



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – February 5, 2021

9:30 a.m. – Conducted via Remote Participation

MINUTES

Regents Present: Aviva Budd, Naomi Cohen, Merle Harris, Holly Howery, Antonia Oglesby (Student Regent), Colena Sesanker

Regents Absent: None

Staff Present: Jane Gates, Alison Buckley, Mike Buccilli, Greg DeSantis, Pam Heleen, Ken Klucznik, Tanya Millner, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz

Other Attendees: Shirley Adams (COSC), Kathy Ahern, Missy Alexander (WCSU), Carrie Andreoletti (CCSU), Licella Arborlea, Robin Avant (HCC), Sandra Bulmer (SCSU), Marianne Fallon (CCSU), David Ferreira (NCCC), Carolina Flores (MCC), Teresa Foley (ACC), Jennifer Hernandez (MxCC), Andrea June (CCSU), Brian Kapinos, Sharale Mathis (MxCC), Trudy Milburn (SCSU), Tony (George) Peffer (NCC), Rebecca Rist-Brown (MxCC), Bill Salka (ECSU), Fatma Salman (MCC), Elizabeth Scott (ECSU), Sudha Swaminathan (ECSU), Neli Zlatareva (CCSU)

The meeting was called to order at 9:33 a.m. by Chair Merle Harris.

Chair Harris introduced the new Student Regent on the BOR Academic and Student Affairs Committee, Antonia Oglesby. Ms. Oglesby is a Political Science and History Major at Housatonic CC who will graduate in May 2021. She plans to become a Civil Rights Attorney and run for political office.

Chair Harris removed Item 3.f. BOR Policy – Use of a Preferred First Name and Execution to Changes of Legal Name by Students from the agenda. She stated that legal questions regarding the policy have arisen and legal staff will need time to research and respond.

1. Approval of Minutes
 - a. December 4, 2020

On a motion by H. Howery and seconded by N. Cohen, a vote was taken and the minutes from the December 4, 2020 BOR ASA Committee meeting were approved.

2. Consent Items

a. Discontinuations

- i. Child and Youth Concentration within General Studies Major – BS – Charter Oak State College

On a motion by N. Cohen and seconded by H. Howery, a vote was taken, and the consent item was approved.

3. Action Items

a. Continued Accreditation of a Licensed Program

- i. Gerontology – Official Certificate Program (OCP) – Central CT State University
Chair Harris called for a motion to approve the continued accreditation of the Central CT State University Official Certificate Program in Gerontology. The motion was moved by H. Howery and seconded by N. Cohen.

Dr. Ken Klucznik, VP of Academic Affairs introduced the Central CT State University OCP in Gerontology which is the only standalone program within the state of CT. CCSU is a member of the University Age-Friendly Global Network.

Dr. Marianne Fallon, AVP for Academic Affairs, Planning and Resources, and Dr. Carrie Andreoletti, Professor of Psychological Science and Gerontology Program Coordinator, and, Dr. Andrea June, Associate Professor of Psychological Science, presented the program. The CCSU OCP in Gerontology was implemented in Fall 2017. It is a 15-credit interdisciplinary program with two core courses in Gerontology. Students can take the OCP in Gerontology as a standalone credential, add it to a degree or as a track within a degree. Enrollment in the OCP in Gerontology has not been what was projected, but the Department has taken measures to increase enrollment. Among these measures are reducing the number of credits from 18 to 15, adding a hybrid modality to attract working professionals, streamlining admission requirements, and forging partnerships with CT's aging network.

Questions/comments from the Committee included:

- a) *There is a discrepancy in the program documentation concerning Core and Elective courses.* Response: There are three required core courses in the program GERO 500, GERO 510, and PSY 511. The two GERO courses and an Internship/Independent Study Course are unique to the program.
- b) *Will you be able to increase enrollment in this program?* Response: We are ramping up recruitment for Fall 2021.

Chair Harris stated that when a new program is submitted to the BOR ASA Committee, enrollment projections are almost always wrong. And, in the case of this program, there is a revenue loss. Institutions need to make better enrollment projections and there must be a better marketing plan and outreach to other organizations.

