OUT/TEACH OUT STRATEGY**

Currently the program has no enrollment.

**RESOURCES**

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

**ITEM**

Termination of a program in Microcomputer Networking Customer Support leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Microcomputer Networking Customer Support leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**BACKGROUND**

Naugatuck Valley Community College has requested to terminate a program in Microcomputer Networking Customer Support leading to an undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

NVCC has decided to terminate the certificate program due to no or declining enrollment in the last few years and by recommendation of their Academic Program Review. The certificate has been merged with other certificates. The needs of the students are currently being met with three active certificate programs that merge and transition well with the progression to the CIS Associates Degree.

**PHASE OUT/TEACH OUT STRATEGY**

Currently the program has no enrollment. Completions in the program were done in the Spring 2011 semester.

**RESOURCES**

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

**ITEM**

Termination of a program in Sales Support and Service leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**RECOMMENDED MOTION FOR FULL BOARD**

**RESOLVED:** That the Board of Regents for Higher Education approve at the request of the institution to terminate a program in Sales Support and Service leading to an undergraduate certificate (C2) at Naugatuck Valley Community College.

**BACKGROUND**

Naugatuck Valley Community College has requested to terminate a program in Sales Support and Service leading to an undergraduate certificate (C2). Termination of an academic program must receive approval from the Board of Regents, following the policy for academic program approval adopted in January 2012.

**RATIONALE**

NVCC has decided to terminate the certificate program due to minimal enrollment. Three of the courses required for the certificate have been unable to successfully run in the institution for the last five years. With economic conditions requiring increasingly higher enrollments in each section and no supporting documentation for any change, course cancellations as a result of minimal enrollment will continue to make it difficult to offer these sections.

**PHASE OUT/TEACH OUT STRATEGY**

There are no students currently in the pipeline or projected.

**RESOURCES**

No resources are required to make this change.

12/11/13– ConnSCU Academic Council

1/06/14 – Academic & Student Affairs Committee

**ITEM**

Modification of a program in Business Office Technology: Medical Office Skills leading to an undergraduate certificate at Quinebaug Valley Community College to change the name to Administrative Medical Office Skills.

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education approve modification of a program in Business Office Technology: Medical Office Skills leading to an undergraduate certificate at Quinebaug Valley Community College to change the name to Administrative Medical Office Skills

**BACKGROUND**

Quinebaug Valley Community College has requested that the name of its Business Office Technology: Medical Office Skills leading to an undergraduate certificate at Quinebaug Valley Community College be changed to Administrative Medical Office Skills. All of the programs in the Business Office Technology Department are in the process of being terminated, however, the BOT: Medical Office Skills, was originally created and is still being managed by the Medical Assisting Program coordinator, not the Business Office Technology Coordinator. This program will officially be moved to the Allied Health Department and be coordinated by the Medical Assisting Program Coordinator. The only change being made is the title of the program and CIP Code.

The Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning stipulated that modification of accredited programs, including name changes, require approval by the Board of Regents (10a-34-3(c)).

**RATIONALE**

The Administrative Medical Office Skills certificate will continue to provide basic skills in medical office reception as well as advanced skills in medical insurance, billing and coding and the use of electronic medical records. This is a popular program for students wishing to work in health care but who do not want the clinical side of health care. Students from this certificate earn gainful employment in local health care facilities or transfer to the HIMT: Coding Certificate Program, Medical Assisting Degree and/or Health Care Management Degree. This program provides a great overview of other health careers, introduces students to medical language, and provides hands-on skills in administrative medical office functions such as scheduling office, outpatient and inpatient appointments, medical insurance and billing, as well as extensive medical office software and EMR technology.

The medical office skills graduates work as medical receptionists, medical secretaries, billers, ward clerks, medical schedulers, medical admissions, and other related positions. They are routinely recruited from local health care facilities



**ITEM**

Licensure and Accreditation of a program in Finance leading to a Bachelor of Science (B.S.) degree at Eastern Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education license and accredit a program in Finance leading to a Bachelor of Science (B.S.) degree at Eastern Connecticut State University

**BACKGROUND**

Eastern Connecticut State University has applied for license and accreditation of a program in Finance leading to a Bachelor of Science (B.S.) degree. Within the context of the mission statements of the University and the School of Education/Professional Studies and Graduate Division whose intent and purpose emphasizes that its curriculum rests on a strong foundation of liberal arts and offers a variety of academic programs and experiences for students to acquire the skills, knowledge, attitudes, and values necessary for successful performance in the professions, the School of Education/Professional Studies and Graduate Division proposes a new undergraduate program in finance. This program will address a surging demand for graduates with a broad business and liberal arts background, in addition to a thorough understanding of finance.

The finance major provides students with preparation to enter the financial services sector and builds on a broad foundation in business and the liberal arts. Students take courses in Investment Analysis, Real Estate Finance, Bank Management and Financial Management as well as Money and Banking, Financial Institutions, Personal Financial Planning, International Financial Management, Financial Derivatives and Business Information Systems and Business Ethics. Finance majors are in demand in brokerage firms, insurance companies, and banking. Job opportunities for finance majors are projected to grow faster than the national average due to increased government regulation and oversight in the financial sector. The program prepares students for these jobs and for other careers that require quantitative skills and background in business.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

## PLANNING ASSESSMENT

### Conformance with institutional mission

The program is consistent with the missions of the University and the School of Education/ Professional Studies and Graduate Division and fits within the scope of the University's other offerings in liberal arts and finance.

### Need

The State of Connecticut's Training and Education Planning System (TEPS) indicates that from 2008 to 2018 there are expected to be 1,306 openings annually in Connecticut in accounting and financial management occupations. Eliminating the openings for accountants and auditors and tax examiners, collectors, and revenue agents leaves 792 openings anticipated annually. TEPS indicates that in 2009-2010 there were only 565 bachelor degree completers from the corresponding academic programs in the state (this number does not include accounting graduates). These figures suggest that there should be jobs for an additional 227 Finance graduates annually.

Capacity wise, according to Connecticut State Training and Employment Commission 2012 Annual, the Finance and Real, Estate Rental and Leasing lead other sectors, together accounting for 40 percent of Connecticut State Gross Domestic Product. They project annual openings of 228 between 2010 – 2020 in the following occupations Personal Financial Advisors, Financial Analysts, Securities, Commodities, and Financial Services Sales Agents.

### Unnecessary duplication of programs

There are a number of universities that offer Finance majors in Connecticut. Constituent units include: University of Connecticut, Central Connecticut State University, Southern Connecticut State University, Western Connecticut State University, University of Bridgeport, Quinnipiac University, Fairfield University and Post University. Offering a credible Business program requires that a university offer courses in Finance and hire faculty with expertise in that area. Like the other universities, Eastern has a strong Business program and has courses and faculty in Finance to support it. Offering a major in Finance is a logical complement to the major in Business Administration. It takes full advantage of the expertise of Finance faculty, enables students to concentrate in an area that offers employment opportunities, and leverages courses in other areas such as economics, business information systems, and quantitative methods.

### Cost effectiveness

The Pro forma Budget was based on:

E.C.S.U. 80 percent sophomore retention rate for the number of continuing students for year 2,  
E.C.S.U. 70 percent junior retention rate for continuing students for year 3 and the  
E.C.S.U. commuter tuition rate of \$4,285.00 for 2012-2013 was used as tuition for fulltime students. Other Rev includes: University General fee of \$3, 446, University State fee of \$1,000, and Activity fee of \$180 per student

### Transfer and Articulation

The program will exist in the Department of Business Administration, all existing transfer agreements will be the same as currently exists.

Availability of adequate resources

The proposed major in finance utilizes the expertise of existing faculty and courses to create an important interdisciplinary program. Students now have an additional option of majoring in Finance in a liberal arts setting. This is an important development for existing and potential students who have interest in pursuing careers in the finance related areas. Hence the program will make use of existing class room, computer labs and technologies and the existing technological support.