- c) *Regent Cohen asked if we approve this program for how long is it approved.*

Response: The program will be folded into the University accreditation program. As part of the Academic Program Review, programs are reviewed every seven years. If a program fails to meet the enrollment threshold, a Low Completer Report will be included for that program. Regent Cohen asked for an enrollment report on the OCP in Gerontology Program in Fall 2021. The Committee agreed to a date of Spring 2023 for the enrollment report.

On an amended motion by Regent Cohen seconded by Regent Howery a vote was taken to approve the accreditation of the Central CT State University OCP in

Gerontology with a required enrollment report in Spring of 2023 and the vote was unanimous.

ii. Software Engineering – MS – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University MS in Software Engineering. Regent Howery made the motion and Regent Cohen seconded it.

Dr. Fallon and Dr. Neli Zlatareva, Professor of Computer Science, presented the program which was implemented in Fall 2017. It is the only public MS in Software Engineering program in CT. There is a growing demand for Software Engineers with Master's degrees with 30% of the job postings reviewed requiring candidates with MS degrees. CCSU received a \$1 million grant from the National Science Foundation to provide scholarships in software engineering for academically talented, financially disadvantaged, first generation members of underserved populations with a goal of increasing workforce diversity to meet workforce demands.

Questions/Comments from the Committee included:

a) *How will the NSF Grant be marketed to attract the underserved population?*

Response: CCSU is creating an institution-wide marketing program. The NSF grant is very attractive because it pays for the preliminary courses students must take before they take core courses in the MS in Software Engineering program. CCSU has a huge number of undergraduate students interested in continuing with the MS degree.

b) *Where is the outreach to the community college population?* Response: The TAP program allows students to transfer from the community colleges to the BS in Software Engineering. CCSU will publicize the pathway from the AS to the BS to the MS in Software Engineering degree at the community colleges.

c) *Is this grant renewable?* Response: CCSU just received the grant. We will offer it in Fall 2021. Based on our experience with a current multimillion dollar grant for undergraduate students in Computer Science and Physics, the grant may be renewable. This grant is well known in the community colleges.

Chair Harris called for a vote to approve the continued accreditation of the Central CT State University MS in Software Engineering. A vote was taken to approve the continued accreditation of the MS in Software Engineering and the vote was unanimous.

b. Modifications

i. Nurse Educator – Post Master's Certificate – Southern CT State University

[Modification of Instructional Modality]

ii. Nurse Educator – MS in Nursing – Southern CT State University [Modification of Instructional Modality]

iii. Clinical Nurse Leader – Post Master's Certificate – Southern CT State University [Modification of Instructional Modality]

iv. Clinical Nurse Leader – MS in Nursing – Southern CT State University [Modification of Instructional Modality]

Dr. Klucznik asked if these four program modifications can be discussed as a block as they are in the same program and have the same modification. Chair Harris agreed. Southern CT State University is seeking to add a hybrid modality to all four programs in

addition to the current on ground modality. Dr. Trudy Milburn, AVP for Academic Affairs and Dr. Sandra Bulmer, Dean of the College of Health and Human Services, presented the programs. By adding the hybrid modality to all four programs, Southern CT State University seeks to increase flexibility for students, particularly working adults. The institution has been offering the hybrid modality for these four programs since the onset of the COVID pandemic. The programs will still be offered in an on-ground modality for practical lab-based aspects of the program and will deliver the educational, didactic portions of the program in the online modality.

Questions/Comments from the Committee included:

- a) *What is the current enrollment in these programs and has it increased because of COVID?* Response: There is a large demand for SCSU's Family Nurse Practitioner Concentration in the MS in Nursing Program. There are clinical placement challenges with the program. Some sites charge as much as \$2,000/student for placements. The Nurse Educator and the Clinical Nurse Leader programs have more capacity to grow and the new hybrid modality will help to grow the programs. We have seen a small increase in enrollment in these programs; but, since the onset of COVID, it's difficult for healthcare professionals to take courses because of the demands in their professional positions. Currently, the enrollment is seven in the Clinical Nurse Leader program and eight in the Clinical Nurse Educator program.
- b) *What are the financials for these programs?* Response: These programs are part of the MS in Nursing Program so there are no extra costs for these programs. We are working to market the Nurse Educator and the Clinical Nurse Leader programs because there is capacity in these two programs. MS in Nursing students may decide to take one of these programs if they can't get into other programs.
- c) *Is there any conversation among Nursing programs to get the \$2,000 per student placement fee reduced or eliminated?* Response: Yes. The Deans and Directors of Nursing are working with the state on these student placement fees. The Associates and Bachelors programs are not being charged for placement fees; but, other fees are starting to be charged. The \$2,000 per student placement fee is an outlier. Most facilities are charging a \$500 per student honorarium for placement fees. We are trying to hold the line at \$500 per student. Chair Harris noted that this is an important item for discussion with the CT Hospital Association and others after COVID.

Chair Harris called for a motion to approve the modifications, specifically, adding a hybrid modality, to the four Southern CT State University programs - the Nurse Educator Post Master's Certificate, the Nurse Educator MS in Nursing, the Clinical Nurse Leader Post Master's Certificate, and the Clinical Nurse Leader MS in Nursing. N. Cohen made the motion and it was seconded by H. Howery. Chair Harris called for a vote and the vote was unanimous.

- v. Therapeutic Recreation – C2 Certificate – Middlesex CC [Significant Modification of Courses/Course Substitutions and Addition of an Online Instructional Modality]

Chair Harris called for a motion to approve the modifications to the Middlesex CC C2 Certificate Program in Therapeutic Recreation. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Sharale Mathis, Dean of Academic and Student Affairs and Dr. Jennifer Hernandez, Associate Professor and Program Coordinator of the Human Services and Therapeutic Recreation Programs presented the program. MxCC is seeking to modify its C2 Certificate in Therapeutic Recreation by adding a fully online modality and offering the program in a condensed format. The reasons for the potential modifications to the program are to satisfy upgraded employment requirements and workforce needs, to increase accessibility for the students, and to reduce the timeframe for students to attain the certificate from 16 weeks to 7 weeks. The Therapeutic Recreation C2 Certificate is a workforce-ready certificate and students, with the certificate, can qualify for immediate employment in nursing homes and in group homes. MxCC is implementing different levels of marketing to increase enrollment in the certificate. Students can apply credits from the Therapeutic Recreation C2 Certificate to the Human Services program.

Regent Howery asked if there is a financial payback for CNAs to get the C2 Certificate in Therapeutic Recreation. Dr. Hernandez responded that a CNA could earn more money with the certificate in a job that is not as physically demanding, and the certificate can open more advancement opportunities both academically and career-wise.

Chair Harris called for a vote to approve the modifications to the Middlesex CC C2 Certificate in Therapeutic Recreation, including the addition of an online modality and a reduced timeframe, from 16 weeks to 7 weeks, to attain the certificate. A vote was taken and the vote was unanimous.

c. Suspensions

i. Music Education – MS – Western CT State University

Chair Harris called for a motion to suspend the Western CT State University MS degree in Music Education. The motion was moved by N. Cohen and seconded by H. Howery.

Dr. Missy Alexander, Provost and Vice President for Academic Affairs, presented the program. The enrollment in this program has been lagging in the past few years. WCSU wishes to pause enrollment to retool the program for a relaunch in Fall 2022. WCSU is considering adding a hybrid modality to accommodate students who are working professionals and to attract a broader audience. WCSU will take the opportunity to refresh the curriculum and is considering adding a Jazz component. WCSU wishes to maintain the degree building on the success of its undergraduate Music Education program.