**PROGRAM QUALITY ASSESSMENT**Learning Outcomes

- 1 Demonstrate a strong understanding of the principles, theories, rules and regulations that prevail in finance and business environment. Also, demonstrate proficiency and good and ethical judgment in the written analysis of multi-layered problems in finance using hypothetical cases and real life data to demonstrate to acceptable ethical conduct in making financial decisions.
- 2 Acquire expertise in primary and secondary research methods for business and information processes while refining techniques for small-group discussion and electronic presentation of research findings in an adversarial setting.
- 3 Develop desire and ability for inquiry, information and data collection, analytical skills and good team effort in arriving at trustworthy decisions. Also, acquire a “big picture” approach through case studies past corporate finance decisions.
- 4 Enhance information collection skills, analytical skills, communication and presentation skills through the application of modern technology.
- 5 Promote consistency in application of generally accepted theories, rules and regulations.
- 6 Learning the principles, theories, and the ever changing regulations in Finance will help introduce students to the intricate world of financial markets, real estate finance, banking, and other financial institutions within the context of a global economy. Good knowledge of these will expose them to rewarding careers in business and industry, and will also provide excellent background for graduate programs.
- 7 Exposing the students to various aspects of business will enable them gain knowledge of marketing, management, accounting, operations management, ethics and the law and these will make well -grounded in the business environment in they will operate.
- 8 Gain exposure to real-world problems and issues that perhaps are not found in textbooks and cultivate adaptability and creativity in a dynamic working environment

Assessment

Outcomes assessment is emphasized throughout the program. The syllabi of all the courses in the program will be mapped to identify the expected learning outcomes and assessments that relate to the program’s objectives, and to establish their relative importance. The overall effectiveness of the finance program in achieving these outcomes will be further measured by the pre-testing and post-testing of undergraduates, as well as by on-the-job surveys of interns and graduates. Self-assessments and program evaluations by recent graduates, and confidential surveys of their supervisors, will be structured to address all of the desired skill sets.

Enrollment Projections

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers <i>(from other programs)</i>	10	5	3	3	3	3
New Students <i>(first time matriculating)</i>	15	10	15	10	15	10
Continuing <i>(students progressing to credential)</i>	0	0	20	12	26	17
Headcount Enrollment	25	15	38	25	44	30
Total Estimated FTE per Year	30		46		54	

Administration

The Finance Major will be housed in the Department of Business Administration and administered by the department chairperson.

Curriculum

Course Number and Name	L.O. # <sup>1</sup>	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses			24	Other Related/Special Requirements		21
FIN 245 Business Finance	1, 2&4	MAT 101 & ACC 201	3	ACC 201 Principles of Accounting	7	3
ECO 325 Money and Banking	1,2, 4, 6&7	ECO 200 & ECO 201	3	ACC 202 Principles of Managerial Accounting	7	3
FIN 346 Investment Analysis	1,3, 4&6	BUS 245	3	BUS 201 Principles of Management	7	3
FIN 347 Financial Institutions and markets	3,5 & 6	ECO 200	3	BUS 225 Principles of Marketing	7	3
FIN 437 International Financial	1,2,3,5,6	BUS 245	3	BUS 250 Business Law 1	7	3

<sup>1</sup> From the Learning Outcomes enumerated listed above

Management						
FIN 445 Case Studies in Financial Management Using Electronic Spreadsheet	1,2,3,5,6	BUS 245	3	BUS 260 Operations Management	7	3
FIN 490 Internship in Finance	8	Seniors only	6	BUS 301 Business Ethics	7	3
Core Course Prerequisites			12	Elective Courses in the Field		9
ECO 200 Principles of Macroeconomics				FIN 348 Personal Financial Planning	1,2,3,4	3
ECO 201 Principles of Microeconomics				FIN 349 Real Estate Finance	1,2,3,6	3
BUS 205 Management of Business Information				FIN 438 Bank Management	1,2,3,6	3
ECO 215 Statistics for Business and Economics				FIN 446 Financial Derivatives	6	3
				FIN 462 Seminar in Finance	6	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

### Program Outline

The Finance Major entails 21 credits of Related Course requirements, 24 credits of Program Core Courses in Finance (including a 6-credit internship), 12 credits of Core Course Prerequisites and 9 elective credits from a list of Finance courses. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.

### Resources

It is not anticipated that there will be a need for additional resources to support the Finance Major. All resources that will be needed are in place for the finance courses that are already offered for students in the Business Administration program (specifically in the finance concentration in that major).

### Faculty

There will be no new full time faculty hired to teach in this program. Adjunct faculty will be hired as enrollment needs dictate.

Full-Time Faculty teaching in the program will be:

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Chiaku Chukwuogor,	Ph.D. University of	Finance	Finance Professor in the

Professor	Nigeria		Department of Business Administration
Weiping Liu, Associate Professor	Ph.D Florida International University	Finance	Finance Professor in the Department of Business Administration
Dimitrios Pachis, Professor	Ph.D. University of Massachusetts	Financial Economics	Economics Professor in the Department of Economics
Prem Mann, Professor	Ph.D. UCLA	Economics	Chair Department of Economics
Maryanne Clifford, Associate Professor	Ph.D. University Kentucky	Economics	Economics Professor in the Department of Economics
Richard Silkoff, Professor	Sc.D. CPA. University of New Haven	Accounting	Accounting Professor in the Business Administration
Katalin Eibel-Spanyi, Professor	Ph.D. Budapest University, Hungary	Marketing,	Management Professor in the Business Administration
Craig Erwin,	Ph.D. University of Arizona	.Management	
Wayne Buck, Assistant Professor	Ph.D. Yale University	Ethics	Ethics Professor in the Business Administration
Jeffrey Schaller, Professor	Ph.D University of Florida	Operations	Management Professor in the Business Administration
Doncho Petkov, Professor	Ph.D. National and World Economy Sofia, Bulgaria	Management Information Systems	MIS Professor in the Business Administration
Alex Citurs, Assistant Professor	Ph.D. Case Western Reserve University	Management Information Systems	MIS Professor in the Business Administration
Candice Lynette Deal, Assistant Professor	Ph.D. <i>Morgan State University</i>	Accounting and Finance	Accounting Professor in the Business Administration

**ITEM**

Accreditation of a licensed program in Applied Physics leading to a Master of Science (M.S.) degree at Southern Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Regents for Higher Education accredit a program in Applied Physics leading to a Master of Science (M.S.) degree at Southern Connecticut State University

**BACKGROUND**

Southern Connecticut State University has applied for accreditation of a licensed program in Applied Physics leading to a Master of Science (M.S.)

In December 2011, the Connecticut Board of Regents for Higher Education licensed a master of science (M.S.) degree program in applied physics at Southern Connecticut State University. This new graduate program has promoted workforce development in Connecticut by providing an educational pathway for individuals seeking applied research and management positions in the state's high-tech industries, while providing a source of trained professionals for technology employers.

The M.S. program in applied physics has two tracks including materials science/nanotechnology and optics/optical instrumentation, intended to develop the state's workforce in the established optics industry, as well as in the emerging nanotechnology sector. The program began in fall 2012 and has been licensed through Dec. 31, 2014.

The M.S. in Applied Physics program was initially developed in consultation with an industrial advisory committee that continues to guide the program. Companies represented on the Advisory Board include Smiths Detection, Phonon Corp., Nights Inc., Sikorsky and Zygo Corp.

The Department of Physics at SCSU has a good working relationship with the state's businesses and the department's existing collaboration with Yale University creates a synergy with the M.S. in Applied Physics program. The National Science Foundation recently awarded a \$13 million grant to Yale University and SCSU to continue a Center of Excellence for Materials Research and Innovation also known as a Materials Research Science and Engineering Center (MRSEC). Professor Christine Broadbridge is the leader of these activities at SCSU.

Professor Elliott Horch is the Graduate Program Coordinator for the Applied Physics program.

Degree programs offered by public institutions in Connecticut must receive approval to operate through licensure by the Board of Regents and must receive accreditation from the Board of Regents to confer degrees (CGS 10a-35a).

Staff review of the proposal has determined that the program is consistent with the standards for planning and quality set forth in the Connecticut Regulations for Licensure and Accreditation of Institutions and Programs of Higher Learning, as required by Board policy.

## PROGRAM DESCRIPTION

### Program Outline

The Master of Science program in Applied Physics is an interdisciplinary program that offers students the opportunity to complete graduate studies in physics with particular emphasis on applied research and technology development for industry. The program is in the model of a Professional Science Master's (PSM) degree program, meaning that in addition to science courses, students are also required to take courses in management. Course work in the program, except in unusual circumstances, cannot begin until the student has an undergraduate grade point average of 3.0 or higher, and until the student has completed the equivalent of 18 credits of Physics at the undergraduate level. The Master of Science degree in Applied Physics requires completion of a total of 36 credits (or approximately 12 courses) with a "B" or better average. All students in the program must complete a core consisting of the following six courses with a "B" or better average.