Chair Harris called for a vote to suspend the Western CT State University MS degree in Music Education and the vote was unanimous.

d. New Programs

i. Special Education – MS – Eastern CT State University

Dr. William Salka, Provost and VP for Academic Affairs, Dr. Elizabeth Scott, Dean of Education and Professional Studies, and Dr. Sudha Swaminathan, Chair of the Department of Education, presented the proposed new 30-credit MS degree in Special Education for licensure and initial accreditation. The program addresses the existing need for K-12 special educators in CT. The long-standing shortage of Special Education teachers in CT is severe and persistent. The proposed new program is designed to attract more students into Special Education. ECSU has many undergraduate teacher candidates interested in the proposed new program. There are minimal start-up costs, no new full-time faculty will be required, and the program will produce revenue in its first year. ECSU

has used conservative enrollment estimates in its proposal. Dean Scott noted that there were only 180 Special Education graduates in Academic Year 2018-2019 while Jobs EQ showed over 700 openings in CT for Special Education teachers. Dean Scott also noted that there is a great inequity in the ratio of teachers to students in high-poverty districts (1:49 teacher to student ratio) as compared to low-poverty districts (1:14 teacher to student ratio).

Dr. Scott enumerated the unique characteristics of the proposed new program:

- a) 80% of the program is online which will attract working professionals.
- b) Two courses in the curriculum set the program apart from other special education programs – Special Education and the Arts and Interagency Collaboration to give Special Education students more tools to work with students with disabilities. The hope is that this course will help students to be more effective and less prone to burnout.
- c) The Practicum will be on ground in the candidate’s own home community and school setting eliminating the need to commute to the ECSU campus.

Chair Harris asked if ECSU’s proposed new MS in Special Education program will draw students from the other three CSUs. Dean Scott responded that ECSU hopes to expand the number of Special Education students who are studying to become teachers with the goal to increase the number of Special Education teachers in the state. She also noted that the proposed ECSU model for the MS in Special Education can be adopted by the other CSUs offering the program. Provost Salka noted that there is strong enrollment in the CCSU and SCSU MS in Special Education programs; and he feels that there is enough demand for the program.

Chair Harris called for a motion to approve the proposed new Eastern CT State University MS degree in Special Education. The motion was moved by N. Cohen and seconded by H. Howery. Chair Harris called for a vote to approve and the vote was unanimous.

- e. Mid-Year (2020-2021) Tenure Recommendations
 - i. Southern CT State University

Chair Harris called for a motion to approve the 2020-2021 Mid-Year Tenure recommendations from Southern CT State University. The motion was moved by N. Cohen and seconded by A. Budd. Chair Harris called for a vote to approve and the vote was unanimous.

- f. ~~BOR Policy – Use of a Preferred First Name and Execution of Changes to Legal Name by Students~~ – **Withdrawn**

- g. Academic Programming Approval Policy

Chair Harris discussed the change to the Concept Paper requirement. She noted that the BOR had added the concept paper to the process of new program approval. Institutions are required to present a concept paper to the Academic Council for discussion to make sure there is a need for the program and there are no serious design flaws. Once approved by the Academic Council the institution then submits a full new program proposal to the Academic Council. Responding to institutional requests, the concept paper will now be optional. Institutions will be able to submit full new program proposals without first submitting concept papers but will still have the option to present concept papers to the

Academic Council, if desired. Dr. Ken Klucznik, VP of Academic Affairs, presented the other two changes to the Academic Programming Approval Policy. The process for the replication of College of Technology programs has been revised to reflect current practice. Requirements for Below Threshold Program Reporting were clarified and corrected.

Chair Harris called for a motion to approve the modifications to the Academic Programming Approval Policy. The motion was moved by H. Howery and seconded by A. Budd. Chair Harris called for a vote to approve and the vote was unanimous.

4. Informational Items

- a. CSCU Sabbatical Leaves
 - i. Western CT State University
 - ii. Eastern CT State University

Chair Harris noted that Informational Items do not need approval. The Central CT State University Sabbatical Leaves were omitted from the agenda packet for this meeting. Chair Harris read the names of the candidates for sabbatical leave from CCSU. She noted that these sabbaticals will be included in the record and in the minutes for today's meeting.