PHY 507 — Applied Physics Graduate Seminar

PHY 512 — Methods in Theoretical Physics I

CHE 520 — Advanced Physical Chemistry I

CSC 541 — Digital Image Processing

MBA 500 — Management Process

MBA 505 — Marketing Management

After the core, the student will select one of two tracks in the program: (1) Materials Science/Nanotechnology, or Optics/Optical Instrumentation. Each track has two further required courses (PHY 519, 521 and PHY 530, 531, respectively). The remaining courses are selected from a list of approved courses with the consent of the advisor. (This list includes the following: PHY 513 – Methods of Theoretical Physics II, PHY 522 – Nanoscale Fabrication and Synthesis, CSC 551 – Pattern Recognition, CSC 561 – Scientific Visualization, CHE 532 – Advanced Inorganic Chemistry, MBA 507 – Legal Issues in Business & Management, MBA 510 – Project Management, MBA 512 – Strategic Factors in Marketing, MBA 515 – International Entrepreneurship, MBA 537 – Product Management, MBA 538 – Marketing Analysis and Measurement, MBA 548 – Operations Management.) The program has a requirement for the successful completion of a research project, which can take one of two forms as detailed below.

### Master's Thesis

The thesis track requires the completion of the six core courses (18 credits), two track requirements (6 credits), two elective courses (6 credits), and a thesis (PHY 590, 591) based on research acceptable to the department. Students must complete these two courses in sequence; that is, the thesis proposal and initial research (PHY 590) must be completed prior to enrolling in PHY 591. A student must apply to the department for the thesis defense and provide a final draft of the completed thesis at least two weeks prior to the defense date.

### Research Project

Students may also satisfy the degree requirements with the six core courses (18 credits), the two track requirements (6 credits), two or three elective courses (6 or 9 credits), and a special project (3 or 6 credits). In this case, the research project work will satisfy the requirements for a Graduate Project at SCSU including being overseen by an on-campus advisor.



Finally, there is a non-credit internship requirement for all students in the program where the student interacts with a local company and completes a project.

### Curricular and Other Program Changes

No changes have been made to the program since licensure.

The program has developed largely as expected in terms of overall student numbers, need and demand. However, more students than anticipated have chosen to enroll as part-time students and fewer as full-time students than projected at the time of licensure. In the licensure application, it was stated that, based on the 9-credit requirement for full-time graduate status at SCSU, the department anticipated 4 full-time students and 2 part-time students in Year 1, 10 full-time and 2 part time in Year 2, and 12 full-time and 4 part-time in Year 3. So far, those numbers have been approximately reversed. It is believed that the main reasons for this are the tuition and fee structure for full-time students versus part-time, and the fact that the majority of students in the program so far have full-time jobs and therefore do not have time to pursue the degree full-time.

Please note that in the table below, that Federal guideline of 12 credits as full-time for graduate students for the purpose of the FTE calculations have been used, even though the actual enrollment numbers are based on the fact that at SCSU, 9 credits constitutes full-time graduate status. This lower value is used in the determination of full- and part-time status in the first part of the table, as it was at the time of licensure. Note that two full-time students joined the program at the mid-year point of Year 1, which is why the number of returning students in Year 2 is higher than the number of students listed in Year 1.

### Enrollment

ACTUAL Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	0	0	0	0		
New Students	0	6	2	3		
Returning Students	0	0	2	6		
ACTUAL Headcount Enrollment	0	6	4	9	0	0
ACTUAL FTE per Year	2.25		6.38		N/A	
PROJECTED FTE (at Licensing)	4.00		8.00		10.00	
ACTUAL-PROJECTED	-1.75		-1.62		0	
Size of First Credentialed Group	3		Date of Award of First Credential		Anticipated Summer 2014	

Curriculum

The program contains two tracks or concentrations from which students choose one. The two options are: (1) Materials Science/Nanotechnology and (2) Optics/Optical Instrumentation. The program requires completion of 36 graduate credits segmented into the following components:

Component	Credits
Required courses	24
Core requirements	18
Track requirements	6
Elective courses	6
Required internship	not for credit
Capstone research project	6
Total	36

Required courses (24 credits)

Core Requirements

PHY 507 – Applied Physics Graduate Seminar

PHY 512 – Methods of Theoretical Physics I

CHE 520 – Advanced Physical Chemistry I

CSC 541 – Digital Image Processing

MBA 500 – Management Process

MBA 505 – Marketing Management

Core Total 18 credits

Materials Science/ Nano Track

PHY 519 – Nanotech I: Fundamentals of Nanoscience

PHY 521 – Nanotech II: Characterization of Nanomaterials

Track Total 6 credits

Optics/Optical Instrumentation Track

PHY 530 – Optics and Detector Physics

PHY 531 – Interferometric Methods in Imaging and Precision

Track Total 6 credits

Electives (6 credits)

PHY 513 – Methods of Theoretical Physics II

PHY 522 – Nanoscale Fabrication and Synthesis

CSC 551 – Pattern Recognition

CSC 561 – Scientific Visualization

CHE 532 – Advanced Inorganic Chemistry

MBA 507 – Legal Issues in Business & Management

MBA 510 – Project Management

MBA 512 – Strategic Factors in Marketing

MBA 515 – International Entrepreneurship  
MBA 537 – Product Management  
MBA 538 – Marketing Analysis and Measurement  
MBA 548 – Operations Management

**Internship (not for course credit)**

Each student in the program must successfully complete an internship during at least one semester or one summer. Either a written or oral report will be completed by the student and given to the internship supervisor. A written assessment of the student's performance will then be provided to the GPC by the supervisor at the conclusion of the internship. Most internship opportunities will be with local companies, and in linking students with supervisors at these companies, the program would again primarily work with the Connecticut Optics and Photonics Association and the Connecticut Space Grant College Consortium. An internship may either be paid or unpaid; a mix of funding options is anticipated for such internships from those paid for by the companies to those arising from external grants won by SCSU Physics faculty.

**Capstone (6 credits)**

Thesis option (6 credits). If the student selects the thesis option, a two-semester sequence of PHY 590, 591 (Thesis Research I and II) would be used to complete the 36 credit requirement. The student would be required to complete a Master's Thesis and to defend the thesis orally before a 3-member committee approved by the GPC.

Research Project (3 to 6 credits). In this option, the student would be required to complete either a project with a local company or an on-campus research project for 3 to 6 credits. In either case, the student will have a project supervisor at the company and an on-campus advisor/instructor. For either option, the student would register for PHY 580 (Special Project). If a given project is for only 3 credits, then either a second 3-credit project or another graduate course from the approved list of electives would complete the 36 credit requirement. The student would be required to give a presentation summarizing the project(s) in the Physics Department. In linking students with local companies, the department primarily works with the Connecticut Optics and Photonics Association and the Connecticut Space Grant College Consortium, both of which have provided letters of support for the program. The Advisory Board and other faculty connections with Connecticut industry are utilized as opportunities arise.

Additional Narrative Background Since Licensure Approval

After licensure, application was made to the National Professional Science Master's Association to be officially recognized as a Professional Science Master's program. The application was accepted with no recommendations for changes in November of 2012, and the University is currently listed on the NPSMA website as an approved program (<http://www.sciencemasters.com/PSMMap/tabid/140/Default.aspx>). This program is unique in New England as a Physics-related PSM. Therefore, no major changes are anticipated in the program at this time. Our focus at present is on growing the program according to the enrollment curve we presented in the licensure application, continuing to work with our industrial advisory board to diversify our links and student access to the Connecticut nanotechnology and optics industries, applying for external grants to fund graduate students, and devising effective recruiting mechanisms for the program.

**PROGRAM QUALITY ASSESSMENT**Learning Outcomes

1. The student will develop broad knowledge of physics principles and their application to current technology problems.
2. The student will develop detailed knowledge of current management practices.
3. The student will develop expert knowledge in one of two focus areas: (1) Materials Science/Nanotechnology, or (2) Optics/Optical Instrumentation.
4. The student will develop the skills needed to conduct research in their chosen focus area in either the industrial or academic setting.

Program Resources and Cost Estimates

The spreadsheet below details the revenues generated from tuition thus far in the program. Comparing to the numbers in the licensure application, the actual revenues have slightly exceeded projections for the first two years, despite the fact that the percentage of part-time students in the program is higher than expected. The reason that the revenue is still in line with original expectations is twofold. First, the program has attracted three students from outside Connecticut, and who at this time are paying out-of-state tuition. The program was primarily envisioned as development of in-state workforce, and as such, these additional out-of-state dollars were not anticipated at this level. Second, a larger than anticipated population of non-matriculated graduate students has filled seats in the graduate-level Physics courses offered so far. These students may generally be thought of as in the orbit of the Physics Department, but not yet committed to full admission to the M.S. program. To date, 4 of the 13 students currently in the program took at least one course as a non-matriculated student prior to making the application for the M.S. program, while one other non-matriculated student elected not to apply after taking one course. These numbers indicate the potential for such non-matriculated students as a prime source of applicants. Overall, we believe that the numbers in the attached spreadsheet indicate that the program is generating the revenue that was anticipated, and there is no evidence at present to indicate that this will not continue to be the case at the levels we indicated in the licensure application. This program is and will continue to be a small-enrollment, high-impact program that has a light footprint in terms of resources. It has approximately paid for itself through tuition dollars to date. It should also be recognized that tuition dollars do not capture the full financial benefit of the program; as a research-intensive program, the Physics faculty have held external research grants that contribute both research opportunities for the M.S. students as well as overhead money to the university. During the two years of the program, the amount of overhead moneys generated by the Department from external grants is in the several tens of thousands of dollars. It is expected that the presence of M.S. thesis students and the M.S. program in general will aid in the winning of external research grants by Physics faculty in years to come.

ACTUAL Enrollment	Year 1 - 2012-13		Year 2 - 2013-14		Year 3 - 2014-15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers						
New Students	2	6	2	3	1	2
Returning Students		0	2	6	4	9
ACTUAL Headcount Enrollment	2	6	4	9	5	11
ACTUAL FTE per Year	2.25		6.38		7.90	
PROJECTED FTE (at Licensing)	4.00		8.00		10.00	
ACTUAL-PROJECTED	-1.75		-1.62		-2.10	
Size of First Credentialed Group	3		Date of Award of First Credential		Anticipated Summer 2014	

Estimated Program Revenue	Year 1 - 2012-13		Year 2 - 2013-14		Year 3 - 2014-15	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)	\$14,969	\$33,957	\$62,796	\$47,892	\$76,404	\$60,966
Program Specific Fees (Registration fee for Part Time Students)		\$660		\$990		\$1,210
Other Rev. (Annotate in text box below)						
ACTUAL Program Revenue	\$49,586		\$111,678		\$138,580	
PROJECTED Rev. (at Licensing)	\$47,593		\$95,186		\$118,988	
Dif. ACTUAL-PROJECTED	\$1,993		\$16,492		\$19,592	

Estimated Expenditures*	Year 1 - 2012-13		Year 2 - 2013-14		Year 3 - 2014-15	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)	6cr	\$19,266	6cr	\$20,651	6cr	\$21,684
Faculty (full-time, total for program)	0.25	\$13,748	0.5	\$28,843	0.5	\$30,285

Fringe on above		\$12,545		\$21,282		\$24,425
Faculty ( <i>Total for program</i> )						
Equipment ( <i>List if needed</i> )						
Other (e.g. student services)						
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$4,952		\$7,424		\$7,795
<b>Total Annual Expenditures</b>		<b>\$50,511</b>		<b>\$78,200</b>		<b>\$84,189</b>

Surplus / Deficit

(\$925)\$33,478\$54,391

Fall 2012:

Part-time in-state students: 6 students, total of 10 classes taken (1.67 classes per student on average).

Spring 2013:

Part time in-state students: 6 students, total of 11 classes taken (1.83 classes per student).

Full time in-state students: 1 (3 courses taken).

Full time out-of state students: 1 (3 courses taken).

Fall 2013:

Part time in-state students: 8 students, total of 12 classes taken (1.50 classes per student).

Part time out-of-state students: 1 student, 2 classes (2.0 classes per student).

Full-time in-state students: 2 (3 courses each)

Full-time out-of-state students: 2 (3 courses each)

Spring 2014:

(estimated to be the same as Fall 2013 in all categories)

Fall 2014:

Part time in-state students: 10 students, total of 15 classes taken (1.50 classes per student).

Part time out-of-state students: 1 student, 2 classes (2.0 classes per student).

Full-time in-state students: 3 (3 courses each)

Full-time out-of-state students: 2 (3 courses each)

Spring 2015:

(estimated to be the same as Fall 2014 in all categories)

**ITEM**

Designation of Eileen Daily to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University

**RECOMMENDED MOTION FOR FULL BOARD**

RESOLVED: That the Board of Trustees for the Connecticut State University System designates Ms. Eileen Daily to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University, to begin service during the spring 2014 semester.

**BACKGROUND**


Central Connecticut State University has requested designation of Eileen Daily to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics. Through Board Resolution #2000-72, the former Board of Trustees for the Connecticut State University System established the Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University. President Jack W. Miller, upon recommendation and review by the Chair of the CCSU Department of Political Sciences, the Director of the CPPSR, the Dean of the Carol A. Ammon School of Arts and Sciences, and the CCSU Provost, has recommended that the endowed chair be filled by Ms. Daily. This appointment has also been endorsed by Mrs. Nikki O'Neill, widow of Governor O'Neill. President Miller's recommendation and additional background material are attached.



**M E M O R A N D U M**

**Via Facsimile**

**TO:** Dr. Gregory W. Gray  
President, Connecticut Board of Regents for Higher Education

**FROM:** Jack Miller   
President

**DATE:** November 22, 2013

**SUBJECT:** Recommendation to Appoint Eileen Daily to the Governor William A. O'Neill  
Endowed Chair in Public Policy and Practical Politics

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Ms. Eileen Daily of Westbrook, Connecticut, to succeed Mr. William Dyson as holder of the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University.

The O'Neill Endowed Chair is housed in the Center for Public Policy and Social Research (CPPSR), which has been duly designated as a Connecticut Higher Education Center of Excellence. This half-time appointment will be at the rank of Associate Professor for a period of one year and renewable for up to two additional years at CCSU's discretion. This proposed appointment, which has my full support, has been reviewed and recommended by the Chair of the CCSU Department of Political Sciences, the Director of the CPPSR, the Dean of the Carol A. Ammon School of Arts and Sciences, and the CCSU Provost. This appointment has also been endorsed by Mrs. Nikki O'Neill, widow of Governor O'Neill. It is our goal for the new holder of the Chair to begin service during the spring 2014 semester.

Senator Daily served for 20 years with distinction in the Connecticut General Assembly (1993-2012), at various times co-chairing the legislature's Environment Committee, Program Review and Investigations Committee, Planning and Development Committee, and Public Safety and Security Committee. Most significantly, Senator Daily served five terms as Senate chair of the budget-writing Finance, Revenue and Bonding Committee, during a period of major budget challenges requiring extensive negotiation and difficult decisions.



Combined with her local government leadership in Westbrook, Connecticut (1976-1993), including service as First Selectwoman, her involvement with the state's Juvenile Justice Advisory Commission since 1985, and her quite recent appointment to Connecticut's Siting Council by Governor Malloy, we find that Senator Daily possesses the depth of policy experience and network of contacts that will certainly enrich our campus resources and greatly support the O'Neill Endowed Chair's emphasis on practical politics intended by the CSU BOT creation of the Chair in 2000, and by the BOT appointment of Gov. O'Neill as the first holder of the Chair (2000 – 2007).

Senator Daily's example and presence will be particularly valuable for women students who may be contemplating a career in public service, especially for those in CCSU's Educational Opportunities Program, who are eligible recipients of CPPSR's O'Neill Public Service Scholarships.

As the O'Neill Chair, Ms. Daily's responsibilities would consist of

- addressing issues of public policy and practical politics through public lectures and by organizing and participating in campus forums
- guest lecturing in state/local government or other relevant classes in which special expertise is held by the Chair Holder
- arranging for policymakers to address CCSU students and faculty as guest speakers
- facilitating University collaborations with state governmental leadership on policy initiatives
- mentoring students, especially those with a public service career path
- supporting CPPSR outreach and programming (Veterans History Project, training of public servants, legislative forums, Confucius Institute, etc.).

I have attached a copy of Ms. Daily's résumé for your review. Thank you for considering this recommendation, which I would appreciate you forwarding to the Board of Regents for approval.

/cm

Attachment

**Eileen M. Daily  
103 Cold Spring Road  
Westbrook, CT 06498**

**Eileen M. Daily** served as a state Senator in the Connecticut General Assembly from 1993 through 2012. She represented the residents of twelve towns along the Connecticut River and Long Island Sound shoreline.

Senator Daily served **five terms as co-chair of the budget-writing Finance, Revenue, and Bonding Committee** and had been appointed a Deputy President Pro Tempore of the Senate. During her previous five terms, Senator Daily **co-chaired the legislature's Environment Committee, Program Review and Investigations Committee, Planning and Development Committee, or Public Safety and Security Committee.**

Senator Daily had concurrent responsibility throughout her 20-year tenure as either vice-chair or member of almost every committee of the General Assembly.

At the national level, Senator Daily served on the Fiscal Chairs Committee of the National Conference of State Legislatures (NCSL).