- b. CSCU Recommendations for Emeritus Status
 - i. Southern CT State University
 - ii. Middlesex Community College
- c. Below Threshold
 - i. Biochemistry Concentration – BS Chemistry to MS Chemistry Accelerated Pathway – Southern CT State University
 - ii. Criminology and Criminal Justice Concentration – BS Sociology to MS Sociology Accelerated Pathway – Southern CT State University
 - iii. BA Sociology Concentration – BA Sociology to MS Sociology Accelerated Pathway – Southern CT State University
 - iv. Commercial Lending – Official Certificate Program (OCP) – Central CT State University

b. Update: Connecticut State Community College – Curriculum Alignment: Scope, Goals, and Guiding Principles

The agenda was adjusted to include status reports from three additional Students First workgroups in addition to the one listed on the agenda, Curriculum Alignment. The three additional workgroups are Shared Governance, Strategic Planning, and Service Level Agreements/Enrollment Management. These groups are building the structure for the CT State Community College (CSCC).

i. Curriculum Alignment

Dr. Francine Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, Dr. Carolina Flores, Professor, Music, Manchester CC, Rebecca Rist-Brown, Professor and Program Coordinator, Criminal Justice & Criminology Studies, Middlesex CC, presented for the Curriculum Alignment workgroup. Dr. Rosselli-Navarra explained that the 12 community colleges have 12 different catalogues. In total, there are 650 associate degrees and 350 certificates. The goal of curriculum alignment is to create a single catalogue for CSCC. The single catalogue needs to go live no later than October 2022 so that students can apply to CSCC for the Fall 2023. Dr. Rosselli-Navarra talked

about the process flow for the Curriculum Alignment workgroup and noted that most programs are still in Stage 1: Faculty Preparation. She spoke about Stage 2 in which the Aligned Program Review Committee (APRC) will review all the proposals and forward them to the SF ASA CC or the faculty for further review. Several programs have moved through Stage 2 and have moved to Stage 3: Campus Endorsement. Dr. Rosselli-Navarra introduced Professor Rebecca Rist-Brown and Dr. Carolina Flores, faculty members, who spoke about their experiences on the Criminal Justice and Music workgroups, respectively.

- a) Course Syllabi - Dr. Rosselli-Navarra noted that it has been very challenging to get syllabi at all institutions. She noted that CSCC will have curriculum software and course syllabi will be in a single repository.
- b) Faculty Time in Workgroups – Response: All faculty had the opportunity to work during the summer in workgroups. The work was very detailed which required time away from the regular semester. Dr. Rosselli-Navarra noted that one solution being employed to speed up this work is to prefill the templates to allow the workgroups more time to focus on curricular issues.
- c) Have all programs gone through this process? How many people are involved? Response: The 650 degrees were combined into discipline/program groups totaling about 90 groups. Of these, 45 groups are in an active state. The remainder were active previously. The challenge is staffing to support these groups.
- d) How will you accommodate the workflow at the individual community colleges within the CSCC Curriculum Alignment Process Flow? This is an ambitious timeline. How do you accommodate all groups? Response: Campus Endorsement is not the first time we've asked for feedback. In Stage 1, only a portion of faculty is involved. There's an initial feedback loop built in before programs go to the APRC. Faculty will be given a month to review and make changes. In Stage 2, the review by APRC is a second point of feedback. Stage 3, Campus Endorsement, represents a third review.

Mike Stefanowicz, Interim AVP of Academic Programs and Curriculum, noted that the alignment work began in Fall 2018. We are on a tight timeline and need to move this along to get through the various layers of governance that are required. Professor Rist-Brown talked about centers of excellence that grew out of the work of the Criminal Justice Workgroup which allowed for specialties and individual identities on each campus and the importance of the APRC reviews of their work which provide a totally different and neutral set of people and perspectives.

- e) Have the CSUs been involved in the process? Response: In some cases, all drafts of the TAP Pathways have been sent to the CSUs and private institutions with which the community colleges have TAP Agreements. Research regarding course descriptions has been done on the CSU websites. Steve Marcelynas, Director for the Office of Transfer and Articulation, has been reviewing the aligned curriculum for TAP programs.