She received her **BA from Northeastern University** and attended **Harvard University, Kennedy School of Government** and the **University of Hartford, Barney School of Business and Public Administration.** She has continued to attend Cambridge College.

Long active in her community, Daily was **First Selectwoman in Westbrook from 1983 to 1989, a member of the Westbrook Board of Selectmen from 1989 to 1991, and served on the Westbrook Board of Education from 1976 to 1983.** Throughout her career in public service Daily's focus remained local in the way she personally helped residents, businesses, groups, and governments in each constituency she represented.

**Since 1985, Daily has been a member of the Juvenile Justice Advisory Commission.** The Senator also serves on the Board of Directors of the Valley Shore YMCA and the Middlesex County Substance Abuse Action Council.

Among Daily's more significant accomplishments as Senator, she helped secure funding for erosion control and other improvements to the Lyman Viaduct in Colchester, and continued to monitor that environmentally sensitive project. She also successfully promoted the protection of the striking Eight Mile River Watershed within the national Wild and Scenic River system.

Senator Daily was instrumental in negotiating the components of and funding for an innovative and comprehensive industrial wastewater treatment facility in Clinton, and likewise helped bring parties together on a plan to provide Westbrook with a new train station and public works garage.

Senator Daily has twice been selected to visit foreign countries to help on local matters there. Her **visit to Ireland was with a national Catholic / Protestant team** that traveled almost exclusively in Northern Ireland, meeting primarily with residents and local leaders on their peacekeeping efforts.

In the fall of 2004 Senator Daily was **part of a 15-member trade delegation from the National Foundation of Women Legislators to tour the Kingdom of Bahrain**. That country is best known as the Gateway to the Persian Gulf and has had friendly relations with the United States for more than 100 years. The main focus of the Senator's trip that time was to assist women – who had just secured the right to vote – and help them prepare to run in local elections.

Senator Daily and her husband Jim have lived in Westbrook for over 30 years. They have two grown children – Jeff and Amy.

###

**ITEM**

2014-2015 Sabbaticals approved by University Presidents.

**INFORMATION ITEM – NO RESOLUTION IS REQUIRED**

No resolution is necessary. Approval by the Board is not required although the program is reported for information purposes (10a-34-3(e)).

**BACKGROUND**

The sabbatical leaves for 2014-2015 approved by University Presidents have been submitted for the Board's information and are presented here in the attached memorandums from the Universities.

**M E M O R A N D U M**

**TO:** Dr. Gregory W. Gray  
President, Connecticut Board of Regents for Higher Education

**FROM:**

Jack Miller

President, CCSU

**DATE:** December 10, 2013

**SUBJECT:** Sabbatical Leave for 2014-15

I have approved the following sabbatical leave for instructional faculty at Central Connecticut State University for the 2014-15 academic year:

First Name	Last Name	Title	Department	Project Title	Time Period
Stuart	Barnett	Professor	English	The Master-Slave Dialectic from Hegel to Foucault	Spring 2015
Maria	Casas	Associate Professor	Modern Languages	Models of women through text and images in the Spanish novella Collection <u>La Novela Mundial</u> (1926-1928)	Spring 2015
A. David	Cappella	Professor	English	Cape Cod Threnody	Spring 2015
Diana	Cohen	Associate Professor	Political Science	Invisible Pelotons: The Gendered Politics of Cycling	AY 2014-15
Stephen	Cox	Professor	Criminology & Criminal Justice	An Examination of the Factors Related to Recidivism of Connecticut's Serious and Violent Juvenile Offenders	Spring 2015
Darius	Dziuda	Professor	Mathematical Sciences	Searching for gene expression patterns and multivariate biomarkers that are common for multiple cancer diseases	AY 2014-15
Marianne	Fallon	Associate Professor	Psychological Science	An Undergraduate Handbook for Communicating and Conducting Psychological Science	Fall 2014
Ivan	Gotchev	Professor	Mathematical Sciences	Cardinal Invariants of Topological Spaces	Spring 2015
Mark	Jackson	Associate Professor	Biology	Investigating control of neural oscillations by inhibitory neurons in the Crayfish postural control system	Spring 2015
Peter	Kyem	Professor	Geography	Assessing the Role of Mobile Phones in Climate Change Adaptation in Ghana	Fall 2014
Linda	Laurent	Professor	Music	Final preparation of a book for publication in France in 2015	Fall 2014
Sally	Lesik	Professor	Mathematical Sciences	Improving causal inference for non-experimental studies	Fall 2014

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Department</b>	<b>Project Title</b>	<b>Time Period</b>
Laura	Levine	Professor	Psychological Science	Textbooks: Child Development from Infancy through Adolescence - An Active Learning Approach and Child Development - An Active Learning Approach, Third Edition	Spring 2015
Marisa	Mealy	Associate Professor	Psychological Science	The Effect of Racial Comedy on Cognition and Intergroup Attitudes	Spring 2015
John	Mitrano	Professor	Sociology	Preparation of a Book Manuscript entitled, "66 on Route 66: Oral Histories Along America's Iconic Highway"	Spring 2015
Mary Anne	Nunn	Associate Professor	English	The Bible for English Majors: Judeo-Christian Tradition for the Student of Literature	AY 2014-15
Steven	Ostrowski	Professor	English	The Last Big Break, a novel.	Fall 2014
Oscar	Perdomo	Associate Professor	Mathematical Sciences	Embedded constant mean curvature hypersurfaces and planetary motion	Fall 2014
Rachel	Siporin	Professor	Art	Color Reduction Relief Prints, Solo Exhibition Bowery Gallery in NYC November 2014, and exploration of new processes/intaglio and monotype at the Robert Blackburn Workshop, NYC	Fall 2014
Raymond	Tafrate	Professor	Criminology & Criminal Justice	Treatment Plans and Interventions for Antisocial Behavior Patterns	Fall 2014
Bradley	Waite	Professor	Psychological Science	Media Multitasking and Distraction while Studying: Cognitive Depth of Processing Effects	Fall 2014
Henry	Greene	Associate Professor	Marketing	Authoring a textbook on Direct Marketing	Spring 2015
Nancy	Hoffman	Professor	Educational Leadership	Increasing Student Retention at Regional State Universities: What Works?	Fall 2014
Olusegun	Sogunro	Professor	Educational Leadership	Challenges of Higher Education in Africa: A Case Study of University Education in Nigeria	Fall 2014
Linda	Reeder	Associate Professor	Manufacturing & Construction Management	Lessons Learned from the First Wave of Net Zero Energy Buildings	Fall 2014

I have also approved sabbatical leave for one (1) SUOAF/AFSCME member:

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Department</b>	<b>Project Title</b>	<b>Time Period</b>
Lisa	Bigelow	Associate Director	Center for International Education	International Institutes: A New, Cost-Effective Study Abroad Model for CCSU	Fall 2014



EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

*Office of the President*

December 12, 2013

Office of the President  
Connecticut Board of Regents

DEC 17 2013

Dr. Gregory W. Gray  
President  
Board of Regents for Higher Education  
39 Woodland Street  
Hartford, CT 06105-2337

Connecticut Board of Regents

Dear Dr. Gray:

This is to advise you that I have sent out letters granting sabbatic leaves for the 2014-2015 academic year. The list is attached.

Thank you.

Sincerely,

Elsa M. Núñez  
President

EMN/go  
Attachment

cc: Mr. Ted Yungclas, Principal Academic Affairs Officer  
Mr. Steven Weinberger, BOR Vice President for Human Resources  
Dr. Rhona Free, Provost and Vice President for Academic Affairs  
Dr. Martin Levin, Interim Dean, School of Arts and Sciences  
Dr. Jaime Gomez, Interim Dean, School of Education and Professional Studies  
Mr. Kenneth J. DeLisa, Chief Human Resources Officer  
Dr. Rita Malenczyk, Chair, Sabbatic Leave Committee

**Eastern Connecticut State University**  
**Sabbatical Recommendations for Instructional Faculty**  
**For Academic Year 2014-2015**

**1. Dr. Caitlin Carenen**  
**History Department**  
**Spring – 2015**

Dr. Caitlin Carenen will use her Sabbatic leave to complete one book chapter, one article, and a book proposal on a case study analysis of American Popular and policy responses to three terrorist organizations in the 1970s – the IRA, the PLO, and the ANC.

**2. Dr. James A. Hyatt**  
**Environmental Earth Science Department**  
**Spring 2015**

Dr. James Hyatt will use his Sabbatic leave to establish a strong working relationships with two divisions in the CT Department of Energy and Environmental Protection; to further two geologic studies that utilize cutting edge laser scanning and ground penetrating radar technologies at Dinosaur State Park in Rocky Hill and at Bailey's Ravine in North Franklin; and to write a scientific manuscript for publication and present a collaborative creative exhibit on previously completed field work in Providence Canyon State Park in southwest Georgia.

**3. Dr. Mary Lorena Kenny**  
**Sociology, Anthropology and Social Work Department**  
**2014 – 2015 Academic Year**

Dr. Mary Lorena Kenny will use her Sabbatic leave to complete her book manuscript, Deeply rooted in the present: heritage, memory and identity among Brazilian quilombolas which explores the lives of contemporary descendants of settlements formed by self-liberated slaves and will continue research on Haitian migration to Brazil as part of a multi-sited ethnographic research project focused on the impact of Haitian refugees in the Amazon.

**4. Dr. Susannah Richards**  
**Education Department**  
**Fall 2014**

Dr. Susannah Richards will use her Sabbatic leave to increase her knowledge and skills as a reviewer of and advocate for strategies to teach with literature for youth by participating in a book reviewing committee at Bank Street College of Education; researching, developing and publishing curriculum on images of African-Americans in books for youth relating to the Civil Rights Movement at the University of Minnesota; and developing and disseminating strategies to use the Cook Prize STEM books in the classroom.



**5. Dr. Lyndsey Lanagan-Leitzel**  
**Psychology Department**  
**Spring 2015**

Dr. Lyndsey Lanagan-Leitzel will use her Sabbatic leave to improve lifeguard surveillance instruction by pursuing one of two options: either by writing a section or chapter on a surveillance handbook for lifeguards that applies current cognitive psychology research to surveillance techniques with her co-authors if a book deal is secured or she will work with the same co-authors to plan and film several videos to create a surveillance training program.

**6. Ms. Terry Lennox**  
**Visual Arts Department**  
**Fall 2014**

Ms. Terry Lennox will use her Sabbatic leave to build on the main focus of her lifelong artistic work- the portrait by creating a series of large allegorical artworks that illustrate contemporary issues by combining traditional media such as painting and drawing with digital and fabrication processes like the production of shaped supports for the paintings.

**7. Ms. J.J. Cobb**  
**Performing Arts Department**  
**Spring 2015**

Ms. J.J. Cobb will use her Sabbatic leave to create a play focused on the lives of those who took up residence with Frank Lloyd Wright and his family, as a part of a workforce which was part internship, part indentured servitude, witnessing triumphs and catastrophic events through their eyes by residing near one of Wright's apprentice studios for an extended period.

**8. Dr. Okon Hwang**  
**Performing Arts Department**  
**Spring 2015**

Dr. Okon Hwang will use her Sabbatic leave to conduct a comparative study on social functions of music by examining the motives of South Korean and Korean-American students pursuing musical training and to dissect the relationship between the upward social mobility, the role of music education and the impact of specific local environments that can lead to different behavioral manifestations among communities sharing a same cultural heritage.

**9. Dr. David Pellegrini**  
**Performing Arts Department**  
**Fall 2014**

Dr. David Pellegrini will use his Sabbatic leave to finalize research and complete a book on the poetics of performance in film-to-stage adaptations; work on program development for a new concentration in Emergent Performance Media for Eastern's Theatre degree; and production planning of intermedial projects to inaugurate the performance, rehearsal, and laboratory spaces in the new Fine Arts Instructional Facility.



Southern Connecticut  
State University

Mary A. Papazian, Ph.D.  
PRESIDENT

12/17 - scanned & emailed

December 16, 2013

Dr. Gregory Gray  
President, Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
39 Woodland Street  
Hartford, CT 06105

Dear Dr. Gray:

I am granting sabbatical leaves for the following faculty during the 2014 – 2015 academic year:

**Full Year at Half Pay**

**August 2014 – May 2015**

**Ilene Crawford, Professor, English**

Dr. Crawford will conduct a qualitative study of twenty female Vietnamese undergraduates completing an English language degree program at two Asian universities: ten women attending a public co-ed teacher's university in Ho Chi Ninh City, Vietnam, and ten women attending a private women's liberal arts university in Chittagong, Bangladesh. Her interviews, field observations, and institutional research will investigate how the two universities' different but deliberate uses of western curricular structures and pedagogies impact their students' development and perceptions of their Vietnamese-and-English user identities. She will revise and complete the manuscript of her book in progress and submit it for publication.

**Emmanuel Emenyonu, Professor, Accounting**

The dominant approach to the study of Fraud and Forensic Accounting focuses on fraudsters. The greater the amount of damage caused, the more attention the fraudster gets. This can have the unintended consequence of glamorizing fraud instead of preventing it. Dr. Emenyonu's goal is to explore an alternative paradigm that shifts the focus to those persons who confronted with practical situations of tremendous ethical challenges, even at great potential costs, withstood the temptations and did the right things. Understanding their methods can help others avoid fraud with its attendant disastrous consequences.

**William Hochman, Professor, English**

After reading and analyzing as many letters by Salinger as he could find, Dr. Hochman intends to inform his contextual analysis with extensive biographical research to closely examine Salinger's self-described life as a reader and writer. His simple hypothesis for the project is that understanding the author and his work can be better correlated and corrected with a scholarly study of epistolary evidence.

**Elliott Horsch, Professor, Physics**

Three related techniques in high-resolution astronomical imaging will be utilized in order to identify binary stars and extra-solar planets (exoplanets) observed with the Kepler satellite, obtain statistics of binary stars that host exoplanets, and develop new instrumentation that will image stellar surfaces and determine binary star orbits with unprecedented resolution. The techniques will be studied side-by-side to learn how to improve the quality of images obtained with each. The information gained will inform the choice of instrumentation and science projects that could be done with the rooftop observing facility of the NEW science building at Southern.

**Camille, Serchuk, Professor, Art**

Dr. Serchuk's sabbatical will be used to complete a book about the interplay between art and cartography in sixteenth century France. It will demonstrate that artists were esteemed and recruited as mapmakers, and that techniques, styles, forms and materials translated from their maps to their paintings and back, sometimes blurring the distinctions between them. It will argue that the consideration of some artist-made maps can help us better understand an artist's work, professional status, and contemporary ideas of and expectations for artistic production.

**Half Year at Full Pay**

**Fall Semester**

**August 2014 – December 2014**

**Kristine Anthis, Professor, Psychology**

Dr. Anthis will serve as an Erikson Scholar at the Austen Riggs Center in order to add clinical data to a research article she has begun on identity distress. She will then analyze and write up statistical data in a manuscript. She will also publish two textbooks that she completed and for which is in the process of securing a publisher after obtaining a termination of her contracts from the now bankrupt Cengage Learning.

**Resha Cardone, Associate Professor, World Languages & Literatures**

Dr. Cardone will use her sabbatical leave to write chapters 2 and 3 of her book- in- progress, a four chapter cultural and literary history of Chile's Ergo project. She will demonstrate its contribution to the Chilean women's movement and re-democratization process, the formation of noteworthy national writers, and the invention of the book-object and other publication innovations.

**Kevin Colwell, Associate Professor, Psychology**

Two innocent women lied. These lies were detected and investigators are trained that a lie should trigger an investigation. During interrogation, both women provided false confessions. Thus a pathway for false confessions and wrongful convictions. A controlled study allowed innocent participants to respond honestly or lie. Preliminarily, it appears that a significant number of people lied. The project Dr. Colwell will be working on seeks to complete, integrate and publish this as an article.

**Misty Ginicola, Associate Professor, Counseling & School Psychology**

Individuals who struggle with their sexual orientation and religious identities are at a higher risk for psychological turmoil and suicide. Within a research study designed to understand the struggles and identity development of this population. She has collected, transcribed and analyzed interviews of 46 participants. After final data collection this spring, the need for data inspection and publication of multiple manuscripts will necessitate a large amount of time and energy. Dr. Ginicola is requesting a sabbatical to perform this creative activity, which will build her teaching and research competency, productivity and will bring national attention to Southern.

**Krystyna Gorniak-Kocikowska, Professor, Philosophy**

The main goal of Dr. Gorniak-Kocikowska's project is to register and investigate some of the changes in education resulting from the application of new and emerging teaching techniques and technologies such as MOOC (Massive Open Online Courses) and robotics, especially anthropoidal robots. The impact of these innovations on selected aspects of educational theory (Philosophy of Education) and practice will be examined in terms of the relationship between these two areas. Her project will serve CSU by enhancing her teaching (especially Philosophy of Education); and as a continuation of her ongoing research regarding the social and ethical impact of new and emerging technologies.