Chair Harris asked for continued updates from the CSCC workgroups in Fall 2021.

ii. Shared Governance

AVP Stefanowicz gave some history on the Shared Governance proposal and shared highlights of the feedback and comments that the workgroup received. He noted that a draft of the proposal was submitted to the community colleges on November 23, 2020

with a deadline of December 31, 2020 for public comments. He hopes to have an update for NECHE in June

The highlights of the feedback received are:

- a) CSCC Organizational Chart - Responses to the organizational chart were shared with management.
- b) Curriculum Congress - The makeup of the Curriculum Congress should have a majority of Faculty members. However, currently, 9 out of 12 community colleges' curriculum committees have non-faculty members with voting rights. A NECHE Standard is that curriculum is the primary domain of the faculty which should have the majority of votes.
- c) Questions were raised on whether curriculum goes from the community colleges to the Curriculum Congress or directly to the college's administration for approval.
- d) Appeal Process - Questions were raised on the appeal process.

The goal is to send the final proposal to each community college for an endorsement vote in March 2021 and to present an update on the proposal to the BOR ASA Committee and the full BOR in May 2021.

Chair Harris commented that a goal should be to make the process as nimble as possible for community colleges to get programs approved. AVP Stefanowicz agreed. He mentioned minimizing the time to approve workforce development programs, which respond to immediate industry needs, while also working within the governance structure which NECHE requires. The governance bodies need to be in place by AY 2022-2023 and staffing the committees will start in Spring 2022. Chair Harris noted that this is important work that is critical for NECHE approval. We must ensure that faculty have the appropriate voice to move curriculum along.

iii. Strategic Planning

Dr. Tanya Millner, Associate Vice President of Teaching & Learning, gave an update on the Strategic Plan and Process for the CSCC. The last NECHE Update stipulated that CSCU must have a clear-cut Strategic Plan and Process for the CSCC. The Strategic Planning Committee developed six Guiding Principles for CSCC based on the CSCC Mission and Vision, the BOR Goals, and the Strategic Plans, Goals and Missions of each of the twelve community colleges.

Dr. Millner enumerated the six Guiding Principles:

- 1) Equity, Inclusion and College Culture
- 2) Students Access, Support and Success
- 3) Enrollment Management
- 4) Academic Innovation, Institutional Effectiveness, and Professional Growth
- 5) Stewardship, Affordability and Sustainability
- 6) Workforce Development and Community Engagement

The Guiding Principles and Process are now with the Campus CEOs to populate the Executive Strategic Planning Council for CSCC. The Strategic Planning Committee has identified 20 areas to be represented on the Council. Dr. Millner stated that the Committee will have an update for April 2021 which can be included in the response to NECHE Report.

iv. Service Level Agreement/Enrollment Management

Dr. Alison Buckley, Vice President for Enrollment Management, discussed the reorganization and new reporting structures of CSCC. The transition to the CSCC has begun by moving the direct supervisory line for the campus leads to the functional AVPs in the areas of Admissions, Financial Aid, Registration, Advising, and Enrollment Management. Dr. Buckley named the functional AVPs – Dr. Gayle Barrett (Registration), Tamika Davis (Admissions), Steve McDowell (Financial Aid), and Mike Buccilli (Advising). The change in supervisory lines will take place between now and March 26, 2021.

Dr. Buckley enumerated the reasons for moving forward with the restructuring at this time:

- 1) A gradual phased implementation will be less disruptive for students and staff.
- 2) The community colleges are resource constrained. Dual positions are being filled. Pooling talent and working together will be more efficient.
- 3) The pandemic triggered an enrollment crisis. Benchmarks and department performance measures to improve enrollment are being established.

Questions/Comments from the Committee included:

- i. *How many people are involved?* Response: 54 staff will have new supervisors. In addition, there are open positions. Staff will retain the same job title and level, compensation, and job duties. This is a change in supervision, assigning the existing teams to the CSCC functional teams.
- ii. *Many colleges are under resourced. The level of change doesn't respond to the need. Does this structure allow for more resources?* Response: Advising will hire significantly more resources. We will bring Advising into the Service Agreements as we bring on Guided Pathways. Pooling resources will alleviate the administrative burden.
- iii. *A suggestion was made to keep the lines of communication open and clear and moving both ways between the individual colleges and CSCC.* Response: Dr. Buckley discussed the rollout of the change in supervision. The first communication was face to face. The CSCC Team is starting to articulate what the organization will look like and building a long-term communication plan.
- iv. *Does a communication plan exist where official communication can go to the Faculty Advisory Committee Leadership who can then distribute the communication to its membership?* Response: President Levinson sent out an email to the community college staff. Frequently Asked Questions were also posted on the website and will evolve in time. The functional AVPs may also be featured in videos regarding the new structure. The message to the community colleges should be a single communication, unified and clear, as we move from individual community colleges to CSCC. We must adjust to a new culture and a new communication process.