**Heidi Lockwood, Associate Professor, Philosophy**

Dr. Lockwood's sabbatical leave project will be comprised of two disjoint but closely related research projects: (1) an attempt to develop a palatable "way out" of the undesirable consequences of a still (deliberately) unpublished proof which formed the core of her 2009 Ph.D. dissertation; and (2) the development of a category-theoretic model for putatively non-self-referential versions of Yablo's paradox, with the aim of using this model to explain why the tension between incompleteness and inconsistency-rather than the usual culprit, self-reference or impredicativity-provides the best explanation for the paradoxes that arise in certain formal systems.

**Katherine Marsland, Associate Professor, Psychology**

Dr. Marsland's sabbatical will be used to complete a study on how individual differences in vulnerability to the undermining effects of task contingent rewards on a cognitive problem solving task (a computerized Tangram puzzle) might be attenuated by a brief mindset intervention. Specifically, the objective is to develop and test an intervention that will off-set the undermining effect of rewards on the motivation of those who are most vulnerable to this phenomenon. The goals of the sabbatical are to complete data collection, coding and analysis, submit the findings to a peer-refereed conference, and begin writing a manuscript for submission to a peer-reviewed journal.

**Kenneth McGill, Associate Professor, Anthropology**

Dr. McGill's sabbatical will explore the relationship between the identities of unemployed persons in society at large and their position within a German welfare state bureaucracy increasingly organized around a concept of "activation." German sociologists have focused on the "spoiled identities" of unemployed people in society at large. This research examines how the micro-targeted penalties and incentives associated with "activationist" unemployment insurance interacts with and reinforces the presence of these identities.

**Debra Risisky, Associate Professor, Public Health**

Sexual violence is a major health concern in the United States due to high prevalence and associated negative health outcomes. Physical health consequences include chronic pain, gastrointestinal disorders, and gynecologic problems; common emotional problems include depression, Post-Traumatic Stress Disorder, and suicide. Little research has been conducted on perceptions of health outcomes to pre-victimization. It is integral for crisis service organizations to learn more about survivor's health needs post-victimization. To address these needs in Connecticut, a qualitative study will seek to determine perceptions of short term physical and emotional health impact among women who have recently been sexually victimized.

**Rachael Vaters-Carr, Professor, Art**

Dr. Vaters-Carr's work is intimately connected to themes related to survivorship. Recently, the imagery within her work has started to shift. Metaphorical landscapes are giving way to objects that are commonly associated with defense and protection. This sabbatical would afford the time required to incorporate this shift in imagery and further develop work related to this frame. It would also provide time to devote to the development of new work, the inclusion of new technologies in her studio practice, research and travel, and to seek out exhibition opportunities.

**Chulguen Yang, Associate Professor, Management**

Dr. Yang is requesting a sabbatical to complete his ongoing research project on informal communication behaviors in organizations. Informal communication behaviors such as gossip, rumors, and storytelling are pervasive in work organizations, yet they have been relatively ignored and perceived as trivial activities by a majority of management scholars. By integrating previous studies scattered across different disciplines, this project aims to develop multi-level evolutionary framework of informal communication behaviors and to test several prepositions derived from the model. This project is expected to result in a theoretical paper and the empirical analysis of gossip, rumors, and stories from the workplace.

<b><u>Half Year at Full Pay</u></b>	<b><u>Spring Semester</u></b>	<b><u>January 2015 – May 2015</u></b>
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**Deborah Flynn, Associate Professor, Public Health**

Dr. Flynn's study originated with a 2012-2013 CSU grant. In Phase I of the study, survey data was collected from student veterans during the Fall 2012 semester. Preliminary data analysis revealed two areas warranting further inquiry: 1. The nature of injuries experienced during military service and the extent to which they interfere with the return to work and school and 2. Unmet resource needs related to academic and work success. Phase II of the study will include focus groups to explore these issues and are planned for the 2013-14 academic year. Dr. Flynn's sabbatical leave will be used to analyze Phase II data and to write two manuscripts: one from finalized Phase I data and the other from phase II data. University offices along with inquiries into additional funding sources are planned.

**Frank Harris, Professor, Journalism**

Mr. Harris' sabbatical leave project will be used to produce three chapters for a proposed book on the evolution of the word "nigger" from its first to its current use in America. The project will incorporate his previous research on the various group references used to describe Americans of African descent with a focus on whether the "n" word – as "nigger" or "nigga"—might one day become the standard reference for those of African descent in America.

**Rafael Hernandez, Professor, World Languages & Literatures**

Dr. Hernandez will spend his sabbatical leave on conducting research on the poetry of two of Portugal's most important modernist writers, Fernando Pessoa and Cesario Verde, as well as their relationship with two of the most important modernist poets from Brazil, Carlos Drummond de Andrade and Manuel Bandeira. His objective is to have a manuscript that analyzes the relationships between the two traditions ready by the end of 2015.

**Elizabeth Keenan, Professor, Social Work**

For over a century social work has had a dual purpose: to promote both individual well-being and social justice. Specific jobs and corresponding understanding of practice reflect more narrowed purposes. Despite this, some social workers across the profession's history have always developed comprehensive understandings and ways of working in disparate practice settings. Dr. Keenan's project uses qualitative research and an interdisciplinary body of literature to examine how social workers develop their understanding of practice to further grasp the differences between those who view practice in narrow versus comprehensive ways, and to identify methods of helping more social workers expand their understanding.

**Sobeira Latorre, Associate Professor, World Languages & Literatures**

Dr. Latorre's proposed project, tentatively entitled "In Conversation: Dominican Women Writers Speak," is a book of interviews with eight contemporary women writers from the Dominican Republic as well as writers who identify themselves as Dominican American (writers of Dominican heritage who were born or grew up in the United States). One of the goals of the project is to highlight the significant literary contributions made by Dominican women and to promote the work of women writers who often publish in small presses and tend to be overlooked and understudied.

**Armen Marsoobian, Professor, Philosophy**

Dr. Marsoobian plans to organize a photography exhibition, complete a book manuscript, and prepare a scholarly paper for a symposium and an international conference. All of the activities are interrelated parts of a larger on-going project to raise awareness about the Armenian Genocide in Turkey and around the world. His work is based upon extensive research about the lives and activities of an Armenian family-the Dildilians-in central Anatolia during the late Ottoman period (1872-1922). The Dildilians were a family of photographers. Their photos play a central role in the history.

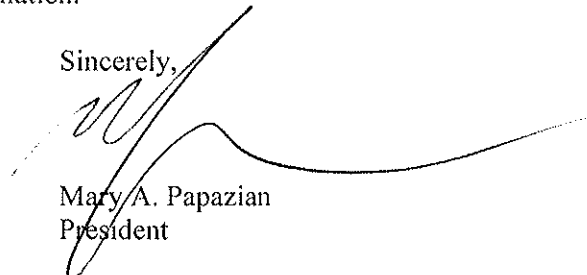
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**Mary Purdy, Professor, Communication Disorders**

Aphasia is an acquired language deficit resulting from brain damage, usually caused by a stroke. Over half of the individuals with aphasia never return to their pre-stroke level and must rely on alternate means of communication. Dr. Purdy will use her sabbatical to research the effectiveness of an intensive treatment program, Multimodality Communication Training, for persons with aphasia. The research protocol requires approximately 44 hours per participant; therefore, an extended, uninterrupted period of time is required. At the conclusion of her sabbatical, she will submit a case-series manuscript for publication and have a draft of a grant proposal for external funding.

Please let me know if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary A. Papazian', with a long, sweeping horizontal line extending to the right.

Mary A. Papazian  
President

cc: M. Kennedy, Interim Provost and Vice President of Academic Affairs  
J. Blake, Executive Vice President, Finance and Administration  
J. Bailey, Chief of Staff and Vice President for Organizational Development



OFFICE OF THE PRESIDENT  
JAMES W. SCHMOTTER, PH.D

**To:** Gregory W. Gray  
President  
Board of Regents for Higher Education  
Connecticut State Colleges & Universities

**From:** James W. Schmotter *js*

**Date:** December 20, 2013

**Re:** Sabbatical Leaves 2014-2015

Below you will find my recommendations for the 2014-2015 sabbatical leaves for WCSU's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

**Katherine Allocco**  
**History & Non-Western Culture Department**  
**Spring 2015**

Dr. Allocco plans to complete her research for her monograph, *Intercessor, Rebel, Regent: Queen Isabella and Her Political Networks*. This monograph will be a study of the political career of Isabella of France, Queen of England from 1307-1358. This work will benefit our students in both the women's studies program and in the history major.

**Carina Bandhauer**  
**Social Sciences Department**  
**Spring 2015**

During her sabbatical, Dr. Bandhauer will complete a book manuscript based on her longitudinal study on the anti-immigrant movement. Bringing this work to completion will benefit our students, the Social Sciences Department, and the larger university community.

**Theresa J. Canada**  
**Education & Educational Psychology Department**  
**Spring 2015**

Dr. Canada intends to investigate Early Childhood Education and building on and continue her grant with the William Caspar Graustein Memorial Fund. Her goal is to prepare a paper(s) for international and/or national presentation and to support curriculum development for teachers to work with parents of color as well as non-English speaking parents.



**John Cronin**  
**Marketing Department**  
**Fall 2014**

Dr. Cronin proposes a project to synthesize and supplement current research on the use of mobile device based social media by not-for-profit organizations. His proposal emanates from a long-standing relationship with local non-profits, and, when executed, can provide both social benefit to the state of Connecticut and direct benefit to the university.

**Oscar De Los Santos**  
**Writing, Linguistics & Creative Process Department**  
**Fall 2014**

Dr. De Los Santos plans to complete his novel, *Before Celia*. He has a commitment from The Last Automat Press to publish this novel upon completion. Its publication will serve to promote the expertise of our faculty in the creative and professional writing disciplines.

**Kevin Gutzman**  
**History & Non-Western Culture Department**  
**Spring 2015**

Dr. Gutzman intends to complete both the research and writing of his manuscript, *Thomas Jefferson – Revolutionary: A Reappraisal*. This book, which will examine Thomas Jefferson's radical thoughts across a wide range of areas and through his entire lifetime, will be published by St. Martin's Press. This project will greatly benefit our students and the university.

**Heather Levy**  
**English Department**  
**Spring 2015**

Dr. Levy intends to write a comprehensive monograph about mental illness in Elizabeth Bowen's shorter fiction during her sabbatical. This will be the first investigation that includes all of her short stories from 1925-1956 filling a major gap in the literary criticism that has not been updated since 1991. This proposal will be useful and informative in both graduate and undergraduate classrooms.

**C. Thomas Philbrick**  
**Biological & Environmental Sciences Department**  
**Fall 2014**

Dr. Philbrick's proposed sabbatical is a continuation of his research program on aquatic plants of tropical rivers which has resulted in numerous publications and grants in the past. His research will enhance his ability to offer our students rewarding and relevant research experiences.

**Joshua M. Rosenthal**  
**History & Non-Western Culture Department**  
**Fall 2014**

Dr. Rosenthal is seeking a sabbatical to advance his ongoing historical research by examining the role of pardons in the construction of state power and legitimacy in 19<sup>th</sup> century Columbia. His continued scholarship in this area is a direct benefit to our students as he incorporates what he has learned into his course material.

**Sal Trapani**  
**Theatre Arts Department**  
**Spring 2015**

Professor Trapani's plans to complete his work begun in his previous sabbatical, the completion of a trilogy of musical theater pieces based on the Greek tragedy, *The Oresteia*. This project will greatly enrich the educational experience of our theatre students and further enhance the university's reputation in the Visual and Performing Arts.

**Robert D. Whittemore**  
**Social Sciences Department**  
**Fall 2014**

Dr. Whittemore proposes the completion and submission for publication an ethnographic monograph on the Mandinka people of the Casamance Region of The Republic of Senegal (West Africa). His endeavors will greatly benefit our students, the Social Sciences Department, and the university.

**Kathryn A. Wiss**  
**Communication Department**  
**Spring 2015**

Dr. Wiss intends to conduct research and develop materials to support the incorporation of mindfulness and meditation into communication curricula. This timely topic, which extends the branch of communication that focuses on intrapersonal communication, is an important contribution to the lives of our students.

- c: E. Fitzgerald, BOR Board Affairs  
F. Cratty, WCSU Inf. Assoc. VP for Human Resources  
J. McBride Gates, WCSU Provost/VP Academic Affairs  
M. Palica, WCSU Academic Leave Committee Chair  
S. Weinberger, BOR Human Resources

**ITEM**

Below-Threshold Academic Minor in Costume & Fashion Design at Eastern Connecticut State University.

**INFORMATION ITEM – NO RESOLUTION IS REQUIRED**

No resolution is necessary. Approval by the Board is not required although the program is reported for information purposes (10a-34-3(e)).

**BACKGROUND**

Eastern Connecticut State University will offer a minor in Costume & Fashion Design beginning in Spring 2014. This minor will serve to broaden the interests and professional-skills of students planning to enter the fashion, costume, and entertainment industries in highly employable sub-fields. It is expected that this minor will appeal to both Visual Arts and Theatre Students, and based on enrollment data in previously-offered course sections, the general student population as well. This course also fulfills educational initiatives related to secondary degree and certificate programs related to STEAM (Science, Technology, Engineering, Arts, and Math), by developing skills sets in many of these areas.

**RATIONALE**

Based on the enrollment of Costume and Fashion technology and design courses, there is demand for this interdisciplinary minor consisting of classes offered by the Performing Arts Department Theatre program, and the Digital Art and Design area of the Visual Arts Department. Courses from both disciplines complement each other in that digital-based design courses offered in Visual Arts can be extended to practical applications in theatre-studio oriented classes in the costume shop, and also in performance-based applications. To fulfill the minor requirements, students must select 3 required core courses plus one practicum credit entailing practical experience in costume/fashion design and technology; and 2 elective courses from a list of 3 currently available. It is expected that in the future, additional special topics courses will be developed and added to the slate of elective possibilities.

**Cost Effectiveness and Availability of Adequate Resources**

All courses in the proposed minor will be covered by FT faculty members in the Performing and Visual Arts departments. Even with projected growth it is anticipated that new faculty will not be hired to offer these courses, although PT faculty may be contracted to offer special topics or other specialty courses. Currently, computer assisted programs and digital technology is available in the Davis Lab in Shafer Hall, while studio-related courses can be taught in the Costume Shop and adjoining classroom of the Theatre Program in Shafer. In the new Fine Arts Instructional Facility (anticipated Spring 201), there will be state-of-the-art facilities and equipment for both computer assisted and costume shop studio instruction.

**ITEM**

Below-Threshold Academic Minor in Film Studies at Eastern Connecticut State University.

**INFORMATION ITEM – NO RESOLUTION IS REQUIRED**

No resolution is necessary. Approval by the Board is not required although the program is reported for information purposes (10a-34-3(e)).

**BACKGROUND**

Eastern Connecticut State University will offer a minor in Film Studies beginning in Spring 2014. This proposed interdisciplinary minor in Film Studies is intended to revivify the film curriculum at Eastern, to meet student demand, and to acknowledge that film studies and processes are converging with multiple disciplines and digital media formats as taught in several departments. Film studies at Eastern is not new; until 2002, students majoring in Fine Arts could select Fine Arts/Film to fulfill core; however, after the creation of the Visual Arts and Performing Arts Departments, film courses were housed in and administered by the Chair of Performing Arts, though Film courses remained as Liberal Arts Core elective courses.

**RATIONALE**

Over the past several years, it has become clear to faculty from several disciplines that there are more than enough film-related courses to create a unique minor program that complements several major programs, while offering students the opportunity to study film in greater depth. Faculty and chairs from the departments of Communication, English, Performing Arts, Visual Arts, and World Languages and Culture agree that a film studies minor can be an integral component of Eastern's liberal arts mission, and recognize the advantages for students who may wish to pursue film as a career, or in professional training and graduate programs. It is expected that many of the students who will select the Film Studies Minor will do so to complement majors in Communication and Performing Arts; this is why, apart from interdisciplinarity, the program requires that students select courses from different disciplines and only one from their major program. Yet, because of the range of courses students may elect, the Film Studies Minor will also interest students from Computer Sciences, Music, Visual Arts, World Languages and Culture, and the social sciences.

**Cost Effectiveness and Availability of Adequate Resources**

One advantage to this interdisciplinary minor is that it will not be necessary to hire new faculty and staff. Also, all but one of the courses in the minor have been developed, approved and are currently in rotation. Equally positive is that faculty from various disciplines envision developing courses which exemplify interdisciplinary studies, including team-taught and cross-listed classes. Since it is expected that the Film Studies Minor will be housed in Performing Arts, there will be no additional administrative oversight that will be necessary, and film courses, which routinely involve screenings, can be offered in Shafer Auditorium which has the capacity to run a variety of film formats. This proposed Film Studies Minor responds to student demand. Faculty from Theatre and Communication especially, but also across the university, report that students would like to see film studies developed at Eastern. The Film Studies minor will not only meet student demand, it will better prepare them to enter film and film-related fields, particularly the burgeoning film and video industries in Connecticut.