Chair Harris stated that she looks forward to continuing the conversation and hopes that comments from the FAC will be forwarded to the presenters and the full BOR ASAC.

On a motion by N. Cohen and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 12:08 p.m.



Central Connecticut State University

MEMORANDUM

To: Mark E. Ojakian
President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro 
President, CCSU

Date: December 7, 2020

Re: Sabbatical Leaves for 2021-2022

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2021-2022 academic year:

First Name	Last Name	Department	Project Title	Requested Time Period
Helen	Abadiano	Literacy, Elementary, and Early Childhood Education	A Compendium of Quality Practicum Experiences in Reading/Literacy Specialist Programs That Align With the 2017 International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals	Fall 2021
Stephen	Adair	Sociology	Labor and Value in an Age of Growing Inequality	AY 2021-2022
Marian	Anton	Mathematical Sciences	Math Foundations - Algebra with Arithmetic Models	Fall 2021
David	Blitz	Philosophy	Bertrand Russell: The Unity of His Thought in Philosophy and in Practice	Spring 2022
Daniel	Broyld	History	A New Lens for Black Diaspora Studies: Fashion, Futurism, and Graffiti	Fall 2021 and Spring 2022
Sourav	Chakraborty	Chemistry and Biochemistry	Phytochemical profiling of nectar and fruit from <i>Jaltomata</i> species using Matrix Assisted Laser Desorption Ionization - Time of Flight mass Spectrometry (MALDI - TOF MS)	Fall 2021
Sixia	Chen	Computer Science	An Open Problem in the Applications of CRDTs to Collaborative Text Editing	Fall 2021
Diana	Cohen	Political Science	Crashing the Boards: The Politics of Professional Women's Ice Hockey	AY 2021-2022
Cheryl S.	Crespi	Accounting	Closing a gap in community engagement: Consideration for the Volunteer Income Tax Assistance Program	Spring 2022

Darius	Dziuda	Mathematical Sciences	Writing the book entitled "Multivariate Biomarker Discovery: Efficient Analysis of High-dimensional Biomedical Data" for Cambridge University Press	Spring 2022
Theodore	Efremoff	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	Fall 2021
Bob	Emiliani	Manufacturing and Construction Management	Analysis of Data collected from TM590 (Decision Failure Analysis in Technology Management)	Spring 2022
Timothy	Garceau	Geography	The Diffusion of Roundabouts as Intersection Treatments: Seeking an Understanding of Their Resistance and Implementation	Spring 2022
Vicente	Garcia	Art	Going for the Gold (and Silver)	Fall 2021
Ivan	Gotchev	Mathematical Sciences	Cardinal Functions on Topological Spaces	Fall 2021
Drew L.	Harris	Management & Organization	An Introduction to Formal Privilege and the structural foundations governing fair and sustainable organization and economies	Fall 2021
Michelle M.	Kusaila	Accounting	Certified Fraud Examiner designation and the issue of corporate social responsibility and juror auditor liability decisions	Fall 2021
John	Mitrano	Sociology	An Examination of Heritage Tourism's Role in the Ethnic Identity Formation Process	Spring 2022
Barbara	Nicholson	Biology	Below the Trees: Broadening the Farmington Land Trust Database to include Mosses and Lichens	Fall 2021
Elizabeth	Olson	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	Fall 2021
Oscar	Perdomo	Mathematical Sciences	Quantum state preparation	Fall 2021
Linda	Reeder	Manufacturing and Construction Management	Mary E. J. Colter's Design Processes and Construction Methods	AY 2021-2022
Louise	Williams	History	Our Voice as in a Dream: An Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920	Fall 2021
Leanne	Zalewski	Art	American Women Shaping Art History: Late Nineteenth-Century Authors, Clara Erskine Clement and Clara Stranahan	Spring 2022

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